HABITAT AND HABITUS IN ADAPTATION OF MAN

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Habit and habitat of man, there are two categories of science that clearly to the relationship between man and the environment. The paper discusses the definition of the term habitat, scientific approaches to the term habitus, as the most important dates for research human adaptation to changes in the environment and working environment. Human adaptation are examined on the basis of medical monitoring and cooperation with occupational physicians. Are supplemented by observations of the author in the area Tisovec (Slovakia). Preliminary results of the first year of the research are contained in the form of basic findings from the field.

habitat of man, man's habit, human adaptation, psychosocial risks, work environment, environment

Introduction. Man is a part of living, social and working environment which affects him, whether negative or positive. The working environment is defined as the physical, chemical, biological and psychosocial factors, which directly affect the health and safety of working people. Social environment is the result of community structure, living in a particular territory, that is organized and has its reciprocal links [1]. The concept of ecology comes from the biological sciences and examines the relationships between organisms and their environment. Ecology allows interdisciplinary approach to environmental problems. Ecological and socio - ecological models of human behavior have evolved over several decades [2] in sociology, psychology, education and health care and focus to how people behave towards the environment in which they live. According to the World Health Organization [3], policy and environment have to create appropriate conditions for motivating people to behave healthily.

Psychosocial problems lead to environment. Loss of biodiversity, lack of fresh water and climate change are global environmental problems, which are not "outside" of human society, but are part of its operation. This means that every environmental problem is, in

some aspects, social. Teams of scientists working on solutions to global changes in the environment, first have to identify the ethical and social issues arising from global change. Then, they must reflect on ethical principles [4] on the environment, which can provide a basis for addressing them. Finally, they must support national, ethically, socially and scientifically based policy in being able to adapt to global environmental change [5]. Regarding human health in the context of global environmental risks, it is clear that good health of the whole population depends largely on the stability and functioning of the ecosystem in which it lives. The most common global environmental risks include, for example, changes in ecosystems caused by the loss of biodiversity, climate change, depletion of stratospheric ozone, changes in hydrological systems, water scarcity and soil degradation and urbanization. Regarding the protection of health from global environmental change, multi-level management associated with health advice, derived from the enviromental agenda is needed, to address health risks. For example, the World Health Organization provides health expertises to the UN conventions on climate change and biodiversity [6].

Habitat is the environment in which a person or population lives. Habitat can be divided into natural habitat and man-made habitat. It can be defined as a set of physical factors (such as heat, light), chemical (chemical) biological (micro and macro) and psychosocial factors (motivation, satisfaction, interpersonal relationships), which directly affect the health of human. These factors affect human beings positive or negative, so the man had to habituate (adapt).

The term **habitus** is often confused with the term habitat and represents the overall physical condition of the body, due to the susceptibility to the disease. From the perspective of social anthropology, the term habitus is defined by Pierre Bourdieu [7], as a set of individual dispositions of a man, enabling him to perceive, think and act a certain way. Natural human habitus can be examined using the following approaches. Mechanistic model, an approach that sees man as an independent corrector of the environment in which he lives. Cognitive model include cognitive state of man in relation to the environment, so-called mental maps. Behavioral model examines how the man behaves in different environment, because the environment influences his behavior. Most of the attention in terms of natural habitus of a man, deserves socio - ecological model, which examines the relationship of man and the environment at different levels: an individual, organizational, community and populational level. The relationships of a man and the environment are dynamic, which means that various environments control and limit the behavior of people who live there (eg. Tub restricts the number of people), but also people and groups have an impact on the good or bad conditions of their environment (eg. lobbying community groups influencing the government). In the 70s of the last century, many scientists have tried to identify and

examine what processes in the human mind make some people feel good in the enviroment and others do not. The researchers tested people by screening or showing them images depicting various environments, such as urban, (anthropogenic) or natural. These environments on photographs contained varying amount of natural elements, or do not contain any natural element. People then had to express their feelings about the environment [8]. The results of this research showed that people prefer natural environment, or the environment with natural elements. Regarding the urban environment, their preferences are focused on the urban environment with elements of green than the urban environment without vegetation. But people also highly preferred those sceneries, with the lowest level of human intervention [9]. Actually, it is possible to use two different approaches for the explanation of environmental preferences. The first is the evolutionary and constructivist model. According to evolutionary approach, the enviroment with elements of nature is preferred because of its great historical significance for survival, in the course of evolution. Nature evokes a kind of sense of security thanks to its natural resources [10]. Constructivist model, in turn, explains the environmental preference based on traditional, cultural significance of the environment with elements of nature. Nature, vegetation and greenery, can people evoke serenity, harmony and happy childhood in a village in the lap of nature [11].

Human adaptations to the environment. In the environment, man can live, work, rest, but must also respond to the physical, chemical, biological and social environmental influences. The intensity of the influence of individual environmental factors are constantly changing and therefore man has to adapt to retain the stability of the internal environment of the body, so called homeostasis. There are many kinds of adaptations that significantly affect the perception and action of people in new, unusual or stressful situations. For example, group and individual adaptation (are slow, physiological and associated with thermoregulation or acquired immunity). Fylogenetic adaptations (during the evolution and associated with the natural selection) and ontogenetic adaptations (during individual development and growth of the individual). Hardening, wearing clothes and using of cultural achievements are cultural adaptations and adjustment to conditions of the new enviroment (acclimatization) is among the climatic adaptations. To express dealing with the load, which is relatively bearable we can use the term adjustment, and social adjustment, while dealing with the load, which is above the limit, it is used the term **stress**. Negative impact or situation which influences humans and causes stress is called a **stressor**. These may include physical factors (air pollution, noise, vibration, natural disasters, injury) or psychosocial factors (job insecurity, work intensification, responsibility, fear grief, interpersonal relationships).

Tab 1 Empirical evidence of socio-psychological risks lead to health effects in lokality Tisovec (Central Slovakia)

Psycho-social environmental phenomena	*Likelihood of occurance*	*Impact on health*	*Research locality*
Extreme temperatures, an increase in frequency, duration of heat waves	*very likely*	Increase in mortality and morbidity related to heat, especially in the old, chronically sick, very young and socially isolated people	***observed***
Increasing the number of hot days / nights	*very likely*	Deterioration in general health, will be affected the most old and lonely over the age of 75 years, children, disabled and handicapped	***observed***
Periods of high rainfall, heavy rain, thunderstorms, tornadoes, floods	*very likely*	Increased risk of death, injury caused by flooding, disease and respiratory diseases caused by water (Hepatitis) and food (Salmonellosis).	***not observed***
Drought	*likely*	Increased risk of infectious diseases caused by water and food	***observed***
The occurrence of sharp changes / fluctuations in weather	*likely*	Increased risk of death and mental illness	***not observed***
Extension of the pollen season	*likely*	Asthma, allergies, respiratory disorders	***observed***
Incidence vectors of transmission of infectious diseases	*unlikely*	Malaria, Lyme disease, tick-borne encephalitis, West Nile fever	***not observed***
Increase in UV radiation, PM 10, and ground ozone concentrations	*very likely*	The increase in the risk of cancer, death from respiratory diseases	***observed***

In the past, there have been significantly different stressors than at present (eg, hunger, cold, fighting), thus their character changed [4]. Man is experiencing stress and tension also from the declination in stressful situation. The response to a stressor is substantially the same as in the past. A person can respond to the action of added stress by emotional trauma, anxiety, depression, sleep disorders. Person starts to feel uncontrollable rage, leading to aggressive behavior against another person, or falls into a state of helplessness and depression. Another type of response to a stressor is weakening the ability to think logically, due to distracting thoughts. Stress has also an impact on human health, either directly or interactionaly, that means, if a person is predisposed to certain diseases. Regarding the adaptation of the population to climate change, health system and its

management is very important. Its major task is to implement appropriate preventive measures to improve the access to public health control using e-health, to anticipate possible negative effects on health and to recognize them in time, and subsequently to inform the public.

Psycho-social risks in the work environment. Feelings of anxiety, fear, tension in a stressful situation, lead to the release of stress hormones. The role of two peptide hormones, corticotropin - releasing hormone (CRH) and arginine - vassopressin (AVP) was examined. CRH, is a short polypeptide, transported to the anterior pituitary, where it stimulates the secretion of corticotropin. Consequently, corticotropin stimulates increased production of corticosteroids, including cortisol, which directly affects the response to stres.Vassopressin hormone is a small molecule which increases the reabsorption of water by the kidney and results in vasoconstriction (contraction of blood vessels). So the blood pressure increases. The action of CRH and vasopressin leads to activation of the hypothalamic - pituitary - adrenal (HPA) axis, which includes a feedback system between the hypothalamus, pituitary and adrenal glands. While the primary role of the cortisol is metabolism (by controling the level of glucose circulating in blood), it also affects ion transport (protecting cells from loss of sodium and potassium excretion), immune response (blocking the proliferation of T - cell by preventing T - cells recognize interleukin signals, and people suffering from chronic stress have a great susceptibility to infection) and even memory (excess of cortisol causes atrophy of the hippocampus, an area of the brain where memories are stored).

Often, students choose to celebrate after a stressful event, by the consumption of alcohol in large quantities in a short term. The irony is, that this way of of relaxing actually stimulates the HPA axis and supports the production of cortisol – the stress hormone. In fact, the levels of cortisol as a result of alcohol consumption, may be higher than the amount of the cortisol due to stressful stimuli. Alcohol suppresses the nerve cells responsible for the inhibition of HPA, and so promotes the activity of the HPA axis. As a result, the suprarenal excludes higher cortisol levels. It is surprising that college students are mostly complaining about the effect of anxiety, stress and pressure, instead of fighting with stress, which is unnecessarily increasing: for example, lack of sleep, caffeine intake, and alcohol consumption [12]. From a certain point of view, a stressful situations and factors can be considered quite beneficial, because if a person successfully handle and bottom-stress, its ability to survive, to grow personally and to adapt, increases. Cope with the stress is a necessary article enabling a person to adapt to the change. Coping, can be defined as a higher degree of adaptation, a kind of fighting with excessive load. It refers to the behavioral and psychical effort to reduce stress situations. A number of factors affect how people cope with the stress. There are individual factors (vulnerability, anxiety) and environmental factors (characteristics of

stressful situations). In managing the stress effectively, one of the following strategies, oriented either on a particular issue, or the emotions or on the change of attitude, ca be ussed. Strategies, addressed to the problem, are mainly used when a person considers stressful situation as manageable and can eliminate the source of stress. Strategies addressed to emotions, can be ussed if a person is not able to control a stressful situation, but is able to control the feelings and emotions in relation to a specific stressor and tries to maintain a balance. The last strategy of coping with stress is to focus on a change of attitude, which means that a person will try to re-evaluate the attitude towards a stressful situation. Physicians estimate that a chronic, uncontrolled stress reduces the body's resistance to disease, damages the immune system, causes various physical disorders and causes more than half of all health problems [13].

Human impact on the environment gives rise to the so-called. civilizing influences. For example, mining and quarrying, transport, tourism, chemistry, construction of objects, leads to the devastation of nature and landscape, depletion of mineral resources and the pollution of the individual components of the environment. Industrial activity creates a lot of toxic substances, increases the noise and destroys the country. Agriculture creates new arable land by charging, burning and destruction of forest trees. Some negative effects of human activities achieved global level, so in recent decades, a new scientific discipline, ecology, whose main mission is to solve global environmental problems and to find ways to create suitable living conditions for people, was established. Polluted and degraded environment has many negative, mutagenic and teratogenic effects on living organisms such as acute diseases, malignant tumors, birth defects and developmental harm to the fetus. The environment in which one lives and works, includes: *physical, chemical, biological and psychosocial factors.* All these factors are called stress factors of the enviroment. They cause respiratory disorders, cardiologic, neurologic, immunologic, metabolic and hormonal changes. Microorganisms such as viruses, bacteria, fungi, microscopic fungi, different types of biological allergens (pollen, hair), are among the biological factors that cause a variety of infections and allergies. From chemical factors, that are cytostatic agents, in the industry that are the emissions of sulfur, nitrogen, carbon, mineral acids, heavy metals, radionuclides, and hydrocarbons. In the field of agriculture, pesticides, herbicides, insecticides and fertilizers are increasingly used. Food consists of preservatives and artificial sweeteners. Physical environmental factors are lighting, noise, vibration, electrostatic field, solenoid field, temperature, pressure and humidity.

Health and safety and human relations are psychosocial environmental factors that cause stress. Human spends at work most of his life, therefore work is a very important factor affecting his health. The importance to know the risks arising from psychosocial work

environment was emphasized several times at national and international level. Emerging OSH risks, are the risks of any work that are new and growing. Mainly, that are new forms of employment contracts, flexible working hours, job insecurity, work intensification, aging workers, violence and bullying. The first main theme, new forms of employment contracts (including temporary contracts, and outsourcing) is an important factor affecting the safety and health of many workers. Workers in these types of contracts are more vulnerable than permanent workers, because they work in worse conditions and receive less OSH training, which increases the risk of accidents at work. There is also a higher risk of isolation of workers due to discontinuity of their career. For the employee, flexible working hours could be beneficial, if the employee can determine it themselves. If not, it may cause health problems. Flexible working hours could be distinguished into these types: shift work (night, evening or weekend work), overtime (extended working hours, working weekends), unpredictable working hours and part-time work. For example doctors, responsible for maintaining public services such as gas and electricity must be able to intervene if necessary. Such a method with non-standard working hours is the most difficult, because not all things can be foreseened.

Job insecurity is defined as the overall concern about the continued existence of work in the future or any threat of job position, position within the organization and employment opportunities. The most frequently, it is mentioned in the context of organizational changes, which include reorganization, outsourcing, mergers, layoffs, and often as a way to increase competitiveness. To explain the negative health consequences of job insecurity (such as burnout, stress and depression) stress theories are used. Regarding working conditions associated with temporary work, Benach [14] argues that temporary workers due to lack of training, work on low-skilled jobs in painful and uncomfortable working positions and noise. Temporary work is in fact characterized by a lack of opportunities for education and therefore temporary workers reach formal education only sporadically. All employees of timber company in Tisovec perceive a high degree of uncertainty of their work and they are under constant stress from the fear of loss their job, which is also reflected in their mental health. Neurosis and depressions are frequent. It is clear, that permanent employees have, more control over their work processes, better working conditions, frequently use personal protective equipment, undergo more training, and are better remunerated and motivated. Other emerging OSH safety (Ocupation Health and Safety), risk, is the aging of the workforce, as a result of a higher retirement age and the aging population. Aging workers are more prone to bad working conditions than younger workers. Moreover, if older workers are not enabled to lifelong learning, mental and emotional demands on them increase, and can affect their health and the likelihood of accidents at work. Aging can be understood as a

dynamic process of change in which some functions are declining (eg. muscle strength, vision, short-term memory and speed of perception), while other skills are developing (eg. assess competence, stability and a sense of responsibility). Engineering and constructioning company in Tisovec, employs 420 employees, working either in production (such as machinists, turners, drivers, welders ...), or as a non-production workers in administration. According to internal statistics, 42% of manufacturing employees are over the age of 50 and 65% of non-production workers are over the age of 50 years. The relationship between the age of staff and work injuries, was not demonstrated.

Work intensification (high load and working pressure), the risk associated with new forms of employment contracts and the increasing amount of information due to the introduction of new information and communication technologies in the workplace. Higher load and higher demands in terms of a smaller number of workers may lead to increased work-related stress. In this context, workers are assessing on effectiveness and results of their work and therefore they tend to work longer working hours in order to complete their tasks, sometimes without adequate compensation (eg in the form of free time or financial compensation and social support). Some employees are trying to hide the difficulties with high job demands because of the fear of losing their jobs, which can be a source of additional stress. Violence and bullying are a source of stress and they negatively affect physical and mental health of victims and witnesses [15]. For example, a post-traumatic stress disorder, anxiety, depression, lethargy, irritability, memory disorders, suicidal tendencies, organic and functional disorders of sleep, loss of appetite, low blood pressure, vomiting, chronic fatigue, headache, muscle and joint pain. Up to 90% of workers in timber company in Tisovec met with bullying. It was found that all of the above mentioned changes in the organization of the work may lead into increased pressure on workers and may also interfere with the privacy. Experts stressed that the imbalance between work and private life can lead to stress and other negative health consequences. Irregular working hours combined with a lack of opportunity to negotiate a working time which would suit the personal needs of workers, often causes problems, affecting work and family life and health of employees. Weekend, night and casual work, which combine high intensity and variable working hours, lead to conflict between work and private life and have harmful effects on well-being. Identification of emerging risks is aimed to early anticipating, to avoid negative impacts on the health of workers. This way, more effective interventions and strategies can be better planned to address future risks. Workplaces should trigger feelings of well-being and safety of workers and respect their requirements. However, from an economic point of view, to establish and maintain optimal working conditions financial funds are necessary. Therefore, cost-benefit analysis is important. This answers to the question whether the

investment will return or not. Primarily, the level of working environment depends on the access of company to the problem. Companies are ofen reducing working environment problem only to compliance with the limit values of individual factors working environment provided by law. And they solve only most visible and the most serious problems. Secondly, the level of the work environment also depends on the working people themselves. Dirty windows, walls, floors unwashed, loose dust, non-use of personal protective equipment, are the underlying consequences of irresponsibility of workers for whom the working environment was created. In April 1996, British Standard BS 8800 - Guidelines for the management of health care and safety (OHS - Ocupation Health and Safety), based on the principles of ISO 9001 and ISO 14 001, was published. By its publishing, the effort to create favorable conditions for integrated management and its application in practice, was demonstrated.

Conclusions. Human adaptation to the changing environment, exhibit strong growth, as well as the environment is changing. Peculiarity of man is that the natural environment may vary. A large part of life a man spends at work, which puts pressure on the physical, chemical, biological and psycho-social aspects. Research of these phenomena is not only the subject of anthropological sciences, but especially of cooperation between environmental and anthropological scientists.

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TRENDS IN FORMATION OF INFORMATION COMPETENCE OF TRANSLATORS AT US UNIVERSITIES UNDER THE CONDITIONS OF GLOBALIZATION

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The article deals with the key trends in formation of information competence of translators at US universities under the conditions of globalization. It is noted that professional tasks of translators become more difficult: from the traditional business and technical translation to the translation in high-tech sectors and highly specialized areas. It is stated that most US universities aim to train future translators forming their five competencies: linguistic, expert, cultural, managerial and IT-competence. It is determined that they are due to the orientation of the society to global information of social and productive spheres of life. The formation of information competence of translators at American universities is carried out by introducing both core specialized courses and elective/intensive courses for in-depth study of computer-aided translation to training programs; introduction of hybrid forms of learning; implementation of training translation projects; informational support through the specialized resources of the electronic library of the university.

Key words: information competence, course, the CAT system, translation project, translator.

Statement of the problem. The impact of globalization on the economy and foreign relations leads to the increasing role of translation in cultural and economic exchanges. Requirements for training translators are increased, because their professional tasks become more difficult: from the traditional business and technical translation to translation in high-tech sectors and highly specialized areas. New activities of translators appear and develop. Translators adapt software to the peculiarities of the countries where it will be used. They provide translation of websites for international markets. Therefore, future specialists in translation must achieve high level of information competence to be successful in carrying out such diverse activities.

The purpose of the article is to consider the the current state and trends in formation of information competence of translators at us universities under the conditions of globalization.

Analysis of research and publications. The formation of professionally significant qualities and competence of translators has been the subject of research both domestic (V.Karaban, T.Kyyak, I.Korunets, and O.Cherednychenko) and foreign scientists (V.Komisarov, L.Latyshev, Y. Holtz-Myanttyari). Foreign

experience in training translators, in particular, on the basis of the competence approach, studied O.Martynyuk (USA), O.Syerhyeyeva (UK), N.Shamne, L.Rebryna (Germany).

However, trends in the development of competencies of future translators, in particular, the information competence has not been the subject of a separate study. Of particular interest is the question of improving the process of training translators in the United States in the context of globalization.

The main material. The majority of US universities focuses training of future translators on the formation of variety of competences. They identify five key competencies that are important for successful professional activities of translators. These include: language, expert, cultural, managerial and IT competencies. As the use of information technology has become commonplace in translation activities, information competence is crucial for professional translators. It includes not only the ability to use the basic options of operating systems and office suites, but also the ability to use specialized software for translation process and processing the results, to find the necessary information, to use and to form information terminological databases and more.

Formation of information competence at American universities is carried out in different ways, depending on the level of advance readiness of students, future scope of their activities, demands of translation services market and more.

Training programs for translators in the United States include core courses that provide basic knowledge of computer translation, though they may differ in name, volume and content. Thus, training of translators at California State University Monterey is performed within two years master program. The list of core subjects for study include "Introduction to computer translation" (1 semester, 2 credits) and intensive course "Advanced computer translation" (2 semester, 2 credits). If the students who began training already have some knowledge and skills to work with CAT-systems, they have offered in the first semester intensive course. The course "Introduction to computer translation" is a core course at Binghamton University, the State University of New York. It includes 4 credits,

but does not provide for differentiation in terms of prior training in information technology.

The University of Wisconsin-Milwaukee proposes in the program of translation and interpretation the core course "Computer-Assisted Translation" (3 credits), which provides the skills of translation by computer technology to speed up the translation process and to increase efficiency by automating storage and analysis of files, data search and usage. The course includes testing of controls and terminology databases for translators. The course also includes the study of management of terminology and databases for translators. In this case, students should know D2L, Microsoft Office Suite and Explorer; be able to conduct operations with file compression and perform the procedure view invisible files, process the information presented in different file formats, navigate the file structure.

The program for translators at the University of Florida includes two courses – "Translation" and "Interpretation" which are core courses for all students and 5 elective subjects, who are elected by students from 8 offered subjects. Students can choose from the following subjects: "Legal Translation", "Translation in Communication Media", "Business Translation", "Technical Translation", "Medical Translation", "Computer-Assisted Translation", "Advanced Medical Translation", "Professional T/I Internship". The most common combination of subjects chosen by students is a combination of "Computer-Assisted Translation", "Professional T/I Internship" and several subjects of specialized translation, emphasizing the importance of mastering information technology for future translators.

A number of universities are organizing the learning process based on the principles of interdisciplinarity and integration, making the formation of information competence within different disciplines. Thus, forming skills of computer translation at the American branch of Aston University is carried out not by a separate course, but by integrating relevant material to the course "Advanced Translation" (10 credits). Weekly seminars are discussions of issues of translation

related by genre specific of texts. Each workshop includes protecting translation strategy chosen for a particular type of text that changes every week. Preparation for each lesson includes study of background information, text analysis, and creating a version of translation. In this case, a prerequisite is the use of information technology.

Master's Program in Translation Studies at Kent State University, Ohio, includes a core subject "Terminology and Computer in Translation" (3 credits), the focus of the study is given to work with databases and translation memories.

New York University includes the subject "Theory and Practice of Terminology" (3 credits) to the Program in Translation Studies. This course introduces the main principles and methods of processing terminology and documentation. Various methods of terminological research with special emphasis on the use of terminology in translation are considered. Students study typical methods of terminology storage, structure of databases and computer control system for terminology.

The core subject "Text Processing for Translation" (1 credit) is proposed at the Babel University to study the characteristics of the use of terminology in the translation of texts using information technology support. Its content is aimed at getting skills for quickly creating dictionaries and parallel alignment of source and translated texts on the page, the study of the main types of texts, using the extended function set of software translation.

Given the fact that the translation is turned into a technical activity, US universities are oriented to meet new social and economic needs. Reality shows that demand for translation of online content, including marketing websites, social media, training in computer support is extremely increased. In this regard, consumers of aforementioned information resources have to order translation. Understanding how to deal with the more "technical" formats, is crucial to the success of translators in the current competitive environment of translation services. Therefore the majority of American universities include in programs for Translation Studies the subject "Software Localization", which allows to prepare

future translators specifically to solve the above-mentioned specific tasks directly associated with the formation of information competence. It is a core subject at the University of Kent, Ohio, California State University Monterey (3 credits). During the study of this subject, students can learn how to create, drawn and publish web content. Using a specially equipped computer laboratories, students work out various operations with real site to create its workable "localized" copy.

The rapid development of electronic communications causes the introduction of courses related to the creation, translation and content of websites. An example is the course "Introduction to Software Localization and Websites" (3 credits) at New York University. In this course, students learn to adapt the software for international markets, and translate websites. The course takes into account that it is carried out based on traditional translation skills, knowledge of cultures of other peoples and awareness of translation and information technology. The subject "Creating Websites" (1 credit) are offered to students at the Babel university with the same purpose. Students who successfully complete this course will be able to create their own home pages on the Internet and understand the markup language HTML, needed to translate web sites. Thus, skills of creation and translation of websites, acquired at universities Babel, New York, Monterey and others allow translators to take a special niche in the market of translation services.

Under the new courses focused on public requests is the subject "Writing texts for new media" (1 credit) proposed by the University of Dallas. During the study, students examine impact of digital forms of presentation and dissemination of information by the media on social processes. In this case, the focus is on creating practice writing texts for network services (blogs, wikis, podcasts, Youtube, Twitter). The student's knowledge of technological, rhetorical and ethical aspects of the use of network communication is also taken into account in evaluating.

Modernization of the training translators in the United States involves not only updating the content of training programs and related courses or modules, but also changes in the methodological and technological aspects through the use of

information technology. This can be done by combining classroom work with elements of distance learning. In particular, the University of Chicago provides training for translators as hybrid program (traditional seminars and online workshop), concentrated in semantic terms in legal, medical and financial translation. To obtain a certificate of translator, students must study two core courses and four electives. All students are required to begin for the study of subjects: "Introduction to Translation", "Translation Tools" (core) or "Project Management for Translators" (elective).

Based on the basic knowledge of computer technology, students learn more sophisticated approaches to translation process using appropriate tools hardware and software in the study of the subject "Translation Tools». Contents of the subject involves the study of:

- range of additional specialized tools and applications that can improve the accuracy and coherence of translation,
- computer tools that perform optical recognition of symbols and conversion of files to help "normalize" the source texts,
- peculiarities of work with various forms of presentation of original documents (spreadsheets, presentations, manuscript photocopy, web-sites of varying quality, etc.),
- text alignment procedure that allows the translator to relate the source text and the translation, and quickly set up or get a translation memory database that can be used for future translations.

It should be noted that the study of the advanced features of computer translation (including translation memory tools) is aimed at ensuring the ablility of translator to form, to accompany and to update the appropriate terminology database for later use in translation. Course program also includes the study of lexical and syntactic resources that exist in the Internet, using software MemoQ and Wordfast. Within the course the skills of marking, localization of websites and using online systems of automated translation are practiced to perform translation projects.

The present day requires skills not only for individual work but also for collective professional activities, ability to work in translation projects, performing with different functions – from the ordinary translator to the editor and the translation project manager. At the universities Babel, Monterrey, Chicago, students are provided by opportunities to gain a sufficient level of specialized knowledge on coordination, cooperation and management translational activity to carry out translation projects.

In particular, in preparation for the implementation of real translation projects at the University of Babel future translators are gained skills of translation work in a virtual team. Using high-quality distance education programs, the University's mission is to enrich students by knowledge and skills in translation to prepare them for the implementation of translation activity in the information and globalized society. The following goals are achieved especially through distance learning: developing skills necessary for translation; studying modern theories of translation; acquiring the ability to use hardware and software when performing translation using information technology; developing the ability to perform multilingual web search for needed information. Such organization increases efficiency of formation of the students information competence skills by integrating using services of computerized learning environment with skills in the use of hardware and software tools and computer networks in professional activities of translator.

Methodical provision to the referred organization of educational process at the University of Babel is carried out through electronic library resources which can be classified as follows:

- Internet resources (materials related to general issues of translation, business translation, technology of translation; online dictionaries, electronic texts, online software, useful web sites and magazines, reference books),
- database (list of graduates and their graduation projects, materials of English grammar in translation, on-line services to address legal issues, incorrect translations dictionary),

- materials for download (English grammar in translation, translation style advices, workshop with translation, terminology of software).

In particular, electronic library makes possible to access to web dictionaries, and translation software databases; to use materials of 500 monthly magazines published by Babel Press, which examined the problems of translation teaching and research materials. In addition, the Library collection includes examples of translated texts with features of grammatical transformations in translating, instructions for the creation and performing translation projects, advice on translation style and terminology databases. The library also contains more than 100 master papers.

Also noteworthy is the fact that for the efficiency of the formation of information competence of future translators US universities direct their attention not only to students currently enrolled, but also to potential students. Thus, at the University of Monterrey recommendations are developed to guide the pre-mastering computer in the aspect of its application to perform automated translation. They include familiarization with navigation through the file structure in modern Windows operating system and management of file properties; study the peculiarities of Windows in the aspect of setting up, taking into account regional specifics of the language; acquiring skills to use specialized functions of Word, Excel and other Microsoft Office applications in native and foreign languages; mastering the tools of search engines for online information search.

Of great interest is the fact that the universities in United States do not ignore their graduates. Given the importance of systems of computer-aided translation (CAT) in translation work, intensive course is developed at the University of Monterrey for those who speaks languages at a high level and is a professional translator. Its content involves gaining skills in the use of translation memory (TM) and the mastering of terminology management tools at all stages of the translation project. Focusing on practical approaches proposed course contains in addition to the theoretical foundations required for the study of translation technology based on the professional terminology and knowledge of the practical

application of these tools in technologies. When translating documents separately given time to practice skills in using software of CAT - SDL Trados (TM) 2009 and MemoQ TM, which is most common among translators. The value of the translation memory is demonstrated in the aspect of optimization of translator's activities by reducing repetitive translations of similar units that saves time and financial resources. Powerful alternative tools for the implementation of the automated translation are separately considered that can satisfy the needs of the professional translators at lower financial cost.

Thus, the activity of universities to improve the quality of training translators in the aspect of the formation of information competence is not limited only by the orientation of students enrolled, but extends to other categories – students, recent graduates and even translators who have a long experience in translation.

Responding to the challenges of our time, American universities are searching for innovative solutions to the problems of training in translation. An interesting innovation is implemented at the University of Kent, Ohio, as the possibility to obtain a double diploma – Master of Business Administration (MBA) and Master in Translation, designed for students with sufficient knowledge of foreign languages who want to integrate the management skills in translation activity. This program is designed for those whose career goals are management positions in middle management in structures of the language industry. An example of such activity is the organization and performing translation projects in translation bureaus and translation departments of corporations or international organizations and institutions. To ensure translation quality by international standards [1, 2] these projects necessarily involve the presence of translator skills in the use of CAT in carrying out of translations. Therefore, the content of the dual-diploma-program includes depth study of CAT systems as a working tool in carrying out of translation projects.

Conclusion. Thus, based on the analysis of the system of training translators in the United States the following trends in the development of their information competence are identified:

- implementation of the specialized core courses whose content is aimed at mastering advanced features of operating systems, office suites, and the use of specialized software for translation activities,
- study of computer tools for the creation and use of terminology databases and databases of translated materials within traditional translation courses,
- offering selective or intensive courses for in-depth study of systems of computer-aided translation (CAT) and terminology management systems,
- directing the preparation of future translators for new professional activities due to actual market demand and related with localization of Internet resources and computer programs by subjects "Software Localization", "Translation of websites" etc.,
- developing of new programs for translators, whose activities in the field of translation will be combined with professional knowledge of other specialty and will need the acquisition of skills to work with CAT-systems (dual diploma),
- organization of carrying out of educational translation projects in order to develop skills of team and managerial activities using systems of computer-aided translation (CAT) with tasks differentiation (translator, editor, project manager),
- implementation of a hybrid form of training as a combination of traditional and distance forms, which increases the efficiency of formation of information competence by integrating using services of computerized learning environment with skills in the use of hardware and software tools and computer networks in professional activities of translator,
- providing information supporting the process of translator training through specialized university library electronic resources (material in Translation

Studies, online dictionaries, examples of translated texts, terminology database, etc.).

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UDC 378

FORMATION OF PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS OF HUMANITARIAN AND SOCIO-ECONOMIC DISCIPLINES

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Анотація. У статті подано різнобічні трактування понять «компетенція», «компетентність» та «професійна компетентність», варіанти їхнього тлумачення вітчизняними та зарубіжними авторами в педагогічній теорії та практиці. Визначена специфіка формування педагогічної компетентності майбутніх викладачів гуманітарних і соціально-економічних дисциплін.

Аннотация. В статье представлены различные трактовки понятий «компетенция», «компетентность» и «педагогическая компетентность», варианты их толкования отечественными и зарубежными авторами в педагогической теории и практике. Определена специфика формирования педагогической компетентности будущих преподавателей гуманитарных и социально-экономических дисциплин.

Annotation. In a period of updating of all aspects of vital functions of society and expansion of international connections the level of professional training of future teachers of humanitarian and socio-economic disciplines is determined by the level of formedness of their personal qualities and professional abilities among which the special place is given to pedagogical competence. For this reason the article is dedicated to the formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines. The various interpretations of

conceptions "competency", "competence" and "pedagogical competence" are given in the article. The variants of their interpretation by local and foreign authors in pedagogical theory and practice are analyzed. Pedagogical competence is defined as a system of scientific knowledge, intellectual and practical know-how and personal qualities which can provide realization of personal potential of teachers in the process of pedagogical activities. Particular characteristics of formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines are determined. Structural components and different kinds of pedagogical competence of future teachers of humanitarian and socio-economic disciplines are studied.

Ключові слова. Компетенція, компетентність, педагогічна компетентність, вища освіта, специфіка формування педагогічної компетентності .

Ключевые слова. Компетенция, компетентность, педагогическая компетентность, высшее образование, специфика формирования педагогической компетентности.

Key words. Competency, competence, pedagogical competence, higher education, particular characteristics of formation of pedagogical competence.

Introduction. According to "Branch conception of development of continuous pedagogical education" and "National strategy of development of education in Ukraine for 2012-2021" in the sphere of professional pedagogical education not only the high-quality training of pedagogical staff is examined for all spheres of education as the main task but the creation of efficient system of training and advanced training of academic staff and teachers on the basis of combination of national acquisitions of world achievements and withstand European traditions of providing development of teachers who able in the process of permanent perfection carry out professional activity on principles of humanism, democracy, free competition and high-tech. A problem of pedagogical staff

training is especially up-to-date for modern higher professional education, as nowadays a special role is given to this problem: providing a labour-market of Ukraine with mobile, skilled specialists ready for self-development and self-perfection.

Thus, in a period of updating of all aspects of vital functions of society and expansion of international connections the level of professional training of future teachers of humanitarian and socio-economic disciplines is determined by the level of formedness of their personal qualities and professional abilities among which the special place is given to pedagogical competence. That's why the main **aim** of the article is the research of formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines. In order to achieve the main aim it is necessary to do the following **tasks**: to analyze the state of the investigated problem and specify essence of notions "competency", "competence", "pedagogical competence"; to draw out the peculiarity of formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines and ground the choice of didactic principles on the basis of which the pedagogical competence of future teachers is formed.

Analysis of the last sources or publications. The general questions of formation of pedagogical competence among the teachers of higher educational establishments found their reflection in the scientific works of I. Zyazyun, S. Sysoieva, N. Kuchugurova, L. Banashko, O. Sevastianova, B. Kryshchuk, I. Kostikova, S. Tafintseva, O. Dobrotvor, R. Hryshkova, and many others.

The questions of competent approach in the process of education are studied by native and foreign researchers, namely: I. Zymniaia, I. Zyazyun, A. Markova, T. Ivanova and others.

Presentation of basic material of research. Changes that are happening in the modern Ukrainian society and that are related to the necessity to bring to date the system of higher education, defined not only by including of Ukraine into the single European educational space but also by the processes of globalizations of world economy, that have become the sign of world economic development. It is

globalization of economy that requires from modern higher educational establishments training of the all-round teachers of the humanitarian and socio-economic disciplines prepared in a morally-psychological relation, initiative, responsible, highly skilled and formation among them of not only the complex of certain competencies that will assist the acceptance of efficient decisions in their future professional activity but also pedagogical competence.

In other words, the main notions that are of the utmost interest for our research there are determination of essence of competency, competence, pedagogical competence and structural composition of pedagogical competence. Most researchers of this problem take a stand according to which a competency is defined as a complex of interdependent qualities of a personality (knowledge, ability, skills, methods of activity) that are needed for qualitative productive activity, and a competence is defined as possessing of corresponding competencies [5].

According to the "National scope of qualifications and Order of development and further accompaniment of the National system of qualifications" a competency is defined as the ability and willingness to use knowledge, skills and personal, social, methodological aspects in the process of study or work, and also for professional and personal development; and a competence is defined as the ability of person, in particular, the person's knowledge and skills to do his/her job in the right way [8].

I. Zyazyun defines a competence as special type of organization of knowledge, that provides possibility to take efficient decisions, in particular, in extreme conditions [3].

The above-mentioned definitions of competence show completely different points of view on this notion in psychological and pedagogical literature. A pedagogical competence, in its turn, is defined as a system of scientific knowledge, intellectual and practical abilities and skills, personal qualities and formations, that under sufficient motivation and high level of professionality of psychical processes

provides self-realization, self-preservation and self-perfection of personality of teacher in the process of professional activity [5].

It is necessary to mention that there is also no single idea in the definition of structural components of pedagogical competence.

So, A. Markova distinguishes two aspects of competence of a teacher: procedural (pedagogical activity, pedagogical communication, personality of a teacher) and resultative; she also insists that to the basic structural components of pedagogical competence the special, personal, individual and extreme professional competences belong [7].

L. Banashko, in her turn, under the basic structural components of pedagogical competence distinguishes:

- theoretical pedagogical knowledge;
- practical abilities;
- personal qualities of a teacher [5].

L. Martyniuk, studying the formation of professional competence of a teacher, distinguishes the following structural components of pedagogical competence, namely:

- pedagogical mastery ;
- a communicative art;
- using of pedagogical technologies;
- innovative activity [10].

In addition it is necessary to add, that the analysis of psychological and pedagogical literature on this question allows to assert that native scientists distinguish the following types of pedagogical competence:

1) special - in the sphere of discipline that is taught;
2) methodical - in sphere of means of formation of knowledge, abilities and skills;
3) psychological and pedagogical - in the sphere of study;
4) differentially-pedagogical - in sphere of motives, capabilities, orientation of those who are taught;
5) autopsychological - a reflection of pedagogical activity;

6) common cultural;

7) valeological;

8) communicative;

9) conflictological;

10) diagnostic;

11) social;

12) personal;

13) competency in the field of information technologies and others.

All above-mentioned types of pedagogical competence are connected with demands placed on the knowledge of future teachers and peculiarities of their professional activity.

During the research it is found out that some contradictions influence the formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines:

1. Firstly, the desire to approach the Ukrainian system of training of teachers of humanitarian and socio-economic disciplines to the world and European requirements and the absence of necessary financial, organizational and skilled conditions.
2. Secondly, above-mentioned teachers that in majority are characterized by extraordinary high professional qualification do not have basic pedagogical education very often. Their teaching activity happens on the basis of experience of studying from teachers that taught them in higher educational establishment.
3. Thirdly, the analysis of practical activity of teachers of higher educational establishments shows that the process of formation of pedagogical competence does not provide the sufficient amount of credits on realization of pedagogical practice in the process of which future teachers can apply their knowledge and experience for teaching of separate disciplines at higher school.

4. Fourthly, the presence of permanent increase of requirements to training of teachers of humanitarian and socio-economic disciplines and the lack of developed theoretical principles of its realization in the system of pedagogical education in Ukraine.

The peculiarity of formation of pedagogical competence of teachers of humanitarian and socio-economic disciplines is characterized by the necessity and possibility to resolve contradictions determined in research.

Formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines must be put in practice on the basis of the principles the distinctive feature of which is their complexity that requires that these principles are put in practice of higher pedagogical establishments not consistently after each other, but simultaneously.

The following principles can be distinguished among didactic principles:

1. Principle of scientific character. Principle of scientific character is important principle of studies at modern higher school. Principle requires that the content of education can acquaint the future teachers of humanitarian and socio-economic disciplines with objective scientific facts, concepts and laws; can explain modern achievements and prospects of their development in the future.

2. Principle of systematic character and sequence. Principle of systematic character and sequence requires that knowledge, ability and skills are formed in a consistent manner that every element of educational material is logically related to the other element, and new knowledge is connected with the material mastered before and creates foundation for mastering further knowledge.

3. Principle of availability. Principle of availability provides the suitability of content, character and capability of educational material that is studied to the level of training of students. Availability of training of students does not mean that training has to be easy. The gradual, according to cognitive possibilities of students, complication of content of education and capability of educational material, that has to be digested by all students in all educational disciplines, is associated with this principle in didactics.

4. Principle of unity of theory and practice. Principle of unity of theory and practice requires understanding of importance of theory in life by pedagogical university graduates, skillful application of theoretical knowledge in solving practical tasks, participating in solving of up-to-date problems of modern times.

5. Principle of usage of advances of modern SciTech. Solving of educational tasks that are set for future teachers, can not be to a full degree effective without the usage of modern advances of SciTech, without usage of possibilities that scitech provides to humanity every day.

6. Principle of humanization of studies. Principle of humanization of studies means the creation of conditions for formation of the best qualities and abilities of future teachers, respect to their personality; understanding of their demands, interests, dignity; education of humane, sincere and friendly personalities. This principle provides psychological transformation of personality of future teacher, his transformation from the transmitter of educational information to an adviser and consultant of students.

7. Principle of democratization. Principle of democratization provides obligation of democratic mutual relations between the subjects of studies, updating of content of education, filling of the content of education by universal and civil values. This principle means respect to personality of future teachers and development of their internal freedom and self-respect.

8. Principles of pedagogical creativity. Principles of pedagogical creativity are understood as conditions for development of personal creativity of future teachers of humanitarian and socio-economic disciplines - diagnostics, optimality, interdependence, facilitation, creativity, addition, variant and self-organization.

9. Principle of self-realization. Principle of self-realization lies in an ability of future teachers to organize their activity rationally and in introduction of their internal possibilities and capabilities in life.

Thus, the results of analysis of pedagogical literature on questions of development of principles of studies and their classifications prove convincingly that all above-mentioned principles are interrelated and complement each other.

Their integrated usage has to provide efficiency of educational process in a higher educational establishment and create favourable terms for formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines [1].

Conclusions of undertaken study. Thus, under a pedagogical competence it is possible to understand the system of scientific knowledge, intellectual and practical abilities and skills, personal properties and formations that provides self-realization, self-preservation and self-perfection of a personality of a teacher in the process of professional activity and consists of certain structural components. In the process of research the different types of pedagogical competence are distinguished, the formation of which is influenced by the integrated usage of selected didactic principles.

Prospects of further research. However, the undertaken study is not at the end of all aspects of a problem of formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines. Challenging directions of further scientific research can be as follows: methodological and didactic principles of development of specific constituents of formation of pedagogical competence of future teachers of other disciplines.

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PSYCHOLOGICAL PECULIARITIES OF LEVELS OF STRATEGIES REALIZATION

Liudmyla Berezova

Abstract

In the paper analysis of levels of strategy realization of constructive - technical tasks solution by students is presented.

Keywords: task, constructive - technical task, tasks solution.

Studying technical activity, scientists note its efficiency, distinguish age features and individual distinctions of manifestations, noting thus that level at which design activity is realized can be various.

Investigating design activity both at professional level and subprofessional and nonprofessional, V.O. Molyako allocates four main levels of designing [2]:

1. simple;
2. reproductive;
3. productive;
4. creative.

Simple level of design thinking is characterized by limitation of designing only in detail presented elements and simple structures of elements, such designing consists in direct connection of the parts given to the subject. Such constructive activity is characteristic to the preschool child when he builds something of cubes, rings or any other simple elements. Such constructive activity is characteristic even to the designer when he from simple details assembles the simple mechanism.

Depending on complexity of created object the scientist divides simple level of designing into subtotals:

1) elementary construction (when from two - three details very simple design is created);

2) block designing (when from several elements the knot, separate block is created);

3) construction from elements and blocks of whole, system (for example, a lodge, car, simple model of the transistor, etc.).

Reproductive level of designing is connected with designing with models and drawings. It is duplicating, reproducing designing when ready principle or a design without changes is used. At children's age, it is designing drawing from cubes given by drawing. Inherently of reproductive designing is using of a concrete product, as a rule, without change or with simple changes, which don't attract change of the main functions of the general, structural composition, etc. It is the simplest realization of strategy of search of analogy [2].

Productive level of designing is a creation of new details, knots, devices on the basis of already existing, but with introduction considerable changes. Productive designing is connected with structural and functional combination. It is also characteristic for different age levels, but in its basis is is not copying, instead of transfer already ready, and it is use of what a person has seen, concrete use of the known principle in a new situation or use of new structure instead of old, etc. Inherently of productive designing is search of further analogy, combination and reconstruction.

Creative level characterizes inventive activity - creation of a new design due to imagination. It is the highest form of productive designing [2].

According to T.M. Tretyak of the solution of a constructive task, it can be carried out (depending on novelty of a task for this purpose who search its decision) at levels:

1) restructuring available information, proceeding from structurally - the functional analysis of elements of designing;

2) designing (partial reorganization) to existing information structure of the new information block (found, constructed) according to the given conditions;

3) full reorganization (creation) of an initial design on the basis of deep structurally - the functional analysis of available information, requirements of a task, required, intermediate, hypothetical designs for the purpose of finding of optimum version of the decision [3].

In the process of research of design activity of preschool children, having taken as a basis classification of levels of the constructive thinking, the carried-out

V.O. Molyako, I.M. Bila, estimating performance of creative tasks for designing allocated four levels design creativity of preschool children: simple, reproductive, productive, creative.

At simple level actions of casual substitutions, manipulations, chaotic and spontaneous search of close analogy are shown mainly, the main designs the main are schematically, without details.

Reproductive level is characterized by use of actions of imitation, analogy search, close and stereotypic analogy, this level is characterized by the origin beginning at children of creative tendencies of designing.

Productive is characterized by advantage of the remote analogy and combinatory tendencies (structural combinations).

Creative level is combinatory (the images created by the principle structural, functional and structurally - functional combination) and reconstructive [1].

The results received from the analysis of process of the solution of constructive - technical tasks students give to us the grounds to speak about level of formation of creative technical activity of students, developments of the constructive actions directed on understanding of a task, formation of a plan and its realization.

According to the specifics of experimental tasks offered by us and estimating success of the solution students of three series of tasks on rotation of shafts based on strategy organization of creative activity by V.A. Molyako, analysing process of the solution of tasks we develop the main levels of realization of strategy of the solution of constructive - technical tasks by students, low, average and high were developed, for each of which prevalence of these or those cogitative strategies.

In the process of the analysis of the solution of constructive - technical tasks by students we allocated three levels of realization of strategy of the solution of constructive - technical tasks: the first (low) reproductive; the second (average) productive; the third (high) creative.

The first level, low level of realization of strategy of the solution of a

constructive task consists in reproducing designing when it is used the principle or a design without changes, that it is created the mechanism on the basis of other mechanism. Based on low level of realization of strategy any device as a rule without change, or with the elementary changes, which do not influence the main functions in structural composition. As a rule, it is realization of strategy of search of analogy.

The second level, the average level of realization of strategy of the solution constructive tasks consists in design creation on the basis of already known, but with introduction of certain changes. Connected with structural and functionalities a recombination, reorientation. In its basis it is not copying, it is not use of already ready (known) device, and it is use of the known principle of action in new structure or uses of new structure for realization of this function.

The average level of designing is connected with creation of a new design on the basis of already known, however with entering of certain changes into the structure taken as a basis of a design.

For example for reproduction of necessary function of the device, it is necessary to construct according to the statements of the problem, investigated uses a design known to it (from the car) having reoriented (having changed) thus certain elements, for obtaining the effective decision the average level of realization of strategy is generally characterized by search of rather more or less remote analogy of structures and functions, their combination or a combination, for creation of a required design.

Any design which has part of a small amount of elements, it is already a combination elements therefore a combination of structures and their functions is peculiar to the activity of designing, process of the solution constructive - technical tasks.

The third level, high level of realization of strategy of the solution of constructive - technical tasks meets quite seldom and it is characterized by creation of a certain invention that it is inherent in inventive activity. This level assumes creation of a new design, the device only due to imagination.

Certainly, the imagination is realized on the basis of known structures and functions of objects, but all this is structured in imagination that results creation of an original, earlier unknown design.

It is possible to carry to this level of designing and fantastic (unreal) inventions.

High level of realization of strategy is characterized by difficult combination theory and reconstructive actions. In the course of the analysis of the decision it is constructive - technical tasks students us allocated three levels of realization of strategy of the decision.

So, defining level of realization of strategy of the solution of constructive - technical tasks, we analysed process of creative design activity since acquaintance of a statement of the problem and finishing the final decision and defined prevalence in them cogitative strategy of analogy, combination or reconstruction. We will analyse manifestations of levels of realization of strategy of the decision by students three structurally - technical tasks and we will consider the received results.

In the process of the solution of constructive - technical tasks students showed the average level of realization of strategy based on the realization of strategy of search of more - less remote analogy and combinatory actions. At the solution of tasks the majority of the students tried to create a design which is analogy from past experience, with introduction of minor changes. This level was considerably shown in the process of the solution of all of three constructive - technical tasks: task № 1 (64%), task № 2 (77%) and task № 3 (77%). This level is characterized by various shifts, substitutions, increase or with reduction of certain structural elements, use in the process of the solution of three tasks and creation of this or that design of elements or knots from the previous design.

Students in simple realization of strategy of search of analogy showed low level of realization of strategy of the solution of constructive - technical. Before this level is mainly connected with use of close analogy: familiar structures, details, blocks, mechanisms. The indicator of manifestation of low level of

realization of strategy of the solution (28%) in the process of the solution of a task № 1 appeared the highest. It is connected with that the ready principle or a design without the changes which aren't influencing changes of the main functions of the general structural composition. As a whole low level of realization of strategy of the solution of constructive - technical task № 2 is 9%, and task № 3 is 7%.

High level of realization of strategy of the solution has realization of strategy of combination and reconstruction. This level is generally noted by difficult combination theory and reconstructive actions due to opposition and on the basis of considerable reorganizations (in compared structures, in the given conditions their components on opposite, contrast change). The indicator of manifestation of high level of realization of strategy of the solution (12%) in the process of the solution of constructive - technical task № 3 appeared the highest level. Though, high level of realization of strategy of the solution of constructive - technical tasks was noted at the solution of a task № 1 (5%) and task № 2 (9%).

Analysing results of researches of levels of realization of strategy of the solution of constructive - technical tasks, it should be noted that some students completely refused the solution of this or that task and this refusal we designated it as such which didn't find any levels of realization of strategy in the process of work on a task.

Thus, in the process of the solution by students of three series of kinematic tasks the average level of realization of strategy of the solution of constructive - technical tasks prevails where search more - less remote analogy of future designs and a combination of various actual ratios takes place, using thus combination strategy.

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Старший викладач кафедри англійської мови
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Національний університет біоресурсів
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Accreditation of higher educational establishments of the USA

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В статті розкривається питання функціонування системи вищої освіти США, розглядаються характерні риси, що суттєво відрізняють американську модель системи вищої освіти від інших країн. Автор розкриває історію становлення акредитаційних органів в США. Розглянуто процедуру та необхідність проведення акредитації у вищих навчальних закладах США. Роз'яснюється важливість високого рангу акредитації вузу для самих закладів освіти, виробництва, федерального уряду, для студентів. Автор подає дані щодо рейтингу 10 кращих вузів світу.

Вищий навчальний заклад, акредитаційна комісія, підготовка фахівців, рейтинг вищих навчальних закладів.

Problem of research in the general context. The educational phenomenon of the USA raises great interest of scientists in different countries, who deal with the problems of training and education, educators, youth: it is clear that economic, scientific-technical achievements of that highly developed country are caused first of all by the effective decision of education problems. One of the main characteristics, that differentiate higher education of the USA is a non-state accreditation of higher educational institutions.

Analysis of the latest researches and publications. Separate aspects of American educational system were studied by O. Danevich, G. Glotova, S. Zapryagaev, S. Zaretska, G. Semeko, E. Kaverina, O. Romanovskiy, X. Tab, M. Johnson and others. Questions about accreditation of higher educational establishments were revealed in the works of O. Danevich, G. Glotova, S. Zapryagaev.

The aim of the article is acquaintance with the history of creation and peculiarities of higher accreditation committee functioning in the USA.

The description of the main body of the research. We will reveal the main features that greatly differentiate system of higher education in the USA from other countries.

First of all we will mark, that state and public control on higher educational establishments' activity is a very important factor of qualified training of higher category specialists. Let's reveal these aspects in details.

B Little, researcher of american educational system indicates, that the whole educational system is formed bottom –up and not vice versa [4]. First of all it should be mentioned that education policy is regulated by each state. The state but not the federal government sets the financial norms of higher educational establishment activity, determines educational requirements for specialists' training in universities and colleges. Only the state can make the rank of higher educational establishment lower and even forbid to give diplomas.

It is necessary to mark, that scientists [7; 8; 9] consider, that success of the USA in the sphere of education greatly depends on the fact that the state does not take part in the activity of higher education, unlike European system of education. Higher education of the USA has voluntary accreditation system, when higher educational establishments are financed by state and checked by state organs. In the USA there is a system of public and public-state accreditation of higher education establishments. A very important norm is set here: financing of educational establishment directly depends on the results of accreditation!

Non-state accreditation of higher educational establishments is exceptionally the american phenomenon that was founded in XX century. In agrarian education professional association of colleges elaborated criteria of knowledge evaluation of graduates that were the basis of specialties' accreditation, established requirements to entrants etc. It should be noted that the first accreditation of higher agrarian educational establishments was made in 1907. In that year Council of agrarian education of American agrarian association together with American association of agrarian colleges published the first list of American higher educational establishments, that provided necessary professional training of agrarians [5].

First agencies for coordinating efforts on higher educational establishments' activity were created in 1949. The leading among them was Council for Higher Education Accreditation, that was founded by seven the most important associations of higher education establishments, that functioned as organs of specialized accreditation.

By the middle of XX century, accreditation organs functioned separately, independently. For improvement of higher educational activity evaluation procedures in 1949 different accreditation agencies and National Committee of Regional Accrediting Agencies were united into regional agencies. As the result of its activity, NCRAA each year published the list of educational establishments, which successfully passed regional accreditation. It should be noted, that in 1969 NCRAA became Federation of Regional Accrediting Commissions of Higher Education.

But at that time accreditation although formed single requirements to higher educational establishments activity, informed public about the level of specialists' training, did not influence greatly state educational policy. The question of accreditation coordination activity became very crucial. In order to use results of accreditation for higher educational establishments financing, the state had to control, influence these processes. In 1975 NCA and FRACHE were united and COPA – Council on Post-Secondary Accreditation which now consists of more than 40 specialized accreditation bodies was created.

COPA is a nongovernmental organization that coordinates the work of accreditation bodies and combines AIAB -Accreditation Institute of Assessment Body), ASAB - Accreditation of Special Assessment Body, PPAA - Presidents Policy Assembly on Accreditation.

It is interesting to mark, that COPA: a) takes part in collaboration of requirements to accreditation bodies' activity; b) informs National Advisory Committee on the questions of activity and selecting for accreditation higher educational establishments; about work of accreditation bodies; c) participates in publication of requirements for accreditation organs and criteria of higher educational establishment evaluation. National Advisory Committee on questions of activity and selecting of higher educational establishments for accreditation prepares for the Ministry of

Education recommendations about the recognition of accreditation bodies and accreditation results of higher educational establishments. On the basis of received data Ministry of Education of the USA provides financing of higher educational establishments, which have been accredited.

About agrarian education several points should be marked. American Council on Agricultural Education and other associations of higher agrarian educational establishments are voluntary organizations, which coordinate activity of colleges and universities in the country, take part in development requirements for accreditation, publish materials of accreditation bodies etc. State bodies set criteria and periodically control accreditation organs in order to be sure if they really check the quality of agrarian specialists' training.

Briefly reveal the structure of higher educational establishment accreditation in the USA. General approaches that are used by institutional and specialized accreditation bodies include [1; 2; 3]: 1) strict and objective self-analysis of higher educational establishment activity; 2) comprehensive evaluation by experts (educators, specialists, selected according the specificity of the institute, members of public) on effectiveness of higher educational establishment management, administration activity, level of specialists' training etc; 3) making decisions by accreditation bodies.

The process of higher educational establishment is done rather democratically. Administration can get acquainted with the report of experts about functioning of higher educational establishment, gives answers on the questions. After that, materials of self-analysis, experts' report, answers of educational establishment on some points of criticism are studied by Accreditation Committee for accepting the decision about the status of educational establishment. If the university, institute or college does not agree with the decision of accreditation committee, it has the right to appeal according to the accepted norms. It should be added that higher educational establishment is examined in such a way once for 5 or 10 years.

Conclusion. To sum it up, it is important to mark, that in objective and comprehensive accreditation of higher educational establishment are interested:

- Higher educational establishments, because accreditation rank is a stimulus for self-

perfection, guarantee of prestige, popularity, and gives more opportunity to increase the number of students, and as the result to increase state financial support and other aids;

- Federal government and states, because accreditation results help to divide and use more effectively state money and to realize its policy;
- Production, because accreditation of higher educational establishment helps to increase the level of students' training. Businessmen, entrepreneurs, having information about accreditation status of the university or college, can more effectively solve questions of sponsor, about giving financing aid to students;
- Students, because accreditation rank of higher educational establishment regulates accepting of academic credits during entrance to the university or in case of transferring to another university.

American higher educational establishments compete with each other, trying to increase its status. And even if there is no state university rating in the USA, different funds and non-state organizations prepare their own informal rating of higher educational establishments. For example, American magazine Newsweek annually defines 100 global world universities, where higher educational establishments traditionally occupy 70-80 positions. For example we will give the list of ten top universities, in 2014 [6]:

1. California technological university (USA);
2. Harvard university (USA);
3. Oxford university (USA);
4. Stanford university (USA);
5. Cambridge university (Great Britain);
6. Massachusetts university (USA);
7. Princeton university (USA);
8. Californian university Berkeley (USA);
9. Imperial College of London;
10. Yale university (USA);

It is interesting to mark, that among 10 top universities of the world – 8 are american!

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В статье рассматриваются вопросы функционирования высшего образования США, а также характерные особенности, благодаря которым

американская модель системы высшего образования США отличается от других стран. Автор раскрывает историю становления аккредитационных органов США. Рассматривается процедура и необходимость проведения аккредитации высшего учебного заведения. Разъясняется важность высокого аккредитационного ранга учебного заведения для самих вузов, производства, федерального правительства, студентов. Автор приводит данные рейтинга 10 лучших вузов мира.

Высшее учебное заведение, аккредитационная комиссия, подготовка специалистов, рейтинг высших учебных заведений.

The article deals with the questions of american high school functioning. The author notes that success of the USA in the sphere of education is achieved mainly due to non-intervention of state in the work of higher educational establishment and voluntary accreditation system. It should be noted, that European educational establishments are financed and checked by the state unlike American institutes. Characteristics that strongly distinguish American model of higher education system from other countries are described here. The history of accreditation agencies formation is described here. The author highlights the procedure and the necessity of accreditation in higher educational establishments of the USA. Necessity of high accreditation rank for educational establishments, production, federal government, students is explained here. The author gives the list of ten the best educational institutions in the world.

Higher educational establishment, accreditation agency, specialists training, higher educational establishments rank.

A TYPOLOGY OF MEDIA TEXTS: PROJECTION INTO EDUCATIONAL RESOURCES AND TECHNOLOGIES

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Abstract. The relevance of searching the ways of using modern media in educational resources and technologies was proved. It stipulates the powerful influence on an individual and incomplete level of using modern media in Pedagogical science and in practice. It was determined that a typology of media texts on the basis of a certain number of criteria is one of the ways to understand media and possibilities of its using in education. It was shown that indicated characteristics can serve as a base to determine a possible field implementation of media into educational resources and technologies. The suggested approach promotes media convergence and educational technologies with enriching forms and increasing didactic potential of educational technologies. The relevance and reasonability of classification of educational resources according to criteria of a typology of media text was determined. The importance of a relevant correction of classification criteria in accordance with educational field of its application was emphasized. The need to analyze and develop a classification system of Internet-texts and texts of new media in the context of increasing tendencies of their using in education was proved.

Key-words: media, media texts, a typology, criteria of classification, convergence, educational resources and technologies

Statement of the problem. In terms of information - communication society especially important to study the growing influence of the media - technologies for the development of the individual and the formation of personality.

As the LV Nurgaleeva "study of the role of the media factor in the self-determination, self-control and playback of society and culture in time and space becomes more and more resonance today and significance" [1].

Power and diversity of media influence on the person looking for opportunities to encourage and expand the scope of their use in educational technologies. The complexity of the issue being studied due to a number of existing phenomena today. This - insufficient knowledge of media technology and media, media production properties in general and, in particular, based on the use of information - communication technologies (ICT); the rapid development of new

media technologies directly and through the development of ICT; the emergence of new kinds of media products with new properties that require research positions with their possible use in educational resources.

Need to study the properties of media production confirms Melnik G.S: "relevance of the study of media texts is due to a new stage of development of society associated with the advent of the information society, the increase in information distribution channels, development of media markets, improvement of computer technology, changing cultural codes that allows you to create media texts on a new basis "[2].

However, it is noted that "in pedagogical science and practice underestimated the educational opportunities of modern media, their didactic and educational potential, due to the complexity and the insufficient development of many concepts, low competence of teachers in this field, the lack of technical equipment of educational institutions" [3].

Causes a marked urgency of finding ways media convergence with traditional educational technologies based on a more detailed study of individual media components through the prism of their possible use in educational activities.

The basis of such a study can be on a system of classification (typology) media production (media texts) according to certain criteria, which will reveal the conceptual content of its components, to determine the characteristics and trends of their possible use in educational technology. Such an approach would cover both new types of media - products that are constantly appearing, and their properties.

Analysis of recent research and publications. Research conceptual content and typology of media texts engaged leading scientists including T.G. Dobrosklonskaya, Y.N. Zassoursky, I.V. Rogozina, G.Y. Solganik, N.S. Valgina, M. Kazak, N.V. Chicherina, S. Melnik, O.V. Fedorov, N.A. Kuzmina, L.M. Zemlyanova, A.M. Palienko, A.A. Novikova, N.M. Stetcenko and others. Research to find ways to use the media in educational technologies, based on the typology of media texts, were found.

The main material. The term "media" can be seen as a combination of two components: the "media" and "text". Typology component of the "text" refers to the field of linguistics and today is an open question, as the validity of the selection criteria for the classification. N.S. Valgina underscores the complexity and unresolved said: "Typology of the text, despite its central position in the general theory of text for today is still not developed enough. Not yet defined the general criteria that should be the basis for a typology. These criteria should consist of a series of indicators and cover at least the main features of the text: information, functional, structural semiotics, communication [4]. M. Kozak acknowledges that "the question of the typology of texts and selection of basic categories, which can be the basis of dividing the text continuum, remain open in linguistics text" [5]. G.Y. Solganik gives the following definition: "text - a complex, hierarchically organized structure, which is characterized by linguistic and product integrity, connectivity and completeness" [6, p.15].

The concept of "media" does not coincide with the linguistic definition of "text" as its content goes beyond verbal sign system requires a separate approach to its analysis. For media texts, as well as for the media industry in general, is characterized by a fundamental ambiguity in the definition of the term. As M. Kozak, "The semantic content of the term media (from Lat. «Media», «Medium »- means the way the mediator) allows you to call any media texts media, from cave paintings, traditional books, works of art and finishing - art phenomena technical progress" [5]. She gives the following definition generalizes the "media text - is an integrative multi-level sign, uniting in a single communicative whole different semiotic codes (verbal, nonverbal, media) and demonstrates the fundamental openness of the text to semantically meaningful, composite structural and semiotic levels. Leading features of media texts can be considered media (embodiment text using those or other media outlets, one aspect of his determination and technical capability channel); mass (as in the creation and in the consumption of media products); integrative or many codes text (union into a single communicative whole different semiotic codes); openness of the text "[5].

Kuzmina N.A. notes that the media text can be defined as a dynamic complex higher-order unit, which helps in speech communication in mass communications [7, p. 6]. N.V. Chicherina indicates versatility, multifaceted, complex and integral concept of "media". The most important characteristic of modern text media it considers the multidimensionality (various authors meant by the term multifaceted, polyphony, heterogeneity or integrated), under which it should be understood heterogeneous combination of verbal, visual, auditive, audiovisual or other components in a single semantic space text [9]. Zemlyanova L.M. also for the importance of a typology of media texts, which "... provides for the establishment not only of their technological features, but also the specificity of attributes, functions, types of information, which are expressed in their content, genres and formats, media, nature and extent of impact on the audience" [10. 338-339]. With the advent and development of the Internet "new direction journalism theory is the study of the Internet - the text, its hybrid forms created using integrated technologies" [11]. This idea is supported by the G.S. Melnik. "The made new media model and integrate media texts in a single semantic space various heterogeneous components: verbal, visual, audiovisual and others. Features such texts are due benefits online - communication: a hypertextual, interactivity, non-linearity, using narrative strategies, acceleration time and space compression, the removal of barriers of physical distance, convergence"[8].

T.G. Dobrosklonskaya mediatext as regards volume multilevel phenomenon, based on the concept of which is the organic combination of verbal units and media series. It builds a typology of media texts based on a stable system parameters that allow us to give very accurate description of a media text in terms of the features of its production, distribution channel and linguistic features. A method of production of a media text (author, peer); creation form (oral or written); form of reproduction (oral or written); distribution channel (the media - the media: print, radio, Internet); functional - the type of text genre (news, commentary, journalism, advertising); dominant theme or belonging to a particular sustainable mediatopik [12, p.30].

Y.N. Zassoursky mediatext defines as "a new communication product" [13, p. 6], which can be used in various fields of media: newspapers, radio, television, Internet, mobile communications. A media feature is that it can be incorporated in various media structures of verbal, visual, sound, multimedia plans involves the integrity of its perception, and hence deeper penetration into its meaning.

Several researchers emphasize the importance of one of the classification criteria of media texts - the channel of distribution / communication. This option allows you to pay attention to the technical and technological determinism media texts, whose quality and the degree of multimodality dependent on the capabilities of the transmitting channel. In particular, these channels believe the press, radio, TV, Internet. Given on the basis of media texts are divided into: newspaper / printed texts, radio - and teletext, the Internet - texts, hypertexts, etc. [5].

Dobrosklonskaya T.G. notes that the criteria of the typology of media texts may include the following elements: author, recipient, channel, code, text, context, noise, feedback, communication efficiency [14, p.16]. M. Kazak allocation based text types, which are understood as a pattern or scheme for the construction and perception of similar texts, lays the following categories: distribution channel, institutional type text typological characteristics of mass communication, functional - genre text classification code, sender, recipient [5].

Chicherina N.V. offers the following classification of media texts: by category of the author (authors and peer); form creation and playback (univariate and multivariate); by distribution channels (print media texts, texts of radio, television, Internet texts); functionality - genre features (information, analytical and artistic - journalistic and advertising); topics [9]. Kuzmina N.A. believes that the most extensive and adequate is the classification that takes into account a number of parameters: a method of producing text, shape, distribution channel, functional - a genre type, thematic dominant [7, p.17].

Based on a review and analysis of these data sources are highlighted criteria typology of media texts, which can be projected to the educational resources and serve as a basis for conceptual uniqueness - categorical apparatus of media and

educational spheres; determine the kinds of media products, their properties and possible introduction of educational resources; Extension of the scope of media in education. These include:

- distribution channel (print, radio, television, Internet, mobile phones);
- semiotic codes (verbal, nonverbal, media) further distinguish a set of media;
- multidimensionality, integration, or multi-code (involving different semiotic codes in one product);
- type themes;
- openness (at substantial - semantic, compositional - structural and symbolic levels);
- mass (in the areas of creation and playback).

Individual attention online - text, which presents its own classification criteria.

Conclusions.

The urgency of finding ways to use modern media in education, which is due to the power of their influence on the individual, insufficient use in pedagogical science and practice, underestimation of their didactic and educational potential, insufficient knowledge of their characteristics and possible areas of convergence is elaborated with educational technologies.

Found that one of the ways to understand the media and to their use in the formation of a typology of media texts based on a specific set of criteria.

Defined set of criteria typology of media texts, which can serve as the basis for analysis of the opportunities and the degree of inclusion of media in educational resources.

Actual directions of further development of this problem is to assess compliance with the various types of educational resources selected criteria typology of media texts in order to identify opportunities and assess the implementation of media elements. The above will help to identify common ground and distinctions media and educational resources in general and , in particular, on the territory of the Internet.

Separate is urgent need for detailed study specificity and typology Internet - texts and texts of the new media in the context of creation and use of electronic educational resources in the Internet format - text.

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ТИПОЛОГИЯ МЕДИАТЕКСТОВ: ПРОЕКЦИЯ НА ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ И ТЕХНОЛОГИИ

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Аннотация. Обоснована актуальность поиска путей использования современных медиа в образовательных ресурсах и технологиях.

Установлено, что одним из направлений в понимании медиа и возможностей их использования в образовании является типология медиатекстов на основе определенного множества критериев. Предложенный подход способствует конвергенции медиа и образовательных технологий с обогащением форм и дидактического потенциала последних. Обоснована необходимость исследования возможностей и степени использования установленных типов медиатекстов в образовательных ресурсах.

Ключевые слова: медиа, медиатекст, типология, критерии типологии, конвергенция, образовательные ресурсы и технологии.

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PROBLEMS OF DEGREE PROFESSIONALS VOCATIONAL TRAINING FOR THE INFORMATION-ORIENTED SOCIETY

Abstract. The article deals with the problem of vocational training of degree professionals in conditions of information-oriented society. Taking into account transition period of Ukrainian society development from industrial to information (postindustrial) stage, its peculiarities have been analysed, specialists training requirements have been established. These requirements are caused by gender realities of information society development, its humanization, democratization, intellectual work predominance, creating conditions for personality efficiency. The theory of "human capital assets" the main role in which belongs to the system of education grows in the frame of information transformations.

Key words: vocational training, information-oriented society, degree professionals.

Statement of the problem.

A problem of professional training of specialists under modern conditions is one of the most discussed themes in scientific pedagogic literature. One of the ways of solving the problem is forming of students' professional mobility in the process of education in the university. Despite all social and economic problems following Ukrainian development scientists notice that "Ukraine resides on the primary stage of transition from industrial to information society". And international division of labour deepening, specialization of production, strengthening national economics interconnections and interactions, which realize in economic globalization become its characteristic features [15]. Respectively having realized forward-looking principles of education, the necessity to train future specialists for professional activity in information-oriented society grows.

Analysis of the researches and publications. Problems of information society development are the subject of investigation for specialists in different spheres of knowledge. They are analysed by such scientists as – I. Aleksieieva, M. Demkova, T.Bereza, O. Vartanova, S. Kara-Murza, A. Kolodiuk, V. Lysytskyi, L. Melnyk, A.Rakitov, H. Smolian, D. Chereshkin and others. The role and place of education in transition period are researched by Y. Bazhan, N. Vashchekin, V. Inozemtsev, K. Kolin, O. Komarova, V. Makarov, M. Muntian, A. Subetto, A. Ursul and others.

The Aim of the article. To substantiate tasks of degree professionals vocational training for the information-oriented society.

Statement of the main material. The distinctive features of information-oriented society are interesting to be described by western sociologists from the middle of the XX century, i.e. from the time when the societies were in transition stage. Therefore Ukraine's staying on the stage of social development determines our interest in data of society development theories. It must be mentioned that a discussion on concept content "information society" and "post-industrial society" is hold in sociological literature. Having understood scientists arguments we do not join their opinion because defining special features of the concepts do not belong to the sphere of our scientific interest.

With this aim let's refer to the theory of information society development by G. Lenski [12], who expressed opinion which is confirmed by social and economic development of our country. The scientist pointed out that qualifying requirements to people who live in postindustrial type of society are of information character which cause abrupt change in professional structure of society. There is no more need in a great number of manpower, the role of brain workers, managers and other workers who deals with information in different spheres grows rapidly. Information revolution which becomes more apparent in highly-developed countries, facilitate forming of global culture, world economic system.

Reverting to the analysis of the theory of society development, we'll draw attention to the Bell theory [3], who introduced term "postindustrialism" in oder to determine the technology which facilitates the economy based on information. Principal difference between industrial and post-industrial society is connected with material welfare production. In the first type society material welfare production takes place on factories and connected with mechanisms; and in the society of the second type production of material welfare is connected with computers and other electronic resources use. And between the main aspects of telecommunication revolution the scientist names transformation of "intellectual technology" into a key-note element of analysis and decision making.

In the context of these social transformations N. Smelzer [14, c.94-96] determines "four main revolutions which took place in the world in our time – some of them are the continuation of the existent and well-known ones and some are newer". The first of them

is the revolution in economic growth. The second one is the politic revolution which is characterized by implementation of democratic principles in social life. The author draws attention to the similarity of two revolutions "in one substantial aspect: both reward first of all an individual representative, individual choice and individual factor". The third one is integration revolution or revolution in the sphere of solidarity and identity and it consists of new consolidation of subnational groups meaning which in particular are based on gender. They may be joined by common interests connected with social causes which demand recognition, status and rights for such groups. The fourth one is defined as ecological revolution. The important conclusion for us is that the main impulse in all four revolutions is insisting on individual activity, individual choice and individual activities – just this impulse joins all the revolutions in one and attains more value in all the world.

Taking into consideration mentioned above the chief attention should be devoted to the theories of new gender tension arising in countries which experience postindustrial epoch. In particular an example of Great Britain where big factory-and-works production succeeds small-scale and mobile enterprises, tertiary sector of economic in which women work mainly, is being developed with outrunning tempo [11]. Mentioned above determines the necessity to take into account gender peculiarities of social development in organization of future specialists vocational training in the course of future specialists professional mobility forming.

M. Veber [12] in his outlook on society development underlines that industrial societies are deepened in tradition, by which he means dispositions, religion which are handed down from generation to generation and those who are deepened into tradition are ruled by the past. And readiness to take new technologies is a powerful exponent of society rationality degree. Even thus the author directly point out those hindrances which can appear on the way of transition to information society which are connected with the presence of numerous stereotypes, which will brake (and are braking now) modern social development.

Contextually it must be mentioned that despite all social and economic changes which took place in the society, ideas that a specialist may attain real professionalism working on the same place, that the so-called "male" and "female" spheres of professional activity exist, etc., remain strong up to this time. These brake the opportunity of specialists

self-actualization, cause gender segregation on the labour market and prevent from worker effectiveness.

Consideration mentioned above are confirmed by S. Sharonova opinion [17] that in postindustrial society where intellectual but not physical work dominate, information attains special attention, importance of women as a social group grows. Rapid technologies changes cause changes in society and require valuable society participation in the processes. It is not important who has offered an idea it is not important who implements, it. Rapid response on changes and humanistic attitude are of importance.

It affords ground to accentuate that modern state of society development evens chances of professional self-actualization as women so men and its foundation are processes of social life humanization.

No wonder that international organizations accentuate that in conditions of globalization processes inevitability, economic growth and international competitiveness raising of every country are determined largely by intellectualization of main production factors and forming powerful innovative potential. Transition to society of knowledge which determine modern type of economy in which knowledge capital plays largely deciding role in ensuring effective breakthroughs on ways of innovative country development than physical one [9].

Social transformations connected with rapid society informatization become more important because “investigations results conducted by world science opinion leaders, Nobelists (such as K. Errou, V. Leontiev, R. Lukas, A. Liuis, D. Toinbi and others), attest: principal state of countries economic policy, which had been degraded and overcame successfully were alike despite all national and historical differences [16, c.69]. Monography authors point out that inalienable component of all successful reforms in all countries was outrun intellectual potential development. Just human intellect become immediate and main productive force of postinformation epoch

Information revolution which takes place in highly developed countries in time frame coincide with interest to gender problems beginning which originate in scientific communities in 60-70 years of XX century. It is interesting that just from that time in western economic literature a term “human capital assets” was introduced.

The theory of human assets beginning, founders of which are supposed to be T. Shults, H. Bekker, Kh. Bowen, M. Blaug, E. Denison. J. Kendrik, F. Makhlup, Y. Minser,

L. Turoya, Y. Hinbergher and others, is directly connected with professional mobility because its potential rising increases largely every person chance concerning profession realization, decision making flexibility and individual self-actualization.

In the theory of human assets the role of education which is an important factor of countries economy development is accentuated, according to the theory resources spent on education are human assets investment [2].

T. Shults [1] accentuates that just education is one of human assets forms. The scientist notes that it becomes such one because it becomes a part of a person and it is a capital, as long as it is a source of future pleasure or future earnings or both. Thus "human assets" takes the part not of manpower employee which it presents in fact but an equal partner of physical capital.

Between reasons which specialists name [5], which cause an interest to a term "human assets" – recognition of a fact that creative potential activation of a person, highly qualified manpower development are the most effective methods to reach economic growth. Just human assets under modern conditions is the most valuable resource and determines competitiveness of economic growth. These statements coincide with M.Drozdatch thoughts [6, c. 36] concerning that in contrast to pre-industrial society (within which main competitive enterprise advantages are natural resources and human manpower) and industrial society (within which main competitive advantages are intensive work, physical capital and market access), in postindustrial society main competitive enterprise advantages are knowledge, quality and continuous personnel training and intellectual capital. Just intellectual capital become main competitive advantage of the enterprise in the economy based on knowledge and gives mobility as to a person so to a society in general.

B. Igoshev [8] observes that social mobility of a modern world gives rise to a person social mobility besides social mobility in such type of society is not connected with social origin and social status, and it characterizes a way of a person social functioning which is a direct result of common humanization and democratization tendency. In as much as mobility, dynamism and variability is an essential quality of modern society, its development attribute, it becomes:

1) a requirement of social development;

2) a factor of society development management.

Adopting modern world mobility, its transition to postindustrial stage of development, we must discover peculiarities of educational attainment of modern mobile degree professional.

Scientists [7] accentuate wealth and professional qualities among which are creative possibilities, abilities of knowledge operating, knowledge renewal, increase of knowledge and knowledge generation. Such an approach to knowledge is connected with constant knowledge growth which became a new production factor. Thereby advantages will be given to those who will demonstrate high level of scholarship and knowledge of different type – scientific, practical, creative ability development, critical and productive thinking, broad outlook, readiness as to individual so to collective creative activity and so on.

But revolution conditions which create foundation for postindustrial society in communicative sphere deserve special attention. Place for every country in situation of severe competition depends on the higher education system speed of adaptation to information society realities [4].

Okinawa Charter on Global Information Society which was adopted in July, 2000 Group of Seven liders [13] accentuates that the strategy of information society development must be realized just through human resources development, which must satisfy the requirements of information century.

Conclusions. We understand that we can't include in one article all the tasks which society transition to information type put to institutions of higher education. But some of them may be described. This is first of all forming of mobile person which can be able to react accordingly on changes on the labour market, demonstrate professional mobility which provide human resources development. It anticipates ability to self-dependent acquiring of necessary knowledge, self-education, intellectual development, getting rid of social stereotypes. Mastering modern information technologies which condition ability of a specialist to process bulk information in order to analyse and take correspond decisions attains special attention.

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COMPONENTS OF PEDAGOGICAL SKILLS OF FUTER TEACHERS

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Abstract. The article analyzes the notion of pedagogical skills, it appears to be a complicated one. The article also reveals the most important components, the development of which can improve pedagogical activity of future teachers in higher educational establishments. The analysis of all information gave the opportunity to make some conclusions and as the result it helped to divide all elements in some logical groups. Pedagogical skills can be formed and improved when some personal qualities are developed. Nowadays science and education can't be separated from innovative activities (such as using computer technologies, project work, educational management, didactic games, etc.), so it's important to stay in touch with all modern tendencies. Students should focus on the development of motivation for future pedagogical work and self education because their intellectual activity is also one of basic personal components in the system of elements which form pedagogical skills.

Key words: pedagogical skills, structure of pedagogical skills, individual style, professional competence, personal qualities of teachers.

In the process of teacher training an important role is played by the basic teaching skills. Skilled teacher effectively fulfills his functions as a guarantee of preparing skilled workers for the state. Special interest is given to the main components of pedagogical skills. The views on the components are different, as the notion of pedagogical skills is versatile and complex.

Significant contribution to the study of pedagogical skills of teachers and the structure of this phenomenon was made by many scientists. Thus theoretical basics of pedagogical techniques were explored by I.A. Zyazyun, O.H. Myroshnyk, I.F. Kryvonos, L.V. Kramuschenko, V.A. Semychenko, etc.

The purpose of this article is to reveal the essence of the concept of pedagogical skills and determination of its components, the development of which will improve the quality of teaching in universities.

Pedagogical skills is a complex concept with many different components. Pedagogical skills are seen as the ability to organize and improve all kinds of educational activities that can effectively develop the personality of students in addition to a set of certain personality traits and general professional activities of teachers at a high level. Scientists, teachers have different views regarding elements that form pedagogical skills. Formation of pedagogical skills is a continuous process in which all components should be formed. So lets look through main components of pedagogical skills. Since pedagogical skills, in our opinion are based on professional competence, all its elements are seen as elements that need to be developed to prepare a skilled teacher.

Professional competence according to scientists includes: theoretical and practical teacher readiness to implement educational activities (Slastenyn, 2005), besides a collection of theoretical knowledge, practical skills, personal qualities, experience (Grinyova, 2005).

In general, it is necessary to combine structural elements in groups. Teachers have a number of personal qualities. To the personal component we can include teaching abilities which are - mental personality traits that contribute to successful teaching activities (Khudenko, 2011), the overall culture of the individual, the level of performance, activity, pedagogical intuition and others. There are many views on each component, so teaching abilities are divided into different groups: didactic, organizational, communicational, prognostic and many others; general culture also is an indicator that shows the potential of future teachers, for example, its information culture can qualitatively affect the organization of the educational process.

Speaking of information culture we remember not only the ability to use the computer, but also to create online tutorials that simplify the exchange of information, organization of training activities, etc.

To the personal component we can include qualities such as tolerance, honesty, ability to self-education, self-development. Many of these qualities and skills can be formed at the first year of studies and encourage students to participate in various activities, work in groups. Teachers should pay attention to the development of their own performance, to be able to avoid stressful situations and be able to solve conflicts without harming themselves.

Another important group of elements is the knowledge of a number of courses that vary depending on what kind of a teacher we are preparing. In addition to the basic general and mandatory psychological and pedagogical knowledge it may be technical, technological or any other, depending on the field of future educational activities.

Educational activity is a social phenomenon, as the teacher is constantly in contact with students, colleagues, which requires the formation of a definite social skills, values and ideals. Here we can include the humanistic focus of future teachers, high morals activity as a member of society (Pashchenko, 2010; Pashchenko, 2012). Successful, skillful teacher can be characterized as the one that has an optimistic attitude to his activities, has formed his own values, attitudes, interests and ideals. Sometimes you can meet those who consider teaching their vocation; people who want to develop, improve and educate future generations.

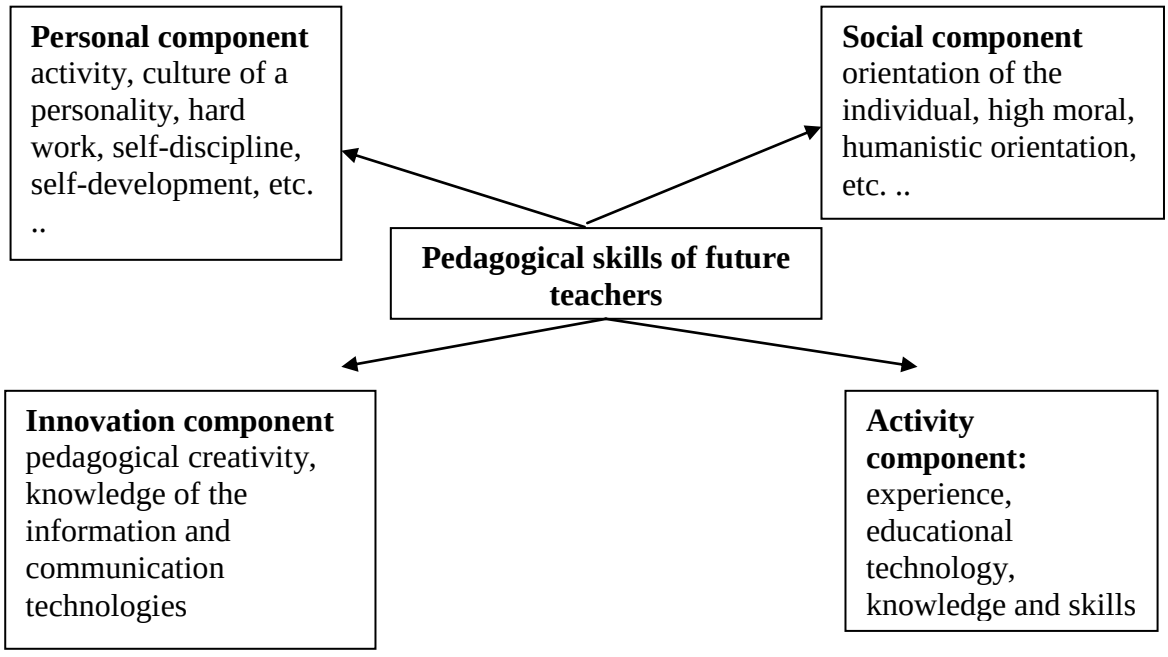
Teaching is the activity which like any other activity is dependent on the experience and of developed and improved educational technology, professional knowledge and skills. Pedagogical techniques - is the ability of teachers to use their own psycho-physical unit so that it will affect student's skills, to succeed in their educational activities (here we can include possession of facial expressions and gestures, the ability to communicate, manage and organize). All of this can combine to form a unique style of teaching that is like an indicator of their image, credibility, demonstrate your teaching position, which shows how the personal qualities and professionalism.

Besides one need to make sure that future teacher possesses modern educational technology and teaching methods. Educational technology is also a

complex concept. This includes set of goals, teaching methods, which guarantees the effect intended, moreover it is the process in which there are various pedagogical tools (eg, methodological, instrumental, etc.). Teachers can choose from a pedagogical technology or combine them, choosing a suitable one (tier technology differentiation, individualization of learning technology, programmed learning or game technology or any other) or alternately use them etc

It is understood that at present, a new pedagogic, which can be characterized by innovation, based on the active use of pedagogical creativity, information and communication technologies is created. Teachers should receive adequate information that would guarantee its correct scientific and methodical use of computers; create the necessary databases, participation in various international projects or conferences.

More generally components of pedagogical skills are shown on picture 1.



Picture 1 Components of pedagogical skills

Conclusions. Thus, on the basis of the analysis we determined that teaching skills is a difficult and complex concept and is formed of a group of components that can together form the basis of pedagogical skills of teachers in high school. Formation of the foundations of pedagogical skills can start early beginning with the formation of their communication skills, ability to self-education and self-organization, increasing their personal activity and motivation for future teaching. Even the personality, activity and other components is a kind of key to the skillful training of future teachers.

Important direction for further research will be the creation of a model of pedagogical skills, determination of conditions and laying the foundations of pedagogical skills of teachers in universities.

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THE ROLE OF NATIONAL STRATEGY FOR SUSTAINABLE DEVELOPMENT OF POLAND IN ENVIRONMENTAL EDUCATION SPECIALISTS

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The article analyzes content of the National Strategy for Sustainable Development of Poland and its influence on the formation of the forms and methods of environmental training of future specialists in higher educational institutions of the country. The most promising methods of environmental education in higher education include discussions, simulations, analysis of situations, information technology, excursions and field exercises

***Keywords**: environmental education, sustainable development, active methods of teaching.*

Statement of the problem. Environmental education belongs to one of the most important tools for sustainable development. Analysis of the content of basic legal documents of Poland on Environmental Education states that its purpose should be the formation of a citizen, able to make informed choices, to strive for personal development and improvement, but in such a way as to ensure the safe existence of future generations. We also recommend perception of sustainable development in three dimensions: ecological, social and economic.

Analysis of recent research and publications. The value of the content of the legal framework, documentary and scientific sources to create innovative forms and methods of environmental training future professionals as highlighted in the works of Polish and Ukrainian scientists, including H.Skolimowski, J.Dolęga, L.Tyszyńska, L.Lukyanova, L.Bilyk, O.Bida, S.Sovhira.

The wording of the purposes of article (problem). The main goal of education should be to develop new approaches to environmental issues and environmental awareness of society. Towards achieving these goals is equally revealing fundamental ecological knowledge as a system of educational influence,

shaping the youth respect for nature and its laws. Organized in this way learning process allows students to understand the natural mechanisms and how to prevent negative human impact on the environment. Accordingly, the objective of this article is to review the National Strategy for Sustainable Development of Poland in terms of its impact on vector ecology and educational activities in higher education.

The main material. The content of the National Strategy for Sustainable Development of Poland focused on the conditions of implementation of environmental training in higher education. Analysis of the regulation can distinguish two areas of higher education institutions to implement Strategy objectives - education and research. One of the main recommendations of the Strategy in the field of education is the inclusion of environmental issues in the training of all areas and specialties. Particular attention is paid to the development of training programs to prepare future professionals technological and agricultural areas.

In accordance with the maintenance strategy, training programs should: take into account local and regional conditions compared with the world in the search for a balance between global and local natural processes; focus on specific aspects of sustainable development, depending on the area of knowledge; take into account the evolution of the concept of "sustainable development"; include objectives that include knowledge, skills, understanding, attitudes and values; include in the content of environmental issues, the economy and society; characterized by an integrated approach to sustainable development; break the key issues of sustainable development, including: poverty reduction, civil rights, peace, ethics, responsibility in local and global context, democracy and power, justice, security, human rights, health, equality of sexes, cultural diversity, the development of towns and villages economics, models of production and consumption, collective responsibility, environmental protection, natural resources management, biological and landscape diversity; engage in partnership of community in the educational process, develop respect and understanding in relation to other cultures; consider international cooperation in order to use mutual experience and potential; encourage the systematic and critical and creative thinking and display the results of scientific research in the

local and global context as the initial conditions of sustainable development; refer to the ethical dimension, to include the problems of equality, solidarity and interdependence of present and future generations, as well as the relationship between man and nature and relations between the rich and poor; contain out-of-life and professional experience; encourage dialogue between students, government and the public, which should lead to overcoming the isolation of education from society; promote the adoption of multilateral relations on the environment and significant international agreements related to sustainable development [4].

Recent changes occurring in higher education in Poland, the need for the formation of student research skills, requiring teachers to use these teaching methods that cause full activity and cognitive independence. This situation is not only students acquiring system knowledge and skills related exclusively to the subject, but primarily generates more substantive skills, which is crucial for the further future career specialist.

From the modern institution of higher education is expected primarily in the formation of students over substantive, interdisciplinary skills: free communication; use of library collections, including multimedia; cooperation in the group; of knowledge in different situations; quick decisions.

A characteristic feature of modern civilization is the accumulation of vast amounts of information respectively, the importance of forming social competencies of finding information and determining its value, converting and presenting knowledge. Critical evaluation of information is one of the manifestations of activity that develops critical thinking associated with the organization, analysis, evaluation and description of situations and processes. These skills are important in everyday life, such as the ability to draw conclusions, analyze, combine facts and events in cause-effect relationships, the ability to appropriate behavior in new situations, communication skills, creativity and more.

The basic premise of modern reformed the educational process is to increase efficiency through the use of active methods. Traditional teaching methods, which are based primarily on verbal report to ready information, do not always find listeners

and consumers, and are often ineffective. We know that the focus of the student during class changes, the biggest of its index in the first 15-20 minutes after the start. That is why so teacher should organize the training process and use such teaching methods that do not reduce the attention of students. These methods include, for example, a laboratory method that is based above all on the practice of students and is mainly for self-realization student observations, experiments and practical experiments.

In the center of the educational process in higher education is the student. Therefore, providing information must match its capabilities and characterized a number of advantages. Compliance is essential not only terms of education, but to all forms of communicating knowledge and the conditions in which they are acquired. The basic condition for the learning process is the use of this form provide students with knowledge and skills that will ensure their self acquiring information and solving problems.

During the observation, students examine certain characteristics and properties of objects, phenomena and processes. Highlight important features, compare similar and different objects or phenomena of the common enrichment explanations, is of great importance in the cognitive work of the student. Educational value observation occurs before all of the active and diverse nature of the activating student during surveillance, and the possibility of forming a variety of biological skills, develop independence of thought and activity [2].

It should be stressed that the reform of higher education in Poland to pay a special attention to the formation of research students to life. In the sense of the Strategy for Higher Education of Poland 2020 notes that the crucial element of training is to develop natural abilities and critical thinking skills to explore the natural environment through somehow planned and documented observations and research. Students should understand the concept of "scientific problem", "hypothesis", "test sample" is not only in theory but also in practical terms. It is through observation and research can effectively motivate young people to self-knowledge of the environment

and they form a system of skills, abilities and professional and social competencies [3].

In order to effectively achieve the goals of environmental education researchers, teachers Poland proposes to develop the cognitive activity of students and make learning through active participation in the work [1].

In environmental education is extremely important way of learning, and the role of the teacher as a partner and animator, which offers students the forms and methods of work that require them active and independence, and with it the ability to work in a group. This function is performed by active teaching methods that can be used both in the classroom and in the field, which is particularly important for environmental education [5].

Learning and studying incentives should be limited to the full development of the individual student in uniform formation of cognitive, emotional, motivational and practical areas. Educational activities should take into account the multifaceted human activity and include a ready assimilation of knowledge and self-discovery and research and implementation in practice.

Conclusions and recommendations for further research. Based on these positions, to achieve the objectives of sustainable development in higher education provides for full conversion to active forms and methods of training activities, among which is dominated discussions, simulations, modeling, and analysis of the situation; Information Technology; excursions and field studies; study focused on identifying and solving problems; philosophical analysis.

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SOCIO-PSYCHOLOGICAL FACTORS OF THE STUDENTS PROFESSIONAL VALUES SYSTEM FUNCTIONING

Denysiuk L. PhD

The personality is the person who has achieved a sufficiently high level of his mental development. Often a personality is considered a person with a strong visions, goals that define all of her behavior and actions, regardless of the content of these views and goals. The formation of the personality begins early and continues throughout life [2, c.58].

L.S. Vygotsky argued that the distinguishing feature of the mental development of the individual is that at the end of this process the person must actually be formed that from the outset exists in the form of some ideal form in the environment, primarily social, and to the embodiment which is directed to all human development. This occurs during language acquisition, thinking, logical forms of memory, different ways of self-regulation and so on, is no exception to this rule and moral formation. It also involves the assimilation of social norms and moral principles, are presented not only in the form of verbal requirements, but also in the traditions prevailing in a particular environment, the behavior of other people, their personalities, characters, artworks, etc. Thus, mental development, the formation of student's personality may be understood only in the context of socialization, learning they gained people's social experience.

Youth age is sensitive in regard to moral self-determination - the person becomes aware of their own values, to think critically about public moral standards. Therefore it is lawful to say that the moral formation in this period is conscious in nature.

Socialization of the young man is not a reflection of reality, a mirror of social conditions and social impacts. Because this understanding of the role of youth was limited only to the adaptation mechanism, conformism, the repetition of the same qualities. The relevance is the notion of "jovencitas", introduced in the scientific use of the Bulgarian sociologist P. Mitin [7]. Content - this kind of creativity generated by the impact of youth on social, political and value system of the society. On the one

hand - socialization as a form of adoption of social relations, on the other hand, jovencitas as a form of social renewal associated with inclusion in his lives of youth. The best way ratio jovencitas and socialization is a social initiative, when students do not just learn and adapt to life in society, but also become the subjects of social action. Here an important social values are self-esteem, independence and originality of solutions, responsibility, discipline as a condition of inner freedom [1].

Socialization of the student, the whole process of turning it into a mature psychologically and morally valuable member of society, should be under the control of education. It is an active, purposeful leadership, the formation of the human personality. Education is not the amount of the special measures, and the corresponding organization of life and activity of man, his relationship with others, the whole system of its relation to reality. Education plays the role of a guiding force.

Index of personal maturity is the proper value hierarchy, the leading place which is occupied by spiritual and moral values. Personal values are the main konstatujuci units of personality. They directly determine the main relationship of man to the world, to others, to myself. The value of the individual is conscious and adopted by the common man the meaning of his life (B. S. Bratus [6].). The dominance of hedonistic, material and pragmatic values, not subordinates moral, is a sign of destructive personal character.

The problem of values is one of the main in the system of education and upbringing. The education of the younger generation has always been one of the priority tasks of any public education, no matter what values and ideological imperatives it is not confessed. State educational policy of the modern Ukrainian society is designed to solve a threefold purpose: 1) to form the value orientations and behaviors, appropriate to the challenges of the time; 2) to facilitate the adaptation of individuals to the conditions of market relations; 3) to ensure the development of the personality, its competitiveness on the labour market, achieve success in life.

Values are central regulatory element life prospects and express a conscious attitude to reality. "It's perceived personality of the subject in its dominant needs, determining the order of selection of certain spheres of life, areas of life, they provide the stability of personality in uncertain or crisis conditions" [2].

The value of the phenomenon (conscious learning, use, and operation) define psychological culture of a person. Constant re-evaluation of values acts as a natural result of the life path, personality, rebuilding his relationship with other people and society.

Values different for each individual. I. I.Dubrovna believes that formedness of personality can be assessed by the way in the consciousness of the personality differentiated certain values as the content of value orientations, specific age period of a person's life, in the interests of society [3].
In sociological research the specifics of the structure of values of different social groups of young people. A number of studies pisacano the study of value orientations of young workers (A. A. Aza, C. A. Poddubny, A. A. Handle, Century, Alexa and others). Problems of value orientations of students are considered in the works of C. S. Bakirov, A. N. Balakireva, A. I. Kogan, I. I. Sheremet, etc. the Structure and dynamics of moral value orientations of students investigated century A. Vasilenko, V. N. Vdovin, A. I. Levitskaya. The problem of value orientations in the field of leisure devoted to the work of the Imperial family are. The value orientation of young people in relation to employment, researched S. A. Voitovich, I. E. Golovakha, M. D. Mishchenko, N. N. Churilova, etc.

Man has a complex hierarchy of values system. The basis of the value of consciousness are the core values, which are formed during the period of primary socialization subject to 18 years, and then become relatively stable and change significantly during the crisis periods of the subject and the social environment. The changes affect not so much the composition as their hierarchical relationships with each other in individual, group, and public consciousness.

In the works of A. C. Petrovsky found that in the team there is a certain correlation between the value orientations of the person and its status in the group. As a result of joint activities in the team formed the group the value of relationships, some new properties of the collective. In the academic group values become important norms of behavior. The value unity student groups is characterized by a gradual increase until the third year and by a gradual decline until the fourth. The study of structural and dynamic and meaningful characteristics of the value

system of students was devoted to scientific work N. N. Majorova. Human values have been presented by the author as an integrated system in the form field values, which are different spheres of human life: the life spheres, the sphere of relations, material and spiritual, field goals and achievements and so on, "Value field for us is a combination of real and ideal concepts, expressing subjects, objects, or ideas, needs and goals are for the individual life value" [8, S. 75-76].

On the development of value-sense sphere of a specific subject influence his professional development. "The main social determinant, which determines the moral and spiritual growth of a young man, is its professionally-cognitive activity. It should be a source of development of the moral perfection of the individual. Professional activities should be considered as one of the main ways of making life and personal self-realization, the search for vocation and life purpose" [7, S. 245].

Professionalism, reflecting the essence, principles, patterns of socialization, in a broad sense can be interpreted as the process of inclusion of the individual in a professional environment, the acquisition of knowledge, skills, professional relationships, the adoption of values and active realization, self-expression through professional activities.

S. A. Belicheva believes that "the content of the socialization process includes the formation of professional intent, knowledge, skills, allowing the person to be engaged in a system of labor production public relations; then the formation of a system of regulatory mechanisms social behavior of the individual, his system of values and norms, legal, ethical, social, political beliefs, value orientations, attitudes, beliefs, and so on, as well as the formation mechanisms of self-regulation, the ability to self-esteem, self-criticism, emotional and volitional personality characteristics" [3].

Training in a higher educational institution is not limited by the transfering of a certain amount of knowledge and skills. It has a close relationship with the professional orientation of the personality, with the formation of a certain system of values characteristic for representatives of the profession. There are the following types of values-norms of professional activity: 1) the prestige of the profession, its appeal; 2) the objectives of this profession as an expression of its social function, place in society; 3) the content and conditions of professional employment; 4) social

position of the profession against other social groups; 5) personal representative sample of the profession; 6) professional ethics and traditions typical of the profession, regulating the professional activities and the lifestyle of its representatives. The prestige of a profession among young people is influenced not only by its popularity in society, but also the system of values adopted by the social and professional groups, the family and the individual.

Research interest of scientists focused on the problem of value consciousness of students. This is due to several reasons. First, the fact that this social group by the nature of their activities, attitudes, value orientations and another very close to the intelligentsia, the so-called intellectual elite that plays an important role in the production and broadcast normative structures of a society. It is important to investigate the students as a reserve formation of the intellectual elite, and high school be regarded as the main channel of the formation and, therefore, as a subject of socio-cultural transformation. The main function of education is the preservation of society through the transfer of experience of generations. Its goal is to form a human personality, the creator himself and the surrounding conditions. It is in the education system is purposeful socialization of youth. "The students are mobile social group, the purpose of which is organized according to a certain program preparing for implementation of high professional and social roles in the material and spiritual production" [4]. A. B. Tolstyh notes that in the modern era, when increased life expectancy and increased time vocational training, youth has become the most valuable age, affecting their tastes, values, habits and other things on the tastes, values and habits of society" [5].

According to the periodization of the development in ontogenesis, developed by C.I.Slobodchikov [4], the ages of 17 to 25 years is defined as the beginning of the active stage of individualization. This period in the spiritual development of man marks its entry into a new dimension of life, personal attraction to the profession, the formation of ideology as belief systems and value orientations. I.Cohn [4], revealing the psychology of adolescence, notes that during this period, mature cognitive and emotional-personal prerequisites of the formation of the worldview of the young man. At the same time "values personality at this age tend to frequent fluctuations,

changes are not endowed with completely developed personal sense, does not have a strong ideological basis" [7, p. 23]. Therefore, an important task of work with students is the formation of ideological values of the structures of consciousness. Features of this process can be represented in the form of three interrelated stages: 1) at the first stage, the revaluation of values and ideals that guided the personality for it, but because their own experience of life is an important source of value orientations; 2) the second step in the assimilation of values passes through the mass media; 3) the basis of the third stage is the activity.

Understanding their place in the future, their life prospects is the central tumor mental and personal development of this age. Characteristics of adolescence are uncompromising estimates and judgments, increased sensitivity, emotional sensitivity, romantic orientation. Adolescence is the time of life, social role, professional, personal, moral self-determination and individualization.

In the process of implementing plans youth are faced certain difficulties and its value orientation are formed under the controversial influence of various factors: education, activities of political organizations, labor 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, selfeducation.

The result of successful moral formation is personal maturity, what constitutes mental health. The main determinant and indicator of personal maturity of the student is accurately value-sense sphere, because moral formation begins with the awareness and learning of moral values and build a clear value system dominated in the higher hierarchical clusters existential values (spirituality, morality, self-development, creativity, and others).

Values do not arise suddenly, but formed gradually, throughout the process of socialization of the individual. In his youth is more intense formation, a preliminary determination of personality, theoretical understanding of the values of society.

The value system is not stable and unchanging. Dynamics of value priorities consistent and intense change this phenomenon of social consciousness under the

influence of socio-economic, political and cultural environments.

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GRAPHIC TRAINING PECULIARITIES OF FUTURE MECHANICAL ENGINEERS ON THE BASIS OF COMPUTER ORIENTED TECHNOLOGIES

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The paper substantiates theoretical and methodological principles of the use of computer graphics technology aimed at training future mechanical engineers. As one of the areas of computer-oriented technologies we propose video technologies in information and education university environments that promote effective organization of independent graphic work of students. The use of video technologies helps to create virtual imitation models for developing spatial thinking of students, and for conducting video lectures and video tutorials to explain the way of solving the basic image and graphic constructions and tasks.

Keywords: graphic training, mechanical engineers, computer-oriented technology, video technology.

Statement of the problem. The problem of transition to new technologies requires modern techniques of teaching graphic literacy, which focus on computer graphics techniques as a new instrument of creating drawings and design. In modern manufacturing drawings have a special role as carriers of technical information, and their creation is paid special attention due to the quality requirements, realization of communicative and gnostic possibilities of graphical representations. Today in the learning process such powerful graphic programs as Corel DRAW, AutoCAD, "Compass" and others, which provide high speed and quality of graphic information creation and processing, gained distribution. The process of society informatization is an objective phenomenon connected with an increase in the role and impact of intellectual activities in all areas of production. Therefore, the study of the problems of computer-

oriented technologies development and implementation in the training of future engineering direction specialists remains relevant and timely.

The purpose of the article: on the basis of the analysis of modern professional activity of an engineer to investigate the possibilities of computer-oriented technologies as a means of a specialist's graphic competence formation and to reveal methodical ways of their implementation.

Analysis of recent sources. Conceptual, content and technical aspects of improvement of graphic knowledge, skills and abilities formation process at schools, technical schools, colleges were investigated by O.Botvinnikov, V.Vassylenko, V.Vasenko, H.Havryschak, V.Herver, P.Dmytrenko, V.Zhukov, V.Kachnyev, O.Kabanova-Meller, N.Sevastopolskyy, V.Sydorenko, V.Troshyn, V.Chepok, Z.Shapoval et al.

Scientific works of the following scientists were devoted to the problem of graphic knowledge and skills formation of students in higher educational institutions: A.Verhola (didactic basics of graphical literacy teaching process optimization); V.Burynskyy (self-study as a means of graphic training improvement); V.Vitrenko (graphic training content of labor education teachers); Y.Hushuley (spatial image formation on the basis of graphical representation); O.Glazunova, A.Korneyeva, V.Tkachenko, M.Yusupova (methods of computer graphics use) and others.

However, a special contribution to the formation of graphic training of pupils and university students belongs to a prominent Ukrainian scientist and founder of the graphic school in Ukraine, Corresponding Member of the Academy of Pedagogical Sciences of Ukraine, Doctor of Pedagogical Sciences, Professor **Victor Kostyantynovych Sydorenko**.

Considering the integration of labor studies and drawing as a means of students' technical abilities development, V.Sydorenko developed an integrated didactic training system which has two levels: psychological and didactic. System creating element on a psychological level is spatial thinking in interconnection with scientific and technical support, which is the basis of creative technical activity. On the didactic level system creating elements are the integration processes aimed at interdisciplinary connections

implementation of labor studies and drawing, ensuring the integrity of general technical knowledge and skills, and motivational aspects of graphic knowledge and skills implementation in the course of solving technical problems. In conditions of subjects' integration, according to V.Sydorenko, the integrity of technical thinking development is ensured, graphic knowledge and skills are filled with technical subject activities, an active transfer of graphical knowledge and skills in technical training activities takes place. Conceptual principles of graphic training developed by V.Sydorenko remain relevant today. Exactly on these concepts modern scientific schools of graphic direction, headed by his students and followers, including O.Dzhedzhula, D.Kelderov, M.Kozyar, H.Raykovska, R.Chepok etc, are based.

However, the problem of graphics training of students at higher educational institutions is complex and multilateral. Psychological and pedagogical aspects of students' spatial thinking formation, modern technologies of graphic information procession and possibilities for creating virtual spatial objects require purposeful scientific research. One of the priority directions is research of opportunities and development on this basis of multimedia technologies of mechanical engineers' graphical competence formation. The use of multimedia means in the system of education demonstrates a new phase of cooperation and development of scientific and pedagogical creative work and the process of applying its results.

The main material. The introduction of modern information and communication technologies in the national doctrine of education development is considered to be a priority direction. Computer technologies today include multimedia lectures, interactive practical works and programs, programs-tests, electronic directories, textbooks, computer games, professional applications software. These technologies are changing efficiency, availability, speed of knowledge acquisition, promote students' initiativeness by providing preparation of the younger generation to life in the information society.

Principles of multimedia technologies are characterized by acts of momentary visual and procedural perception, synthesis and synchronization of verbalized and not verbalized knowledge that promotes analytical and synthetic activities of the student and simultaneous synchronization of not verbalized and verbalized knowledge,

synchronization and integration of visual and spatial information, which is the basis of graphic engineering activity. The use of multimedia technology in graphic training contributes to the development of creative and intellectual potential of future mechanical engineers [1,3]. Multimedia systems allow you to choose the necessary format of educational material beforehand, and standards of modern media allow not only to save a large amount of diverse information (up to tens of Gb), which is extremely important for provision of educational process mobility and significantly improve its quality.

In the application of multimedia technology in graphic training we offer two directions: 1) working with simulation models and object-oriented environments; 2) the development and use of video technologies to solve basic graphics problems and formation of graphic construction skills. The first direction involves the creation by a teacher of a preliminary model and working out problem tasks for finding the optimal variant of the solution.

A student’s activity requires careful perception and comprehension of a problem, planning steps for solving the problem and reproduces the course of the model study and presentation of research results. While the role of the teacher can be quite passive and stages of research are directed by leading questions. If the student has insufficient skills in self-study, multimedia means with appropriate methodological support provides him with the necessary help. In this case there is a student – multimedia collaboration: a student independently masters an educational material, but at any time can get direct instruction, context advice or recommendation of the computer software assistance system or a teacher [2].

Considering the organizational aspect of multimedia technology application in graphics training, university educational environment possibilities for methodical wok of teachers should be taken into account.

Thus, teachers of Vinnytsia National Agrarian University use unique opportunities of information systems "Socrates" for the introduction of information technologies in the educational process. To create didactic videos a "teacher’s office" is used, which has a set of tools for creating and storing video data (Fig. 1).

Fig.1 Functional possibilities of a “teacher’s office” for multimedia technologies development

After analyzing the best practices of scholars in the field, we came to the conclusion that in conditions of low number of practical classes for studying graphic disciplines at a higher educational institution of agrarian profile and interest of students in the use of new information technologies in the study of descriptive geometry, engineering and computer graphics, it is appropriate to offer a graphical competence formation technique, which would include traditional methods of graphic training combined with new information and communication technologies which can release a teacher from routine work and provide students with relevant original tasks and information that fully meet their specialization [6].

This technique, which meets all the requirements of modern professional education, is possible today on condition of creation and use of technological learning environment based on the higher educational institutions of Ukraine.

Among modern information technologies special place is occupied by video technologies, among which clip technologies are being distinguished now.

As an information and methodical means video technologies perform a variety of functions. By means of video technology a video archive of lectures and master classes

of VNAU leading teachers, which are stored in the information environment "Socrates" and are available at any time for students, is created.

In developing of video technologies we focus, first of all, on the individual work of students. One of the goals in the development of video technologies is creating video courses (Fig. 2).

Fig. 2. Video fragment on the subject “Engineering Graphics”

In developing training videos, special attention should be paid to the diligence of information selection in terms of its usefulness to students and multiplicity. Indeed, as our observations show, the most effective duration of a video is 5-15 minutes. We call it the active phase of the student's work.

Created instructional videos are available to students at any time via the Internet.

Conclusions. Informatization of education requires extensive use of new technologies in the learning process. Thus there is not only a change in ways of presenting information, but also a significant effect on the organization of classes, the system of methodological support, workplace organization of a teacher and a student. In this regard, the educational process gains new, previously unknown characteristics. Among them availability, mobility, new types of communication of educational process participants can be distinguished.

The main trend in graphic training informatization is connected with the use of multimedia technologies, which are effectively realized in modern information educational university environments.

The video technologies as a component of integral computer-oriented technologies allow to organize as classroom work, under the guidance of a teacher, as an independent graphic training of future mechanical engineers on a new level through the use of simulation models for visualization and graphic models transformation and implementation of methodological support of a new generation (video lectures, video tutorials to solve basic graphic tasks and to form skills of practical graphic work).

Prospects for further research are connected with the research of innovative methodological support in developed countries of the world, the exchange of experience with professors from leading universities of Ukraine and, on this basis, the rationale of didactic conditions of video technologies implementation and improvement in the process of students' graphic training.

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THE REAL STATE OF THE DEVELOPED COMMUNICATIVE COMPETENCE IN TEACHERS INVOLVED IN VOCATIONAL ANDACADEMIC TRAINING

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Given the realities of the present, vocational education is focused on development of future specialists' creative potential and involves vocational schools (VS) teachers' needs for self-improvement, self-development, professional growth and common culture development. This issue is covered in numerous studies (S. Batyshev [1], L. Biriuk [3], I. Ziaziun [6], G. Lokarieva [7], N. Nychkalo [8], A. Nikulina [2], V. Oliinyk [9], etc.).

However, of current concern for VC teachers is relevant knowledge of communication technologies that promotes knowing and using patterns of information exchange. Professionalism requires the definition of professionally significant personal qualities and abilities, knowledge and skills of teachers, active and qualitative transformation of their inner world as well as ascertaining the laws of their own professional growth and achievement leading to self-realization in the profession.

In view of the above, the purpose of the paper is to introduce the organization and results of diagnostic and empirical phase of the research into the developed communicative competence of VS teachers and provide an analysis of the initial level of communication knowledge and skills.

One of the measures to improve communication abilities and skills of vocational and academic upgrading teachers in the course of advanced training is the organization of experimental work to evaluate the level of the developed communicative competence.

Works of famous domestic and foreign scientists who have made significant contributions to address the problems of professional competence improvement (L. Biriuk [3], V. Vedenskyi [4], S. Demchenko [5], L. Shevchuk [10] et al.) can be considered to be the starting point of our study. Professional competence includes VS teacher's professional knowledge, skills and experience in certain industries, as well as social, communicative and individual skills of the teacher's personality. In addition, it involves the formed ability to reflect and evaluate educational situations and problems; creative nature of thought; conscious understanding of personal responsibility for the impact on the student; ability to manage the student group. Therefore, we think that communicative competence has a special place in the structure of the professional activity.

The experimental research was four-staged and included the stages as follows: search and analytical, diagnostic and empirical, developmental-forming, control and comparison. At each of those stages there were implemented relevant tasks owing to the chosen methods.

The development of diagnostic tools at each stage reflected and was associated with professional activity objectives. The educational guidance of communicative competence development in VS teachers involved identifying the level of developed components (motivational, information theoretical, psychological and regulative, technological and managerial, professional and pedagogical) before and after the implementation of our staged model into practice of qualification upgrading, justification of the implementation effectiveness.

Let us consider the organization and results of the diagnostic stage of the empirical educational experiment aimed at measuring the real state of VS teachers' communicative competence of. The implementation of this stage is facilitated by the following objectives: pilot and ascertaining survey and processing the results.

The pilot survey involved trending of developed communicative competence (CC) in VS teachers and their potential for development. To do this, we used a designed questionnaire and diagnostic card. A self-assessment of advanced training courses participants pertaining to the volume of own communication

knowledge showed the following results: 45.82% of teachers had knowledge about the offered communicative information; 14.17% of the respondents had their own communicative experience; 35.61% of VS teachers found the offered types of communicative activities to be unknown information; 4.40% of respondents needed help to master CC.

The pilot survey findings showed the need for other methods of studying VS teachers' communicative competence. A diagnostic unit provides both standardized and proprietary techniques. They are combined into five packages.

The first package contains diagnostic techniques designed to explore the motivational component of VS teachers' communicative competence. They include: "Studying Teachers' Job Satisfaction" technique, "Need for Communication" test, "Diagnostics of Partial Willingness to Professional Pedagogical Self-development" technique.

The second package is composed of the methods to measure the development of information theoretical component of VS teachers' communicative competence. They include: "Theoretical Foundations of Communicative Competence" author's test to reveal the developed knowledge of communicative competence, "Teaching Situations" technique, "Do You Know the Youth Psychology?" questionnaire).

To determine the level of developed psychological-regulative component in VS teachers' communicative competence there was made the third package of diagnostic tools which includes: "Emotional Stability Test", "Diagnostics of Empathy Level" technique, "Assertiveness Test".

Diagnostic tools of the fourth package are designed to determine the level of technological and managerial components in VS teachers' communicative competence. The package includes: "Effectiveness of Pedagogical Communication" diagnostic tool; "Assessment of Self-controlling in Communication" test; Test, "Are You a Conflicting Personality?" questionnaire.

Diagnostic tools of the fifth package are aimed at assessing the performance of the professional pedagogical component of VS teachers' communicative

competence. The package includes: methods of diagnosing the level of educational cooperation in learning, "Assessment of Creative Potential" test "Study of Developed Pedagogical Reflection" technique.

The research was carried out in the real conditions of advanced training courses for VS teachers in 2009 – 2013 based on the Institute of Continuing Education of Engineering and Teaching Staff, the University of Education Management (city of Donetsk), training centers in Poltava, Sumy, Chernihiv, Lviv region.

After composing the experimental and control groups' content using different methods (interviews, observation, questioning, summarizing independent characteristics) there was performed planning in the early stages of the experiment. Respondents' characteristics are indicative of approximate qualitative homogeneity of both groups, a sufficient level of higher technical education in the specialty, teaching experience, employment period that positively influenced the quality of experiment objectives solving, objectivity and representation of the results.

The prerequisite of educational assessment is evaluation of results and transformation into levels. For each component of the communicative competence there was calculated development index. Then the indices were transformed into levels as follows: 0.90-1.00 - creative, 0.85-0.89 – high, 0.75-0.83 - medium and 0.60-0.74 - sufficient.

During the ascertaining survey there were diagnosed indicators of communicative competence showings and developed CC components indices in controls. A quantitative analysis of the findings shows that both in the control and experimental groups the largest proportion of teachers (79.0% -93.5%) demonstrated a sufficient level of developed CC components. This suggests that teachers of vocational schools are willing to participate in professional communicative activities. The medium level was found in a small fraction of VS teachers (4.8% -17%), few respondents (1.6% -4.8%) demonstrated a high level but none of the respondents showed a creative level.

In order to obtain descriptive statistical characteristics of the control and experimental groups there were calculated: mean value ($\overline{X}$) and variance (Var (X)). As shown in Table 1, overall, VS teachers included into the CG and EG do not differ in terms of the communicative competency components development. All average data correspond to a sufficient level of development, as they are less than 0.7. Variance values are indicative of homogeneity of values distribution in those two groups.

Basic statistical characteristics calculated on the basis of ascertaining survey findings in CG and EG

Group	Component	$\overline{X}$	Var (X)
Control	motivational	0.64	0,002
	information theoretical	0,64	0,001
	psycological-regulative	0,65	0,001
	technological-managerial	0,65	0,001
	professional-pedagogical	0,64	0,001
Experimental	motivational	0,64	0,001
	information theoretical	0,64	0,001
	psycological-regulative	0,66	0,001
	technological-managerial	0,66	0,001
	professional-pedagogical	0,65	0,001

To summarize, at the beginning of the experiment the teachers from control and experimental groups did not differ in the development of the communicative competence components. Therefore, in the course of advanced training of VS teachers who had been included into the EG there was introduced our staged model and the experimental methods of CC development.

The ascertaining survey demonstrated a sufficient level of developed CC components in VS teachers both in the experimental and control groups, which is indicative of their willingness to communicative activities, but the special emphasis should be put on the development of motives directly related to the content of the chosen profession.

An analysis of the current state of the developed communicative competence in VS teachers showed that structuring of psychological and pedagogical

disciplines provided by the program requires a special attention in the course of VS teachers' advanced training. Furthermore, the quantitative analysis of the ascertaining survey findings become the foundation for the introduction of "Communicative competence" integrative course into the curriculum of VS teachers' advanced training through traditional and active forms as well as methods of the disciplines included into the psychological-pedagogical course.

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THE REAL STATE OF THE DEVELOPED COMMUNICATIVE COMPETENCE IN TEACHERS INVOLVED IN VOCATIONAL ANDACADEMIC TRAINING

The paper offers organization and findings of the diagnostic and empiric stage of the pedagogical experiment aimed at measuring the real state of vocational school teachers' communicative competence. There has been grounded interrelation between the diagnostic tools at each stage of the teacher's communicative competence development and objectives of the professional activity.

Key words: *communicative competence, experimental research, diagnostic and empiric stage, pilot survey, ascertaining survey.*

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THE PROBLEM OF FORMING MATHEMATICAL CONCEPTS IN SCIENTIFIC AND EDUCATIONAL LITERATURE

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The article examined the problem of the formation of mathematical concepts from different points of view represented in the psychological and educational literature. Formation of mathematical concepts is considered as a complex psycho-pedagogical process that has certain stages.

Key words: mathematical concepts, stages of concept development, a learning process.

Relevance. The Great Soviet Encyclopaedia concept is interpreted as follows: «The concept: 1) (philosophy) form of thinking reflects essential properties, connections and relationships of objects and phenomena. The basic concept of a logical function - allocation of the total, which is achieved by means of distraction from all the features of individual objects of this class. 2) In logic - a view which summarizes and highlights the objects of a class according to certain joint and combined these features specific to» [5, c. 1050].

Analysis of the literature. From a philosophical point of view, the notion - the result of generalization based on the abstraction of insignificant traits, in which is formed a set of features that characterize the class of objects or phenomena [1, c. 378].

The concept is an important element of the theory of knowledge. There are two types of levels of knowledge - empirical and theoretical. Empirical level - a direct study of objects of reality, aimed at collecting data, it can be regarded as effective for any study. Indeed, no study is not possible without a material on the basis of which put forward hypotheses and build theory. Empirical evidence proving a particular theory or hypothesis, can be detected after a theory or hypothesis formulated. Empirical judgment record isolated facts which are direct

reflection of the state of affairs by which observed, and these are opposed to theoretical, empirical judgment. Theoretical level - a research facility using rational and logical methods. At this level, formulate hypotheses, theories and laws are able to explain if not all, most of the facts that have been obtained using empirical methods. Act as part of the theory is closely related to judgments that are the union of the concepts within the statements. Hypothesis - is also remarks that a general nature, but it is significantly different from expression-law. If the law - is the result of knowledge, it is always a hypothesis is formulated as a proposition which has yet to be tested for compliance with reality. This means that the hypothesis can not be regarded as the result of knowledge.

The main element of theoretical cognition is a theory - a set of interconnected generalized rules. Theories are often evaluated as something that is not unfounded and based only on speculation. A more cautious in this respect was the position of Kant. Kant believed that not all "theoretical" construction, ie, concepts that are not based on facts sufficiently to deserve the name of "theory." Thus, the theory can be called only building the human mind, which able to explain the phenomena that give them meaning and human existence in general. This means that the theory has always been closely associated with the practice and, even more, practice without theory is simply impossible. In a broader sense, this means that if we have no theory, and facts at our disposal, we can not explain. Theory is always summarizes data obtained through empirical methods [1, c.218].

From the psychological point of view, the notion is specific content of thought. «The concept - is indirect and generalized knowledge about the subject, based on the disclosure of its more or less significant objective relations and relations» [6, c. 311].

Statement of the material. The full dialectical concept examines the phenomenon of the internal relationship of all parties, in the unity of the internal contradictions in his concrete life and development. The "change" the interdependence of all concepts, the identity of opposites, in the transitions of one notion to another, eternal change, movement concepts of thinking more deeply

penetrates into the concrete reality of life in a moving internal contradictions of development, that is just a concept and not a word not the general idea is the specific content of thought.

Revealing the connections and relationships, going from appearance to generalized knowledge of their essence, the concept becomes abstract, without visual character. The meaning often can not afford to visualize, but you can realize or know. Its objective determination revealed indirectly and beyond the direct visibility. The form of the existence of the concept is the word.

Any thinking, in one way or another, going on in terms. However, the real thinking process concept does not appear to be eliminated, isolated form, they always operate in unity and interpenetration of visual ideas and points to the word that, as a form of existence of the concept is always at the same time in any hearing or visual image [6, с. 476] .

Visual elements are included in the thought process: a) in the form of visual images of objects and their properties, and b) a scheme, c) in the form of words, which operates conceptual thinking, as it always is thinking verbally.

The thought process usually includes, in unity and interpenetration of concepts in the first place, more or less generalized images of presentation. Not only abstract meaning, but visual image can be a carrier of semantic content, value and do more or less significant features in the thinking process, so that the image is not a sign of a closed mind, but there is a semantic entity that designates the subject. but images like this with great clarity proves the existence of metaphors and general creative thinking.

The image of the image of the object has semantic meaning. Each subject received or submitted image appears usually in connection with a certain value, expressed in the word: it indicates the subject. When a person clearly, vividly perceives something, it recognizes the subject, the subject-sensitive content it refers to the object that is using it perceives. This semantic content is the common denominator for the image and word-concepts, their semantic community

overcomes the usual opposition logical-conceptual and figurative sense, including both as a necessary link in the actual thought process [6, c. 523].

Engaging in the thought process and doing it the semantic function, an image he built in intelligence. Performed by him in the course of mental function, generalized value sensitive carrier which it is, makes it sensible in as little cross out, at the forefront of its features are the ones that are associated with its value, others for him unimportant, incidental, consequential, recede into the background, taper off. As a result, the image becomes more perfect carrier of thought, in the sense-his visual sense is adequately reflect its value. The final stage of the intellectualization of the image, which makes it a clear expression of thought, is the transition of the material submitted to the circuit.

Along with specific words and visual images, scheme plays an important role in thinking. Man is not always thinking in detailed verbal formulations, thought sometimes ahead of the word. If the idea works fast, people like to place outlines thoughts in a system and then fast, rapid roll as on a chessboard, moves opinions. In such cases, it operates on the basis of some scheme which provides for conscious yet no comprehensive system of thought. Based on this scheme, not burdened with details, can operate faster marks. Why not stay for thought: when a quick-thinking person thinks that way. Visual images and charts are not all visual-sensory components of thought. Fundamental to thinking in terms of speech is the word.

Thinking in terms of - mostly verbal thinking. The word, as already noted, is a form of thought exist. The great advantage of word is that sensory-visual material word itself has no other meaning apart from its semantic content, which is why it can be a plastic carrier in terms of the content of thought. Words so clear as to meaning: a person usually begins to notice how the words sound images only when no longer understand their significance, because of the word - the most suitable means of designation intellectual content of thought. But the word - a form of thought - is not just an abstract value, but the visual sensory perception [6, c. 530].

Thus, in various forms is carried out close intertwining of logical thinking in terms of visual content. Logical abstract thinking inseparable from all sensible and practical basis. Logical and sensory-visual form is not an identity, but unity. This unity is manifested in the fact that on the one hand, thinking comes from sensual perception and incorporates visual elements, on the other hand - it is visual-figurative content includes semantic content. Visual and abstract meaning in the process of thinking interpenetrate each other and each other's move.

Thus, the actual thought process, keeping the specifics of thinking, essentially, qualitatively distinguishes it from all other mental processes, however, is always woven into the overall fabric of holistic mental life, really present relations and interpenetration of all parties of mental activity - to the needs of and feelings of volitional activity and commitment, with visual images, verbal representations of form and language. Specific to thinking as thinking process is its focus on the problem or task, and thought as its content - generalized reflection more essential aspects of being in concepts, judgments and conclusions that lead to man's knowledge is more profound objective ties world.

The concept though is associated with the concept of different transitions, however, differs significantly from it. In the psychological literature, they are usually identified, bringing the concept to the general idea, or oppose outside, taking the concept of an idea, or, finally - at best - outside the same proportion to each other.

In fact, the concept can not be reduced to any idea or pull it. They are not identical, but there is unity between them, they are mutually exclusive, as opposed to as a visual representation of the image-but have no visual, presentation - even common - reflects a phenomenon in its more or less immediate effect, and to overcome the limitations of the concept of the phenomenon and reveal its important aspects of their relationship. However, the concepts and ideas are interrelated and penetrate into each other and the essence of the phenomenon, the general and the individual in reality. In the actual process of thinking ideas and concepts discussed in some unity. A good image-representation in the process of

thinking is usually more summarized. This schematization is not limited to the impoverishment idea signs to a simple loss of some features - it usually turns into a kind of visual image reconstruction, which resulted in the image appear on the front are the visual features of the object, which is objectively the most typical and almost essential for it; non-essential features like drop and recede into the background.

In educational psychology and pedagogy concepts are considered as elements of social experience. In terms of recorded achievements of previous generations. Students should make it a social experience to their individual experience, the elements of his mental development [7, c. 78].

Concepts learned man becomes a way, but a special way: abstract and generalized.

In terms of formal logic concept - this idea that fixes it displayed signs of objects and phenomena that distinguish these objects and phenomena related to them. Mathematical concepts reflect our thinking in certain forms and relations of reality, abstracted from real situations [4, c. 105].

The concept differ in scope and content. In terms of understanding the class of objects that relate to this concept, combined it. When the meaning of concepts to understand the system of essential properties, for which there is an association of data objects in a single class. The set of properties, which are combined into a single class of objects, called the necessary and sufficient features. The relationship between these features in various different concepts. Some terms of these features complement each other, forming together the meaning, according to which objects are combined into a single class. An example of these concepts in mathematics can be a triangle, the angle bisector and many others. In the logic of the concept of such a bond is called conjunctive features: features related to the conjunction "and".

In other terms the relationship between the necessary and sufficient features like: they complement each other, and replaced. This means that one sign is equivalent to another. An example of this type of relationship between variables

can serve as signs equal segments, angles. It is known that the class of equal segments include segments such that: a) when imposing the same or b) separately or equal to the third, c) or are composed of equal parts, etc.

In this case, the signs are not needed all at once, as is the case with conjunction type concepts, there is enough of any one of all these features: each of them is equivalent to any of the others. Because of the symptoms associated linker "or". This connection is called a disjunction signs, and the notion respectively disjunction.

It is also important to consider the division of concepts into absolute and relative. Absolute concepts combine items into classes according to certain features that characterize the nature of these objects as such. Thus, the notion of angle reflects the properties that characterize the nature of any angle itself.

If objects are relative concepts are combined into classes with properties that characterize their relationship to other objects. Thus, the notion of perpendicular straight fixed that characterizes the ratio of two lines one to another intersection, education in this angle.

Experience shows that the relative concepts in students caused more serious difficulties than absolute concept. The essence of the difficulty lies in the fact that students do not consider the relativity of concepts and operate them as absolute concepts.

To distinguish one concept from another there is no need to list all of its essential properties. Suffice it to those that are necessary, and all together - sufficient to distinguish the concept from all others. From this perspective, and is based definition proposal, revealing the content (meaning) of the term [7, c. 188-191].

Definition of mathematical concepts can be given in different ways. In the scientific literature, there is no single methodological approach to the classification of methods of determining the mathematical concepts. However, you will notice that most of them are a particular case of definition by genus and species differences. The logical structure of almost all definitions can be in the form: B =

{x / x є A i P (x)}, where *B* - class of objects consisting of *x*:, belong *A* - nearest kindred, and tend *P* - species difference [4, с. 105].

Species differences can specify different ways:

а) listing a set of properties;

б) constructively, indicating the method of constructing (receiving);

в) inductively;

г) through negation.

There are certain requirements for the definitions of mathematical concepts:

- The definition should be relevant, it should be the essential features that are necessary and sufficient to distinguish defines other concepts;
- The definition should be minimized not contain unnecessary requirements;
- The definition must not contain logical circle;
- When you enter using the definitions of concepts to avoid homonyms - the use of the same term in different senses;
- The logical definition of a formula which can not be removed or to which you can not add a single word without distorting its meaning;
- The definition can not substitute its sign, the definition should be the word "called";
- The set of significant independent properties given in the definition may be asked ambiguous, instead of this species differences can be taken any other, only that it was a necessary and sufficient condition for this concept;
- Speaking about the correct definition in terms of logic, it is necessary to prove its existence; [4, с. 105-106].

L.S. Vygotsky first introduced in the psychology division concepts to scientific and unscientific - "everyday", while he was not referring to the content of digestible concepts and the way of assimilation [2, с. 129].

The child finds a system of concepts that prevailed in the society. The acquisition of this system is always going through adults. By systematic schooling for adults are not special work of formation of concepts in children. They are usually limited to pointing out correctly or incorrectly classifies a child subject to

the relevant concepts. As a result, the child learns the concept by "trial and error". Moreover, in some cases, actually going through orientation irrelevant grounds, but because of their combination in subjects with essential within certain limits, it turns out true. In the other - there is guidance on the essential features, but they remain unconscious. If the main attribute is not understood, LS Vygotsky saw specifics so-called life concepts. This assimilation of concepts does not reflect all aspects of specifically human way of acquiring new knowledge.

It is quite another, LS Vygotsky considered when a child goes to school. The learning process involves the transition from the natural course of the child in activities focused, organized. The concept formed the child in school, characterized by the fact that their assimilation begins with understanding the essential features of the concept, which is achieved by introducing the definition [2, c. 224].

The idea of the activity approach as a basic methodological directions for the organization of the process of learning and the formation of concepts gained significant importance due to the emergence of scientific works of scholars such as L. Vygotsky, Mr. Halperin, S. Rubinstein, B. Talyzina et al.

Knowledge of the essential features of the concept could change the course and nature of cognitive activity only when these features will be included in it as a guide, that will actually participate in the process of solving the tasks assigned to students. As usual in the educational process is not provided, then by the learning of students mastering everyday and scientific concepts, a large part of the students is very similar manner.

Knowledge does not provide the essential features of conscious use them in the orientation of the relevant activities.

In psychology, noted that the process of mastering the concept, awareness of the importance of the word or term occurs in constant interaction, the interdependence of the two ring each in the second transition operations: a) the use of a concept of operation for a period, its application to a particular case, that is putting it at one time or other specific, clearly presented, objective context, and b)

its determination, the disclosure of its value due to a generalized understanding of relations that define it in the context of a generalized conceptual [2, c. 39].

Mastery of concepts occurs during their use and handling them. When the concept is not applicable to a particular case, it is for the individual loses its conceptual content.

Conclusions. Thus, the formation of concepts - a complex psychological process, long time. However, there is an initial phase associated with the identification of what constitutes, in designing its definition or description. This step is very important because depending on the level at which learned the meaning of, reflected in determining the success of future work with him. The combination of all the essential features that characterize a concept called content and concept reflects the essence of the concept. However, to define the concept, as mentioned, there is no need to specify all features within the meaning of the term. To do this, choose the ones each of which is necessary, and together sufficient to characterize this concept. Whatever kind of had the structure definition, an important effect in terms of the formation of the concept is to distinguish its characteristic properties and fixing them in specially chosen form.

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FEATURES OF PERCEPTION INFORMATION IN COMPUTER-ORIENTED LEARNING ENVIRONMENTS

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The paper deals with the main principles and features of the process of information perception in computer-oriented learning environment. With the development of computer technology nonlinear form of presentation of textual information has become more convenient, so called hypertext is being widely used by the computer-oriented learning environment. Shown the peculiarities of use of hypertext in presentation of educational materials.

Keywords: multimedia, learning environment, hypertext, information, electronic textbook, e-course

Relevance of research. The emergence of multimedia made it possible to identify the fundamentally ineradicable vice of text learning materials, which is that they do not allow using huge reserves of the performance of the human brain, related to its ability of rapid processing of large volumes, panorama-perceived information contained in educational computer environments.

Analysis of previous research. A perception of learning environment is not new to educational research (M. Basov, S. Shatsky et al.). In different historical periods different content was given to this concept. S. Frene believed that educational environment serves as a field for a variety of human activities, development of their creativity, where man creates cultural values, exploring the real world in an atmosphere of freedom to choose knowledge areas that are of its interest. Modern pedagogical theories do not share the views of S. Freni or A.Neyla on the role of "free activity in the environment", but remain relevance to the person, as a subject of activity that enriches their personal experiences in the process of interaction with others in the learning environment.

According to Mr. Krasyl'nikova, educational environment is a multifaceted, holistic, socio-psychological reality that gives man the material and spiritual conditions for its educational activities, set of the necessary psychological and pedagogical conditions to provide a dive human into the flow of purposeful prepared information and methods of its representation in the study, comprehensive development of the individual. S. Lobachev and V. Soldatkina in educational environment sees a series of information resources, learning technologies and learning support process, implemented within the framework of common principles of design, that provides full cycle or logically completed part. D. Kasatkin by computer-oriented learning environment understands *only informational-educational environment, built on the informational integration of computer and communication technologies (virtual libraries, distributed databases, optimally structured educational and methodological complex) and aimed at self-development.*

Thus, the concept of educational environment is considered by many authors with varying completeness of reflection of the essence.

The goal is to distinguish features of the process of perception of information in computer-oriented learning environment.

The main article. The invention of text books and computers with a text interface was "unnatural" event. Firstly, the working view has narrowed significantly since the solid angle of the text page or screen of text display is much smaller than the physiological view. Secondly, speed of information processing significantly decreased because visual analyzer, designed by evolution, for the rapid perception of huge amounts of information that is at wide field of view, instant selection of the most important information and quick decision, forcibly turned to artificially slow and hence inefficient mode, inevitable when reading linear text. Thirdly, when reading text, there appears undesirable offset in the distribution of load between the two visual subsystems – the central and peripheral, causing the latter to weaken its role. Peripheral system is more important than central, because "for an adequate understanding of the visual scene, ability to simultaneously analyze large-scope relations between objects is more important than the possibility of fine central vision of individual parts." From clinical experience we know that damage of all the

peripheral areas of the visual field besides central, is equal to blindness [1]. Thus, the use of text books and computers with a text interface leads to an artificial disconnection of the large part of peripheral vision, which is equivalent to a partial "blindness" and the exclusion of a large part of the brain, resulting in huge reserves of human intelligence is not used. Probably for this reason in modern study software graphical user interfaces are being used [2, S.153].

Experienced teacher, trying to instill in students methods of scientific cognition in the process of mastering the subject, always involves mechanisms of visual thinking using sign properties of the educational materials [8]. This is naturally in relation to all others, because, according to M. Idei, "... those images that can be seen, amenable to study much easier than ephemeral images those are perceived auditory or sensory systems" [3 S.2]. In this situation, a complete image adequately considered when the elements build a connection between the students, that is formed by a logical chain of reasoning-knowledge.

An essential element acts the skill of the teacher to provide visual information, to find images that adequately convey the essential features of the subject. In some situations, drawing, depicting even a separate ecological issue can carry information, statement of which would require considerable time to create this concept in an accessible for students form. "Any flight attendant uniform, waiter, railway servant or police officer – a sign that shows us the diversity of human relationships with us and the community, sign is accurate, clear, and therefore economical in the sense of "compressed" amount of information contained in it "[4, p.72]. Teacher certainly tends to reinforce illustrations forming beliefs that serves as signals to the conscious actions targeted at knowledge. The use of computer-based learning environment can significantly increase the effectiveness of "inclusion" in the educational process the mechanisms of visual thinking.

The property that is inherent to visual information allows with a special organization and natural design to affect various aspects of thinking: abstract and logical. However, this is necessary to correctly implement this feature, so that the meaning of concepts that generates the information became clear and visible.

In computer-oriented learning environment "interactive visualization" is implemented, allowing to see something, that is not always possible to see in the real life, even with the most sensitive and accurate instruments. Even more, presented in the electronic form objects different actions can be performed to examine them not only as a static image, but also in the dynamics of the different conditions. With this, computer allows us to isolate the main patterns of the studied object or phenomenon and examine it in detail. Different forms of representation of the object can change each other with the student's action or with the program event, alternately or simultaneously using creative, analytical and verbal presentation. This allows as either to condense the information from the object, or expand it. Processes modeled by computer may be different by the form and content and relate to physical, social, historical, environmental and other processes. Visibility, provided by the computer, suggests a powerful new tool for learning - computer graphics that not only represents knowledge in the form of images, pictures and text, but allows you to visualize human knowledge for that there are no text descriptions found, or require higher levels of abstraction. The process of perception of information in computer-oriented learning environment is accelerated and simplified by a new, non-verbal, and functional communication environment, like light around us. The exchange of information is in the form of models (similar to that instead of book, functioning technical device or an idea is being sent acting like a visual functions, formulas or theorems). The information in this case is immediately and fully perceived as an image. There is an imitation of sharing objects by users, although in fact, designed information transmitted over the information channels. With intelligence of device, it is interpreted. In this case, all the amenities of information transfer saved (unlimited reproduction, high speed, low cost and low power consumption), namely transmitted "feeling" of things from the real world, increases the ergonomic quality of the information.

With the development of computer technology nonlinear form of presentation of textual information has become more convenient, so called hypertext is being widely used by the computer-oriented learning environment. On the screen blocks of text elements are displayed in which selected words are pointers to the related by the

content texts, stored in the databases of information, and have a different geographic location, similar to when the print edition has a reference that can be in different libraries and storages. But in the computer-oriented learning environment, using hypertext technology, user does not experience difficulties in access to information due to geographic distance. Note that the representation of text in hypertext form, its reading and analysis cannot be performed without special software, which "provides convenience" for the implementation of these actions, in this case provides "relationships support." Therefore hypertext, same to other operation that is performed in computer-oriented learning environment, is not only a form of textual material, but also technology. Encyclopedia with nonlinear structure of texts can be created by an author or group of authors who are experts in any subject area. The work on the organization of communication between the texts is difficult. For skilled in the field of knowledge worker, who are a user of the system, it is difficult to passage the route in accordance index and search for required texts. Hypertext eliminates complexity for both the teacher and the student, if their skills in computer information environment similar to skills of writing and reading.

With the help of hypertext takes place unifying of theories, concepts, ideas, notions, providing access to related concepts.

Hypertext is widely used in the design of computer-based learning environments. This is due to learning objectives that are aimed at understanding concepts, ideas, knowledge elements and their relationships by the students. The organization and the route is determined by human relationships, the computer only enhances this ability, freeing from routine operations, thereby supporting more intensive process of thinking that promotes more effective connection, pre-existing concepts are being formed again. When using hypertext in learning process, it can be effective when it became no the object of the study for the participants in this process, but the tool for the implementation of professional learning of teachers and students.

The following functions can be identified when working with computer-oriented learning environment: descriptive, explanatory and design.

Descriptive function clearly and accurately disclose significant aspects of practical learning. This means that regardless of personal qualities, using appropriate tools, any expert describes the same process.

Explanatory function reveals components of learning and their combinations that provide process efficiency (i.e., efficiency of different methods and their combinations).

Since the adaptability provides reproducible of the process and results, the projecting function is carried out at all levels, including the level of teacher's implementation.

L. Sheremetov and B. Uskov refers the following functions to the computer-oriented learning environment: planning and administration, support of creation of e-learning courses, testing and evaluation of students' knowledge, communication between participants of the process, information retrieval and some other [5,6].

When working in computer-oriented learning environment, the following happen:

- description of the ultimate goals (objectives) of the educational system;
- description in terms of intermediate diagnostic purposes;
- reasonable design of learning content;
- recommendation of the standard learning technologies that guarantee the achievement of the goals and provides objective methods of quality control training;
- description of organizational forms and the learning environment.

Computer-oriented learning environment allows:

- handle text (using word processors (editors);
- automate input - system scanning and character recognition; speech text input system,whose primary function is the input and presentation of textual information, storage, viewing and printing (for example, a word processor - MS Word from the MS Office);
- graphics processing - software that lets you create and convert images. Graphical display of data from spreadsheet, database or individual graphics in the form of charts, graphs, histograms. Technologies of

illustrative graphics with the ability to create illustrations for a variety of documents;

- database management system (DBMS) designed for automation of procedures for the creation, storage, processing and retrieval of electronic data.

The main functions of the database includes: creating, structuring, organizing data acquisition and format for various purposes, such as MS Access database from the package MS Office:

- hypertext - nonlinear organization of information units combined together with directed connections;
- multimedia technology - combined presentation of information in various forms (text, audio, video, etc..);
- hypermedia - a set of media, combined together with directed connections;
- network technologies;
- WWW-technology, which is a distributed hypermedia system documents, the distinguishing feature of which, in addition to attractive appearance, is an possibility to cross-reference each other;
- E-mail (E-mail) - a system for storing and forwarding messages between people who have access to a computer network.

Conclusions and further research. We found the basic features that can be do with computer-oriented learning environment:

1) contributes to the organization of cognitive processes by external (objective) and internal (mental) modeling;

2) provides system training actions, its control and correction;

3) creating new forms of educational process, modeling joint activities such as "teacher↔computer↔student", "computer↔student", "computer↔group of students", " teacher ↔ computer ↔ group of students" .

Training of future professionals to use computer technology in professional activities in our study is not a goal itself. The ultimate and primary goal is to build a learning environment where skills of using information technologies in the future

agrarian specialists became similar to skills of writing, reading and elementary math calculations that are part of key competencies.

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СОЦІАЛЬНО-КУЛЬТУРНА РОЛЬ МУЗЕЮ У ФОРМУВАННІ ОСОБИСТОСТІ

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THE SOCIAL AND CULTURAL ROLE OF THE MUSEUM IN THE FORMATION OF PERSONALITY

Relevance of research. Modernization of cultural life in the early twenty-first century is reflected in the museum field, embodied in the innovative concept of its own development. The museum as a social and cultural institution today is mainly seen as a category of cultural studies and museology. However, the museum is connected directly with the social and cultural interactions. It carries social and cultural potential. The system of interaction mechanisms between museums and other social institutions is not well built at the moment.

Museum's need as a social and cultural institution should be formed through with a glance of the degree of preservation of the cultural heritage of Ukraine and serve in the spiritual formation of young people, nurturing of patriotic qualities. From this perspective, the theme of the article is relevant.

Conditions of problem's scrutiny. Scholars professional interest to different kinds and levels of impact on the spiritual and moral and patriotic state of youth is quite high. The origins of problem solutions in branch of spiritual and moral formation of the individual is being found in ancient philosophy, especially in the works of Plato, Socrates, Aristotle, and in the writings of the Roman Stoic Marcus Aurelius, Seneca; thinkers T. Campanella, John Locke and others. They tried to explain the nature and spiritual nature, to discover the meaning and nature of absolute spiritual values and ideals, the most typical personality of the time. Aristotle first formulated the idea of relative psychological state of a person who has a cognitive activity and intelligence.

In pedagogical writings Ushinskogo K., G. Vashchenko problem of spiritual and moral, patriotic personality development associated with free national education, the emergence of a creative nature and character, where the main spiritual principles are transhumanisitic or/and christian.

The development of the human mind were constantly in the spotlight of leading representatives of Ukrainian culture - V. Antonovich, B.Grinchenko, Hrushevskoho IMDragomanova, M.Kostomarov, MA Leontovich, Mykola Lysenko,

King James Version, H.Skovoroda V. Sukhomlynsky, L. Ukrainian, Ivan Franko, Taras Shevchenko and many other thinkers.

An important role in the formation of personality have played works on museology by M. Adams [1] A. Bakushynskoho, I. Grevs, B. Lord [11] A. Razhona; museum pedagogy - Bartrama N., A. Danyluk [3] N. Heynike, A. Zelenko, A. Kirpanj [5] G. Kudrino [10] E. Medynskoho, J. Meksina, B. Raikov, M. Insurance, Fedorov [13] N. Flerov, F. Schmitt, M. Yuhnevycha; educational function of the museum, its place in the reproduction of culture and socialization (E. Akulych, A. Bezzubova, Y. Zinoviev, J. Ivanov, G. height, S. Maysevych). The museum as a social and cultural phenomenon and as a form of existence of culture from the position of museum communication considered in S. Bonami, D. Cameron, M. Khan, D. Ravinkovycha. Experimental Basis of pedagogical innovations in the "museum-education-personality" represented by the works of E. Vanslovoyi, M. Hnidovskoho, A. Platonov, L. Shilov.

The study of spiritual and moral formation of personality is devoted to the work of the authors, who examines this phenomenon from different perspectives. However, despite the great scientific experience, the problem of spiritual and moral qualities of the young in conditions of modern museum, as well as the relationship between socio-cultural activities of the museum as a result of the dynamics of social and cultural functions of the museum requires substantial educational research.

Results and discussion. Today in the conditions of of warfare in the east of our country a priority throughout the educational sector is to develop in youth the knowledge, beliefs, socially significant qualities of love for one's homeland, value attitude to Ukrainian national idea, symbolism, history and culture. Social and cultural activities museums can effectively influence the formation of patriotic, spiritual and moral qualities of youth.

Research of the museum as social and cultural institution, the University Museum, Museum School, etc. is defined by [4; 10]:

- the need to study structural elements of the new museum, which appear in the expansion of its social and educational function;
- the need to use socio-cultural approach to theoretical and methodological research on the socio-cultural activities of the museum;
- the need of analysis, prediction and explanation of the processes of interaction of the museum and society in the formation of spiritual and patriotic qualities of youth;
- the need to analyze the social and cultural activities in the museum during the emergence of the modern museum practices and socio-cultural technology;
- rethinking of social and cultural functions of museums of various levels and areas to ensure continuous transmission of values and shaping the spiritual and moral and patriotic qualities of youth;

- consider use of socio-cultural activities of museums in the context of globalization and the introduction of information technologies in education;
- Impact museums to provide national identity and spiritual and moral self-determination of youth with the realities of war in the east of Ukraine and attention to it in the modern world.

Experience shows that the socio-cultural activities of the museum can effectively influence the formation of spiritual and moral qualities of youth. The role of the modern museum in the formation of personality depends on [6]:

- the nature and specific of social andcultural activities of the museum;
- use of a variety of means and forms of social and cultural activities;
- use of effective technologies of social and cultural activities;
- consideration of the age and individual personality traits, characteristics, characteristics of youth;
- complex influence on the identity of the active contact with the museum;
- continuity of educational process with a variety of non-traditional forms and methods of its activation;
- influence to the formation of spiritual and moral qualities of young people through educational, emotional and volitional, thoughtful, creative activities of young people;
- developed and implemented programs to create spiritual and moral qualities of youth through the use of technologies of social and cultural activities;
- availability of trained experts in the organization of social and cultural activities in museums.

Important in this case is the method of historical reconstruction, which allows you to explore of the museum space, integrating into the unity of knowledge in philosophy, theory of culture, museum ethics and aesthetics, sociology, art history, communication theory, control theory, etc.. [9; 12]. National mentality of the people, their culture, diverse processes are functioning folk art culture embodied in Skansen. Skansen - a living museum with rich animations of playing historical environment [8]. Tourists are attracted not only by individual buildings and items of raw materials. Professional museum workers reproduce life, behavior, material and spiritual culture of previous eras, revealing the traditional crafts and activities specific to the respective location and time, for example, the work of the miller, potters, carpenters, weavers, blacksmiths, distillers, beekeeper and many others. Often, and most visitors to of the museum offered to try his hand under the supervision of a specialist. Everyone can feel as a blacksmith or potter ...

The main aim and purpose of the establishment and operation of open-air museums is to preserve the most interesting authentic architectural monuments; create conditions for free access to these buildings for the general population, raising

their cultural level; show the complex of national folk culture and architecture, objects, tools, crafts, ie, create a model environment and landscape; help the revival of folk crafts and Folklore holidays; training and education of the younger generation in the best folk tradition; solving scientific problems associated with finding, collecting, studying artifacts and traditions and customs of the people.

In the world there are about 600 ethnographic museums in the open air, and in Ukraine - 7 large and medium in size. In scale activities (administrative-territorial basis) Skansen Ukraine can be divided into: nationwide - Museum of Folk Architecture and Rural Life in Kiev; regional - Pereyaslav-Khmelnitsky Museum of Architecture and Life of the Middle Dnieper, the Museum of Folk Architecture and Rural Life "Shevchenko Grove" Skansen in Chernivtsi; regional - Zakarpattia Museum of Folk Architecture and Rural Life in Uzhgorod. Museum of Folk Architecture and Life Carpathian village. Krylos, Ivano-Frankivsk region. Museum History of Agriculture in Volyn, Rokyni.

A special role in the collection and use of ethnic materials and artistic and aesthetic media art play workshops in pottery, blacksmithing, glass blowing, weaving, solomkopletinnya, embroidery, pysanky, molding dumplings, bread, cooking soup and more. At Skansen workshops teach the basics of folk crafts [8].

Last season at the Museum of Folk Architecture and Rural Life in Kiev (Pyrogovo) held about twenty holidays (Day of Children's Creativity Day, embroiderers and weavers, rizb'yar’s Day and master wickerwork Day, potter and blacksmith, beekeeper Day, Independence Day, many national and religious holidays), including theatrical performances that reflect national traditions and rituals. [8]

In "The Kievan Rus Park" festivals taking place are: Mega International Festival "Kyiv Rus XIII - XIV", International Balloon Festival "Air Adventures in Kievan Rus', the International Festival of Culture and History" Epic of Ancient Kyiv IX - XI centuries ", International autumn festival "Guests of ancient Kyiv fifteenth century"; held gaming event: "Winter is knocking at the gate," "Sovereign fun and games", "Slavic revels", "forest spirits"; Visitors watch the tournament "Knight Kiev Detinets" Tournament of Martial Arts "Slavonic valor" theatrical performances "The Great fun", "Summer Fun" etc. [7, p. 98-99]. It has its own professional theater and unique equestrian theater. These tournaments, theater and game shows, festivals help deeper knowledge of their history and culture, immerse yourself in ethno-national treasures through catharsis and recreation as reproduction rights in mental (emotional, intellectual), physical and cultural aspects.

Reproduction of "the Bush" rite and festive event "Street" [8] accompanied by folk musicians, enchanting folk festival "Once upon ..." with many ethnic groups, the festival of Ukrainian and Polish Culture "Ukraine - the land of the Cossacks" with a magical horse stunt show , knight hertz (fight) between Ukrainian, Russian and

Polish hussars, "Day viburnum", "cherry blossom Day", "Day of Ukrainian Cossacks" (as the quest called "Shoes for lover Cossack"), etc., occurring in "Mamayeva Sloboda "- a fertile etnonatsonalniy material for its practical application in cognitive leisure activities for children and youth.

Successful formation of personality promotes the use of innovative forms and methods of training in terms of socio-cultural institution (university museum, school-of the museum, etc.), which provides improvement of spiritual and moral qualities, properties and characteristics. Using the innovative forms of work (lectures, concerts, lectures, visualizations, lectures Studies artistic and aesthetic information artworks method projects etude method of creative art techniques, acting training, teaching improvisation, theater and artistic creativity, the method of discussion and dramatization, identity formation occurs in museums, and in class and extracurricular activities of the university. decisive role in this process is the teacher, his preparedness to implement educational, technical, scientific activity in the field of leisure, in museum pedagogy and pedagogy of leisure.

Using a of social andcultural approach to solving applied problems of spiritual and moral formation of significant qualities of youth in museum activities affects the mind and human behavior through the inclusion of cultural values and socially significant form of the museum, which is in the process of creating a unified system of spiritual and moral personality traits that are implemented in behavior. Social and cultural activities of the Museum - factor of spiritual and moral qualities of the young people, ensuring the safety connection generations self in of social and cultural activities, the formation of citizenship; increase youth participation in public life.

The specificity of the formation of spiritual and moral qualities of youth is based on retrospective creation of culture based on national traditions, recover lost culture on the basis of events, ceremonies, traditional forms of recreation and fun, playing folk art, crafts, folk games of creative potential, patriotism and citizenship .

Formation of spiritual and moral qualities of youth in terms of socio-cultural activities of of the museum of pedagogical influence the forms and methods are integrated into educational system of the museum. Thus it is necessary:

• to enrich and complement the theory of sociallycultural activities and systematized specified information about using socially cultural potential of of the museum in the spiritual and moral education of youth;

• basic research and theoretical approaches to the study of problems of formation of spiritual and moral qualities of youth complement modern innovative approaches, which is important in a complex social system of today's museum, which is part of the overall socially cultural systems and facilitates comprehensive, riznostoronoyi of the museum educational work with all groups of people ,

• to expand the possibilities of the museum to organize leisure activities for children and young people and develop a holistic of spiritual and moral formation of identity, citizenship and the need to establish identity by means of Ukrainian traditions, customs and ceremonies (creative projects students on the theme: "The traditional Ukrainian clothes and jewelry" "The child in the customs and beliefs of the Ukrainian people", "people's morality: virginity and parubkuvannya", "Cosmogonic ideas and mythology Ukrainian", "dolls - charms, beauty and fun", "Kyiv - the cradle of Slavic Cultures", "Ukrainian wedding "," Ukrainian Party "," Ukraine ringing song "and others.)

• summarize the possibilities of using technology sociallycultural activities in conditions of modern of the museum, to promote feelings, beliefs and habits of moral behavior of young people, thus extending theoretical understanding of of spiritual and moral education;

• improve methods of individual, group recreational activities to identify the impact of the pedagogical work and receive characteristics important for pedagogical value orientations influence the formation of of spiritual and moral qualities the individual;

• create programs are implemented in social and cultural activities, as well as research methodologies of spiritual and moral qualities the individual;

• use techniques of shares ("I love drawing", "I draw a museum", etc.), exhibitions ("Museum of Children's Eyes"), workshops ("Art in our lives", "Easter egg - guardian and Art") for the formation of spiritual and moral qualities of art museums means;

• consider the potential of the museum as a cultural and historical complex to meet the of spiritual and moral experience of many generations;

• implement pedagogical influence in shaping the of spiritual and moral qualities of young people through educational, emotional and volitional,'s thinking, creative activities of young people;

• consider the age and individual personality characteristics of children and youth audience during museum of art events.

Conclusions. Thus, specificity of social andcultural activities of museums on forming of spiritual and moral qualities of youth consists in the interaction and integration of traditional museum technology and sociallycultural activities. Integrated use of social andcultural causes of effective interaction of traditional and innovative methods of education. Social and educational work of to form spiritual and moral qualities of youth in conditions of modern of the museum presentation promotes young people people to learn about the culture through the art of Ukrainian traditions, customs and rituals, folklore, maintaining relationships generations, of youth development philosophy, enhancing their of spiritual and cognitive needs.

Based on research and achievements related sciences - pedagogy, psychology, socially cultural activities, culture, management and marketing, museum

education enriched arsenal of art forms, methods and means of influence on children and youth. Social and cultural activities within the museum pedagogy is one of the most promising means of formation of spiritual and moral qualities the individual.

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PEDAGOGICAL CONDITIONS OF PROFESSIONAL COMPETENCE IN THE FUTURE ELECTRICAL APPLIANCES AGRICULTURE

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The article describes the methodological essence of the concept of "pedagogical terms." Defined and described pedagogical conditions of professional competence of future technicians Electrical agriculture in the study of special subjects.

Pedagogical conditions, technology, electricity, universities and II RA, Expertise, agriculture

Problem statement. Modern professional, professional and social requirements for technicians, electricians agriculture contribute to significant improvement of methods, techniques and technologies of agricultural education in the area, on the one hand, specialization, and the other - the provision of expertise. In particular, they must form a flexible theoretical and practical knowledge, skills and abilities are stable, professionally important qualities set of capabilities to adapt to rapid technological progress in agricultural production and possession of advanced production technology innovation-governmental agricultural production.

Therefore, at the present stage of individual electrical appliances one of the most important tasks is to determine the pedagogical conditions that throughout the years of study in higher education have contributed to the formation of professional competence of future technicians, electricians agriculture.

Purpose of the paper: Methodological essence of the concept of "pedagogical terms" identify and describe the pedagogical conditions of professional competence of future technicians, electricians agriculture in the study of special subjects.

Analysis of recent research and publications, in which a solution to the

problem. The concept of "pedagogical conditions" today Nenova. It is widely used in works devoted to the problem of professional training of future specialists. This problem were examined by such scholars as V. Manko, A. Fedorov, A. Kovalenko, A. Brazhnych, A. Semenov, V. Stasiuk et al.

However, studies of pedagogical conditions with specialists in technical profile universities and II RA indicates the lack of its study, especially training technicians, electricians agriculture. Practically no work which identified and characterized pedagogical conditions of professional competence of future technicians, electricians agriculture in the study of special subjects.

The main material. According to the Dictionary of vocational pedagogy "pedagogical conditions" is understood as the circumstances in which the dependent and occurs holistic productive pedagogical process of professional training, which is mediated by the activity of the person, group of people [2, p. 243; 3].

Fedorova O. under pedagogical conditions to understand the totality of the objective possibilities of the training content, methods, organizational forms and economic opportunities for its implementation, ensuring the successful solution of the problem [4].

Manko V. pedagogical conditions defined as a coherent set of internal parameters and external characteristics of the operation, which ensures high efficiency of the educational process and meet the psychological and pedagogical criteria of optimality [1, p. 153-161].

We understand the conditions under pedagogical set of external and internal factors of the educational process of the implementation of which depends on the level of formation of professional competence.

To ensure the successful formation of professional competence of future technicians, electricians agriculture in the study of special subjects were identified pedagogical conditions (Fig. 1). They ensure the implementation of the training content, optimize forms, methods, approaches and technology to the educational process as an integrated educational system.

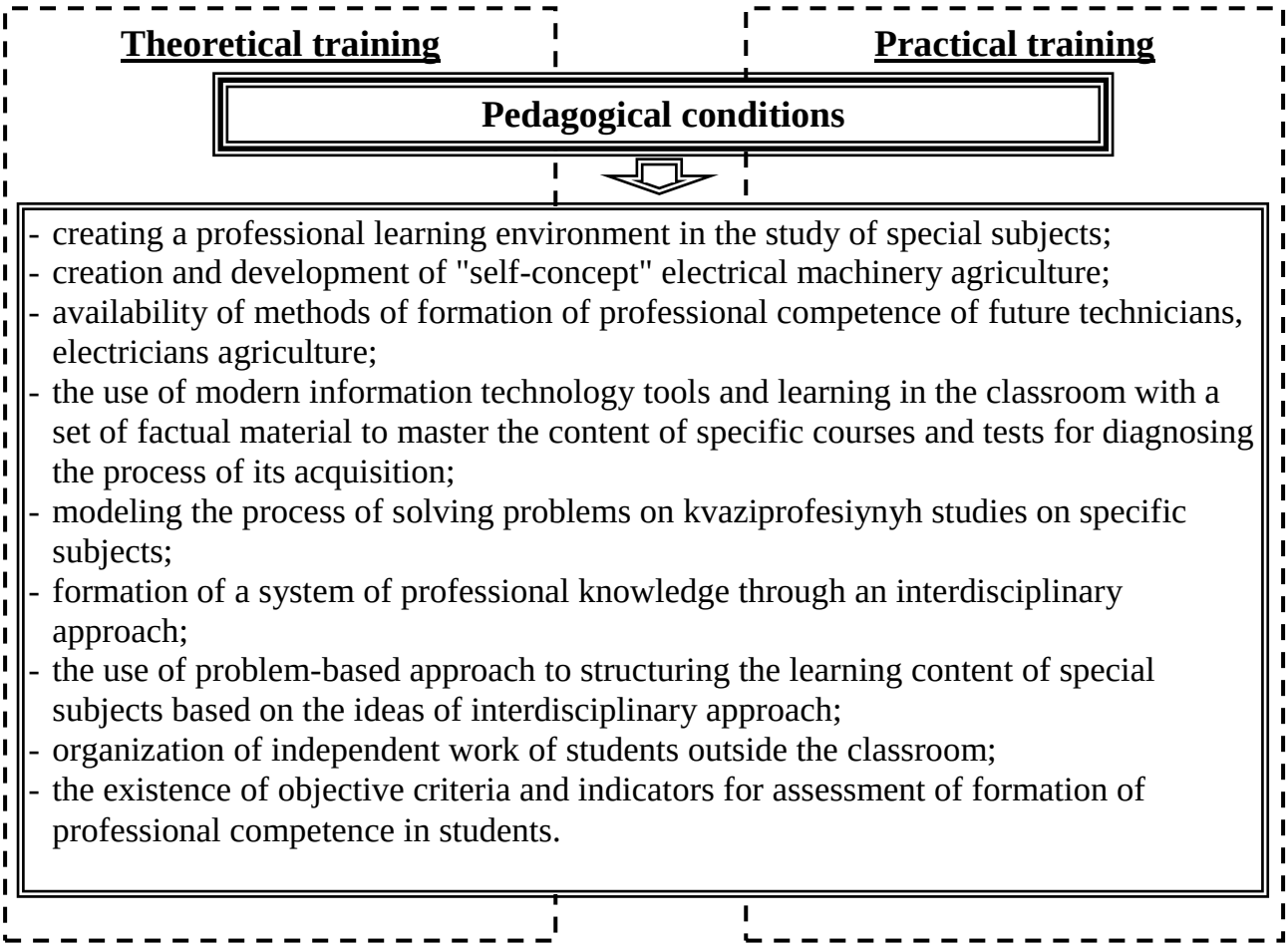

Fig. 1. Pedagogical conditions of formation of professional competence future technicians, electricians agriculture in the study of special subjects

The combination of teaching, and to ensure their relationship and value to their training and educational component involves the occurrence of certain substantive processes which interact and determine the dynamics and content of the formation of professional competence of future technicians, electricians agriculture in the study of special subjects. During these processes are formed and evolve those necessary professional knowledge, skills, abilities, professionally important qualities, values and attitudes of students, providing them the opportunity to consciously and adequately assess their professional capabilities, ability and their own attitude to the future of the profession and the formation of professional competence .

Consequently, there is an influence on the individual student as a future

business professional activity in all its aspects. All these effects are not separate processes, but have to submit a single process that occurs specifically in the educational-learning environment in a creative subject pedagogical conditions.

These pedagogical conditions of professional competence of technicians, electricians agriculture we selected by chance. In their systematic, comprehensive and consistent determination led us, on the one hand, the following factors: results of surveys of students, teaching staff and graduates and II RA, on the other - practical needs of agriculture competent graduates.

More characterize the pedagogical conditions that have been proposed by us. These are:

- *creating a professional learning environment in the study of special subjects:* this pedagogical condition implies active involvement of students to the culture of professional conduct and practice of thinking that are primarily manifested in interpersonal interaction that takes place in the culture of performance and behavior technicians, electricians. In this regard, students should always be in future trade environment and the future of the profession, to acquire culture of thinking electrical appliances. In addition, this condition is realized in the future to attract technicians, electricians to conferences, work in scientific circles, contests, writing essays, etc;

- *creation and development of "self-concept" electrical machinery agriculture:* the formation and development of "self-concept" electrical machinery agriculture must begin from the first year, especially during the teaching of the course "Introduction to." The student must learn to think like an electrical technician, to see yourself in the industry as a technician and electrician to shape the culture of professional thinking. It should be borne in mind this aspect that the "self-concept" is formed in educational and professional environment in universities and II RA, which in future professional activity is a mechanism of self-employment activities of the subject. It includes the idea of electrical appliances as an expert about themselves, their professional and professional interests, guidelines, values, self-respect as a business professional activity, professional

confidence. This pedagogical condition is implemented in all classes, as well as hours of educational work;

- *availability of methods of formation of professional competence of future technicians, electricians agriculture.* This technique is based on the principles of subject-active approach as "human subjectivity in the workplace should not be broken, not only from a moral, ethical or humanist point of view but also in terms of the fact that those workers perceived entities effectively solve professional tasks "[5, s.320];

- *the use of modern information technology tools and learning in the classroom with a set of factual material to master the content of specific courses and tests for diagnosing the process of its acquisition.* Among modern information technology tools and training occupies a special place e-learning environment, the use of which, together with traditional learning tools helps accelerate the pace of learning and memorizing learning material, the implementation of the self-development of cognitive interests;

- *modeling the process of solving problems on kvaziprofesiynyh studies on specific subjects.* To form a true professional thinking and professional culture in the future technicians, electricians required by the design to create a variety of typical and atypical professional situations that are as close to the real conditions of professional activity;

- *formation of a system of professional knowledge through an interdisciplinary approach,* this pedagogical condition intended to depart from vuzkopredmetnyh knowledge and expertise to form a system of classes based on a multidisciplinary approach. It is realized in the study of special subjects;

- *the use of problem-based approach to structuring the learning content of special subjects based on the ideas of a multidisciplinary approach.* This pedagogical conditions problematic approach is used not only within a single discipline, and within all the special disciplines. Implemented in all occupations in the study of special subjects;

- *organization of independent work of students outside the classroom.*

Independent activity of students outside the classroom - is one of the key provisions to improve the quality of formation of professional competence of technicians, electricians. Modern development of higher agricultural education students poses new requirements for entry into specialty electrical equipment agriculture. It is necessary to increase the number and quality of acquired knowledge, skills and abilities that need to be obtained and form during training. Given this, educators agricultural universities and II RA must engage each student in systematic self-study. Implementation of this pedagogical conditions was active in carrying out independent tasks on specific subjects;

- *the existence of objective criteria and indicators for assessment of formation of professional competence in students.* The purpose of this teaching is to achieve conditions that each student could quite objectively assess the maturity of their professional competence is objectively evaluate the results of their own activities to achieve partial and general objectives of professional activity as an electrical technician, professional level, positive professionally important and subjective qualities and drawbacks. Implementing this condition occurs during all training activities.

Conclusions. Thus, under pedagogical conditions of professional competence of future technicians, electricians agriculture in the study of special subjects, we understand the claims, the observance of which is ensured by achieving this goal is strengthening the vocational training of people with higher education. **Further directions of our research** is to identify and study the pedagogical conditions of formation of professional competence for Mechanical Engineers agriculture.

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В статье раскрыто методологическую сущность понятия «педагогические условия». Определены и охарактеризованы педагогические условия формирования профессиональной компетентности у будущих техников-электриков сельского хозяйства в процессе изучения специальных дисциплины.

Педагогические условия, техники-электрики, ВУЗ I-II уровня аккредитации, профессиональная компетентность, сельское хозяйство

The article describes the methodological essence of the concept of "pedagogical conditions." To ensure the successful formation of professional competence of future technicians, electricians agriculture in the study of special subjects by pedagogical conditions. They ensure the implementation of the training content, optimize forms, methods, approaches, technology, organization of educational process as an integrated educational system.

There have been characterized pedagogical conditions of professional competence of future technicians Electrical agriculture in the study of special subjects. The combination of teaching, and to ensure their relationship and value to their training and educational components involves certain content flow processes which interact and determine the dynamics and content of the formation of professional competence of future technicians, electricians agriculture in the

study of special subjects. During these processes are formed and develop those necessary professional knowledge, skills, abilities, professionally important qualities, values and attitudes of students, providing them the opportunity to consciously and adequately assess their professional opportunities, abilities and their own attitude to the future profession and formation of professional competence .

Pedagogical conditions, equipment, electricity, universities and II RA, expertise agriculture

Scientific And Pedagogic Principles of Professional And Ethical Competence Formation of Future Doctors of Veterinary Medicine.

Humanistic and democratic trends in the development of modern society along with growth of importance of moral principles led us to significant changes in priorities and values of education.

Today, the one of the most important components of the process of professional training is the component of professional and ethical competence of future agricultural specialists, including doctors of veterinary medicine.

Professional and ethical competence is a fundamental component of professionalism of a doctor of veterinary medicine. It reflects the level of veterinarian's morality, professional culture and the ability to make appropriate moral decisions and to act in accordance with the ethical standards. Professional and ethical competence allows defining the level of professional attitude to the work duties of the doctor of veterinary medicine and moreover, to analyze professional relations due to the contact with pets and animals.

This article is focused on priority of studying pedagogical problems of professional and ethical competence formation development to implement the best methods of teaching professional and ethical competence in university education system for the students of veterinary faculties. In accordance with this pedagogic mission the article highlights the scientific and pedagogical fundamental codes of professional and ethical competence formation by analyzing high school education system of future doctors of veterinary medicine. High level of professional and ethical competence is a key skill for a successful career of a veterinarian.

Key words: professional and ethical competence, morality, professional training, veterinarian, doctor, ethical standards, moral decisions.

Statement of the problem. Moral regeneration and spiritual perfection of humans – those are purpose and means of the progressive development of Ukrainian society and humanity in general. The important role in generating moral culture of an individual and a society should be played by moral education that provides knowledge of moral values, gives understanding of moral criteria for analysis of behavior of a single person and actions of social groups in a social life [6].

Education in Ukraine is recognized as one of the most important components of human society values. The mission of education aims at each human being`s comprehensive personal growth which is the highest value of society, including development of talents, mental and physical abilities, cultivation of high moral features of character, and evolutionary formation of citizens who able to make a deliberate choice [13]. Therefore, government Ukrainian high school system of education provides every citizen with an opportunity of comprehensive and harmonious personal development in patriotic identification, professional realization, national dignity, legal rights of freedoms and liberties, moral and spiritual aspects.

Due to this mission, the Presidium of the National Academy of Sciences of Ukraine issued a decree number 45 dated 28.02.2007. The Concept of this legislative document contents the National Academy of Sciences of Ukraine special program of comprehensive researches "National program of development of intellectual, moral and spiritual potential of nation and upgrading applied science, education, culture and management systems"[12]. One of the priority goals of this program is the research on the current level of Ukrainian society spiritual values and moral standards as a pre-requisite to the condition of political and social stability, development of problem solving strategies, escalation of humanity role in nowadays social growth, maintaining and updating the new historical conditions of cultural and spiritual heritage of the Ukrainian people.

Analysis of the latest sources and publications. Since the mentioned problem of upgrading high school education system gained a high level of

importance, there were a great number of published relevant research papers. In particular, issues related to the reformation, upgrading of educational content and conceptual framework of training future specialists were investigated by V. Andruschenko, Y. Babanskiy, V. Bezpalko, E. Zeyer, I. Zyazyun, N. Nychkalo, V. Sidorenko and other researchers. The pedagogic problems of content, methods and forms of education and training of future specialists are reflected and researched in the researches of S. Sysoev, N. Tverezovskoyi and other scientists. The issues of research and development on future specialists professional competency and its components were studied by N. Bibik, A. Ovcharuk , J. Raven, J. Winter, A. Markov, A. Hutorskoy, S. Sisov and others.

The previously gained knowledge and experience on the ethical training of students published in psychological and pedagogical researches cannot be considered now as a sufficient level for professional competency formation. It is appropriate to emphasize that the problem of moral perfection of a doctor attracted attention of the following antique era philosophers - Aristotle, Hippocrates, Socrates, M. Quintilian. Objectives of ethics and deontology of humanitarian medicine were studied by N. Pirogov, J. Benediktova, A. Bilibin, G. Tsaregorodtsev, S. Gurevich, V. Petrenko and others. Mane researchers nowadays are interested in the reification of new principles and methods of formation of professional and ethical knowledge in veterinary medicine practice. In this case we should name such Ukrainian authors as: I. Panko, L. Matveeva, I. Zayanchkovskoho, F. Syzonenko.

In veterinary medicine practice the professional ethics of veterinarians was historically given much more attention and was more extensively provided in the professional society in foreign countries. Among those we have to mention the works of such researchers as: C. Adams, S. Armstrong, T. Bauhamp, M. Bekoff, C. Hall, P. Sand, P. Singer, B. Rolling, D. Tannenbaum etc.

Even though we definitely can use the expanded coverage on this problem of veterinarians ethical education made by researchers in the countries of Western Europe and the United States of America we still will be experiencing the current

lack of local researches, fundamental studies of different aspects of the professional competency formation and methodical works tailored for Ukrainian specifications. The given analysis of the existing researches overview made by Ukrainian authors on the topic shows that the problem of professional and ethical competence formation of future vets have not yet meet the needs of current comprehensive scientific coverage for a high school education and have not become the objective of any special study.

The main objective. To satisfy the social demand in any kind of specialist and to realize a program of professional training for multiple professional activities, it is necessary to expand the level of influence of moral regulations in the service sector such as health services [4].

Ukrainian researcher of ethical and pedagogical foundations of an individual N. Voznyuk highlights: "The changes that are happening now in the political, economic life of Ukrainian nation brought our society to the point of urgent need of providing reformation into spiritual fundamentals of society, particularly in the area of morality". [4]

Hence, modern system of education in Ukraine should provide professional training with high-quality education and high moral and spiritual traits to future professionals. Studying professional ethics at high school should become one of the key tools of this task implementation for future professionals. Profession of a veterinarian requires special attention as of professional ethics aspects. It is the type of profession in which our society requires high moral demands. It could be explained by the special moral right of such a professional as a veterinarian like to influence on life activity of an animal or a pet along with correlation between the proper performance of professional duties and life of a patient. Today we have classification of specific types of professional ethics: legal, medical, educational, military, political and others. Unfortunately, veterinarians' professional ethics has not been paid enough attention. However, their role in increasing the quality of food products is so significant: by preventing various animal diseases veterinary doctors simultaneously protect health of animals, pets and humans [10].

From this concept we have to lead to the direction of solving the problem – our main task is to train veterinarians in high moral culture and responsibility for the performance of professional duties. Though, an effective professional training of a veterinarian for future work is not completed without self-confidence to exercise ethical competence.

Veterinary medicine is a specific branch of science that deals with treating predominantly domesticated animals, pets and wild animals. The objective of veterinary medicine is prevention, diagnosis and treatment of disease, injury including study on animal diseases, improving the scope of the anatomy of animals. Under the term "veterinary" we often mean government monitoring and control of zoonotic disease to supervise health of animals. Scientists and veterinary physicians working in the veterinary field are called veterinarians.

"Medicine takes care of humans and veterinary medicine saves humanity" [14]. These words described the value field of veterinary medicine and they belong to the well-known veterinarian and writer Sergei Stepanovich Yevseyenko. A veterinarian performs the main task which is to prevent any disease of humans and animals. The veterinary medicine field is not only clinical work, but also prevention, including inspection of all facilities which are food products producers and traders. Food plants, farm markets, large and small farms, poultry farms, milk processing factories are some example of those facilities .

Veterinary care with elements of the modern days understanding of veterinary treatments of animals was established in early era of wild animals domestication. The earliest data belongs to the 4th century BC (Egypt, India). Shepherds, priests, herdsmen were first professionals involved into providing veterinary care. In ancient Greece animals treated hippiatry (from "hippos" - horse and "iatros" - doctor), and sometimes doctors. Veterinary medicine was historically developed in Greece, Rome Empire and Arab countries. Animal diseases were initially described in the writings of the Roman scientist such as Cato the Elder, Varro and Columella. The terms "veterinary care", "veterinarian", "veterinary medicine" were initially used in those writings.

Nowadays, veterinary medicine has significant development. Just recently the quality of all cures and treatments for animals and pets was increased tremendously. Veterinarian surgeons provide such technically complex surgery like transplanting the cornea and lens, dental implants procedures, plastic surgery for skin, grafting artificial kidney, magnetic resonance imaging, cellular therapy, chemotherapy, and many other complex treatments. We have to mention that 10 years ago specialists of veterinary medicine even had no idea about any of those. The resolution like “euthanasia” is declared much less.

Modern veterinary medicine combines three relatively isolated groups of scientific subjects:

Veterinary biological - study on the scope of anatomy and activity of a healthy and a sick organism, influence of pathogens, effects of medications. It often collaborates with such sciences as physiology, morphology, microbiology, pharmacology and others.

Clinical – study on animal diseases, methods of their diagnosis, prevention and treatment. It includes collaboration with epizootiology, therapy, obstetrics and others.

Veterinary Sanitation – study on the effects on the external factors. It examines the problem of optimizing the habitat of animals; improves the quality of animal products. Knowledge on this science students gain via such subjects as zoo hygiene, veterinary and sanitary examination.

In addition, veterinary medicine is closely related to many other sectors - livestock, food industry, transportation, import and export trade applied sciences.
Status of the veterinary field development is classically defined by social development of a country, the particular level of economy function, progress in science and education.

According to statistics the profession of a veterinarian is listed in top ten most respected and well-paid professions in western world countries: Germany - 4th place, Canada - 4th place, Israel - 3rd place, and only overrunning professions are architects, cosmetic surgeons and neurosurgeons.

Patients of vet doctor cannot switch to another doctor on their own or complain to management of a vet clinic. Their rights are not protected by law and the Hippocratic Oath. Compliance of professional ethics and love to animals - these should be professional qualification features of a doctor of veterinary medicine.

The results of work of a veterinarian are visible in many sectors of economy: farming, food industry, medicine and fisheries etc.

In historical periods of time when veterinary service had not been properly developed on the globe human society often encountered epidemics and pandemics of infectious animal diseases. Those caused mass dying of cattle, causing huge economic losses, condemning many people to hunger and poverty. Diseases of animals led to significant casualties.

Nowadays, such "epidemic" risk is rare, but it does not mean that epidemics and pandemics have gone into oblivion. Moreover, in the present conditions of society are many factors that contribute to the rapid spread of infectious diseases. So, the mission of veterinarian is to supervise constantly such "enemy" by studying its behavior, predicting the possible cures, preventing the risks of contamination of animals and humans.

Before 1916 any high veterinary school issued appropriate certificate to graduates with the title of "veterinarian". At graduation veterinarians graduates had to give the promise, similar to the oath of Hippocrates in medicine, the text of which was printed on the back of the diploma: "Via taking proper appreciation of the right of being a veterinarian which is given to me by this certificate, I give a promise faithfully perform the duties of my rank, to promote the treatments for animals and possible cure of their disease."

As we know, a description of a profession with its certain characteristics, content of duties and requirements is provided by science of professiograme. It describes psychological, industrial, technical, medical and sanitary, ethical and other features of each specialty. This science specifies the functions of a specialty

and complexity of mastering a profession by possessing psycho-physiological qualities associated with certain profession and organization of work environment. Here is the example of the structure professiograme specialty veterinarian for your consideration: [15]

Complex veterinarian duties include:

- Monitoring life and behavior of animals;
- Identify causes of disease in animals;
- Diagnosis of animal diseases and treatment assignment;
- Preventive measures for prevention of diseases of animals and humans;
- Monitoring the implementation of health standards on farms and animal habitats;
- Veterinary examination of food products of animal origin (meat, eggs, milk, butter, honey, etc.)
- Artificial insemination and submitting them to obstetric care.

By watching life and behavior of animals, conducting preventive examinations, veterinarians are able to determine the status of their health. If a vet finds sick animals diagnosed with a disease, the necessary steps should be taken for their treatment and prevention of disease of other animals. In addition, veterinarians provide ambulant vet services.

A veterinarian performs basic diagnostic and therapeutic procedures (Thermo, determination of pulse, taking a blood sample, rubbing, massage, diagnostic and preventive vaccination, preparation of medications, drugs prescription), surgery on animals in compliance with the rules of antisepsis and safety.

In the case of infectious animal was identified a veterinarian prepares disinfectants with support of staff spreads disinfection of livestock buildings and adjacent territories, establishes quarantine with a due date. When epidemic is detected a veterinarian makes necropsy of animals, identifies the diagnosis, determines the veterinary preventive measures to stop the spread of epidemic.

At a meat factory and farmer`s markets veterinarian conducts veterinary examination of animal products, determines their suitability for use as food, discarded the affected organs or even whole carcasses under veterinary legislation.

Most veterinarians work in agricultural sector. The responsibilities of such veterinarian include constant surveillance of animals, the implementation of rules of the care, feeding, maintenance and reproduction. A veterinarian performs a systematic preventative measures (vaccinations, culling, etc.) and provides strict control on the following sanitary standards on farms.

In the case of diseases of animals a veterinarian finds out the causes of disease, makes diagnose, prescribes treatment and conducts preventive measures for meat processing and other enterprises for the processing of animal products. Veterinarians develop and implement measures to detect sick animals, control the quality of raw materials and finished products, thereby prevent disease for humans, do not allow the consumption of low-quality animal products.

Professional and ethical competence of a veterinarian is identified by the specific features of a future professional described in this article along with professional activities where the regulatory framework consists of professional and ethical competence of a veterinarian.

Competence in turn can be described through its external manifestations as a person's ability to operate outside of educational subjects and situations and the ability to transfer knowledge and skills outside the context in which knowledge and skills are initially formed, additionally with the ability to formulate a qualified judgment, to take appropriate decisions in problem situations, reaching the goal eventually [12].

These definitions require the inclusion of certain features of the structure of competence by thinking in particular about creative features that provide the ability to transfer knowledge and skills in new areas of implementation, independence in decision-making, problem-solving ability.

Based on the above mentioned fundamentals we formulate the definition of the phenomenon of professional and ethical competence in the light of the

mission of our study. Professional and ethical competence of a veterinary doctor is a characteristic of the science of veterinary activity, defined by the presence of ethical important qualities of a professional, as well as a set of professional concepts and ethical standards of behavior and conscious for use of their skills in veterinary practice to address ethical issues. This is a complex individual psychological education which should combine theoretical knowledge with professional ethics and professional practice skills of a veterinarian to ensure the choice it deliberates for ethical conduct in accordance with professional and ethical standards. The process of mastering of professional ethics is important to resolve difficult ethical situations while performing professional practice. We listed all aspects of professional and ethical competence for professional practice of a veterinarian. High level of professional performance of duties within professional code of excellence is not impossible without the formation of professional and ethical competence of students.

Conclusions. The analysis of this paper, as well as philosophical, psychological and pedagogical literature allows us to draw the following conclusions on the importance of the ethical component of professional activities veterinarian.

For the first, the profession of veterinarian performs an important social function. The vet in professional activity is leaded by two major motives that are purely of moral and ethical character: internal, which is based on the moral consciousness of an individual and external, which is based on the strength of the learned professional code.

For the second, the study of the components of professional and ethical competence of a veterinarian leaded us to a system developing component of personal nature progress; the mentioned component is divided into two competencies, one of which refers to moral and ethical sphere of consciousness of a specialist and the other to a professional sphere.

For the third, consideration of researches of national and international scientists in the field of professional ethics helped to illustrate the unexplored

status of this problem and highlighted the importance of solution to be developed to this pedagogic problem to ensure the proper level of professionalism of future veterinarians.

The above provisions give us reasonable basis for allocation ethical component of professional activities of a doctor of veterinary medicine as an independent significant expertise key feature which is necessary for successful implementation of professional duties and meeting social expectations. The analysis of existing variety of key features in professional and ethical competency in education should emphasize the mission of professional and ethical components of competence in work practice of future doctors of veterinary medicine. The professional component is supposed to reflect the ideology of the professional practice of a veterinarian along with ethical attitudes, values, professional experiences.

Strategies of further research. I believe there should be introduced the special segment of the professional competence of a veterinary doctor - concept of "professional and ethical competence". This concept has to be developed as a structural component in the professional training of future veterinarians. Professional and ethical competence has to be identified as a structural component of education and the function of it has to be developed. Specific pedagogical methods of teaching professional and ethical competence should be invented and implemented to ensure the effectiveness of the formation of ethical competence of students enrolled in the specialty "Veterinary Medicine".

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INNOVATIVE PROCESSES IN THE FORMATION OF PROFESSIONAL COMPETENCE OF ORGANIZERS O PRODUCTION

Lisovska LN

The article deals with the mechanisms of implementation of the competence-based approach in the training of junior specialists in the field of management in the context of innovative development of the higher educational institution. The author analyzes the relationship of professionalism and professional competence of future managers, the essence of peculiarities of students' training in the colleges of Economics.

Keywords: *competence approach in education, professional competence, innovation in higher educational institution, organizers of production, professional activity.*

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Problem statement. European and global integration, chosen by Ukraine has caused necessity of changes which are reflected in the political, social and economic spheres of the life of the country. National Doctrine of the development of our education is a definite focus on innovative education, competitiveness on the labor market, education of youth concerning the personal approach, spiritual, intellectual, psychological competences; the youth who will be able to compete, able to take an active life position, will have the necessary knowledge and competence for lifelong learning. The educational model of the training of specialists in the field of management does not meet the modern requirements of the labour market, requiring specialists with high professionalism, new thinking and advanced management methods who are able to creatively apply their knowledge in industrial situations.

Under such conditions the vocational education requires special approaches to the organization of the educational process and should ensure the integration of personality traits that reflect her/his professional competence in the professional, social and creative fields.

An analysis of recent research and publications. The issues of professional competence were raised in the works of many scientists (S.Sysoyeva, N.Balovsyak, O.Holovko, L.Zelenska, J.Pinchuk, A.Hutorskyy). N.Balovsyak, A.Robotova, V.Popov, E.Danylchuk and others examine the efficiency of

formation of professional competence in the future professional activity in the learning process.

The purpose of the article: to reveal the essence of connection between innovative processes and competence-based approach in college and their impact on the formation of the professional competence of junior specialists - future managers.

The main material: Innovation - is one of the main conditions which is put to modern education by the society. They contribute to the efficiency of educational process by creating the organizational mechanism to ensure the efficiency of the College work regarding the implementation of the setting tasks [7, page 254]. The problem of implementation of competence-based approach to the training of junior specialists is a definite necessity for organizational and technological readiness of the educational process to meet the new requirements which are not possible without innovation.

The essence of innovation in education - is a complex of organizational, managerial, technical, financial and legal decisions that are based on practical experience and meet certain techniques directed to the appropriate university activities, the result of which is to achieve a level of quality. In view of this we can say that the objects of innovation are:

1) scientific activity, i.e. the creation of new intellectual products;

2) the educational and methodical activity - creation and implementation of new methods of educational process;

3) the material base of high school, which includes information base, the introduction of modern educational technologies;

4) administrative sphere - performance of organizational solutions which improve the content of organization of any sphere of activity of the university. [4]

Competence-based approach in its essence is an innovative educational activity of any educational institution, this innovation focuses curriculum on the acquisition of key competences, creating mechanisms for their implementation in schools and, therefore, its implementation should be considered under the prism of the innovative development of the institution.

All the knowledge and skills that students acquire during their learning in high school of I-II accreditation levels and their skills based on these categories undoubtedly should be formed in certain competences that according to foreign

scholars are indicators that determine the readiness of junior specialist for professional activities, independent living and active social life.

According to Russian scientists components of professional competence is a minimal but sufficient set of its own designers, that will meet the standards of training in a particular specialty and determine the professional competence of the specialist.

These include :

1) competence of a spiritual nature - understanding the meaning of life, attitude to the profession;

2) psychological competence - that is, the presence of abilities and skills of effective self-government mentality subordinates in certain conditions;

3) physical competence - effective management of their physical condition and the condition of the body of subordinates;

4) competence of an intellectual nature - scientific knowledge and skills on a particular subject and the need for continuous updating of knowledge;

5) competence of a technological nature - work with technical means in relation to carrying out the profession;

6) competence of a social nature – execution of its powers for effective use of relationship between subordinates and superiors. [12]

The formation of the components of professional competence of the organizers of production must be carried out in terms of the creation in the educational process of the foundation of the future profession. This background may be created with the help of innovations that will be implemented in the educational process by situational tasks with real practical situations close to life. Creation of training centers in specialties where future professionals can apply their knowledge and fairly close touch with all the specifics of their chosen profession. Certainly, it requires additional financial resources, as well as some efforts not only of the teachers, but also of the whole team.

It is established and operated in Orikhiv agricultural technical school:

1. Academic accounting (Economic Department), where future accountants and kommersants work with primary documents of the enterprises of the district and region, make up registers of synthetic and analytical accounting of the firms, operate in the program 1S-enterprise;

2. Training shop (Economic Department), where future kommersants are engaged in product acceptance, its selling, calculate the revenue and profit of the shop;

3. Training and practice center of organization of production (Department of mechanization and management), where future organizers of production carry out the study and promotion of modern methods of management, pass technological and pre-diploma practice, learn basic ways to improve the financial situation of enterprises, indicate measures for financial recovery researched companies engaged in the development of new technologies for the enterprise planning and financial management, study the best practices of companies.

Evaluation system should also help to achieve the level of training that is required by modern business, but still achieving the necessary life competences are not always the result of learning. Given this, high schools of I-II accreditation levels established module-rating system of the educational process by which the content, the methods and forms of training of junior specialists have changed in quality.

It is important that the introduction of competence-based approach to learning process coincided with the willingness of the teacher to implement new tasks according to the given problems.

The professional level of the teaching staff will increase when teachers participate in scientific conferences, presentations, exhibitions of innovative achievements, which are held at all levels - from local to state.

Computerization of academic and educational activities is a prerequisite and guarantee of the implementation of advanced communicative technologies. The above mentioned training centers and laboratories should be equipped with multimedia devices, special software, modern facilities, free Internet access, but the site is not only of a school, but of the teachers too must contain sufficient information for applicants, students and school community.

Thus, the innovation process is a tool of competence-based approach in the universities and the major element that provides modernization of education, changing the entire educational system that aims to improve the existing education.

Competence-based approach gives a significant impetus for the development of personality of future professionals and their active social life, so searching the categories by which this approach will be implemented should be carried out in the context of the development of the university.

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CONTENT IMPROVEMENT OF PROFESSIONAL TRAINING OF EXPERTS IN THE SPECIALTY "PEDAGOGICS OF HIGHT SCHOOL"

Igor Butsyk, Ph. D. Pedagogics

This article deals with the improvement of the content of the teacher professional training in cycle disciplines of professional and practical training in higher educational institutions. Were analyzed the latest scientific literature and publications on this issue. Posted the characteristic interpretations of the concepts of "educational content", "competency", "competence". Solid approaches to the formation content of the teacher for higher education institutions professional training, from the standpoint of competency approach. According to the job descriptions of professions (positions) pedagogical and scientific and pedagogical staff of educational institutions are given professional knowledge and skills and professional competence of the teacher set in a higher education institution and submitted directly to the professional characteristics, information, communication and legal competencies. By the results of presented findings on how to improve the content of teacher professional training courses in professional and practical cycle training in higher educational institutions and the directions for further research on this issue.

Keywords: table of contents of preparation, maintenance of education, competence, jurisdictions, teacher of higher educational establishment.

Problem statement. The current rapid development of technics, technology and public relations determines the increase in scientific and professional knowledge and skills that should be acquired by the future specialist in some limited for this time budget. Therefore, at present effective experts training depends on the personnel potential formation of scientific and pedagogical worker.

Topical today is preparation of the future teacher of high school with the transition from reproductive to information and student-oriented professional education, that focuses on personal experience, your own style and innovative

technique of specialist professional activity. In the existing approaches to the organization of vocational and educational training for the profession "Higher Education Pedagogy", in our opinion, not enough attention is paid to the formation of complex professionally important skills, especially personality traits, that provide a high level of professionalism of future university lecturers in the complex modern pedagogical process.

It should be noted that the current lecturer (a scientific staff member, a pedagogical staff member) is a competent expert, who is prepared for the organization of educational process in a particular institution, whose work is characterized by theoretical, practical and psychological preparedness for the implementation of educational activities in accordance with the requirements and standards. The modern lecturer should possess scientific knowledge, that are laid in the content of the course, skills, that optimally organize training and education, motivation for self-help, knowledge and skills to implement technical work, be mentally prepared for the implementation of educational activities.

According to the latest official industry standard of higher education to prepare master's degree in "Higher Education Pedagogy" (2005) a graduate should possess skills system to solve typical tasks in the implementation of certain production functions, including: projecting, organizational and executive. Each task within a specific system is the responsibility of abilities to solve this typical tasks. Our analysis of the document revealed that it covers no list of skills and professional qualities, which, in our opinion, competence and form teacher of high school as a social person, in particular: teaching ethics, communication skills during training, culture work. Also, in this standard, in our opinion, no position concerning the formation of a future lecturer skills to perform the main task - to teach others.

Thus, on the basis of the study results we can consider it appropriate to carry out the development of new regulations that would expand the system of lecturer skills to solve typical problems of its activities during the implementation of direct professional functions by taking into account the competence approach in shaping the content of education.

Analysis of recent publications and sources. Today in the literature different views on the formation of educational content for future lecturers of higher school are highlighted. In particular, this issue is examined by a large community of scientists from the position of the competency approach, including O.Aleksyuk, O.Hura, I.Zyazyun, V.Kuzmina, A.Markova, V.Slastonin, O.Bodalov, V.Zhukov, L.Laptyev and others. Also the works of P.Luzan, O.Zabolotnyi, V.Teslyuk, L.Shovkun and others deal with the selection of the content of lecturer training in the orientation to his pedagogical skills formation. Also in the works of I.Isayeva, L.Ahmedzyanova and others there is examined the formation of professional culture of the higher school lecturer and on this basis the formation of the content of his training. However, it should be noted that the question, that directly shapes the content of lecturer training of professional and practical training discipline cycle in higher education from the standpoint of competency approach currently is not reflected in the scientific literature.

In the light of established study **the objectives** are the determination of the professional competence of the lecturer of higher education institution in order to further improve the content of his training.

The main material. At this stage of the research problem, the first task was to determine the components of the lecturer training (education) content in higher education institution.

Under the *the content of education* we understand the system of knowledge, skills, worldview and behavioral personality traits that are caused by the demands of society and specialists of the respective qualification profile. The Law of Ukraine "On Higher Education" states that the content of higher education - is a system of knowledge, skills, professional, philosophical and social skills, caused by society's needs and goals, that must be formed in learning from the perspectives of society, science, engineering, technology, art and culture [2]. Thus, to determine the components of the content of lecturer training (education), we should consider the concept of "competence", which essentially defines a relation system of acquired knowledge, skills and abilities to use them in business.

In her studies I.Zimnyaya considers competence as some internal, potential hidden psychological new formations (knowledge, ideas, programs of (algorithms) actions, values and attitudes) are in the competence of the person [3]. A.Hutorskyy, distinguishing the concept of "competence" and "competency", says that the competence includes a set of interrelated personality traits (knowledge, skills, ways of life), defined in relation to a range of objects and processes, and necessary quality for productive activities towards them [7]. Under the competency he understands ownership rights in accordance competence, including his personal relationship with it and the subject of [7].

Thus, based on the opinion of scientists under competence we should understand the extent of its qualifications to successfully meet the challenges facing it. Unlike competence, competency is the result of the acquisition of competences and characterizes a person's ability to successfully perform certain activities. Thus, we assume that today the content of lecturer training content must be based on complex selection of subjects and methods of training and education in view of his competences and competencies.

Today, in the scientific and pedagogical writings such notions are widely used: "professional and pedagogical competence", "pedagogical competence", "psychological competence", "psycho-pedagogical competence" and so on. In particular, L.Mitina, H.Mitin, O.Anisimova consider teaching (psychological-pedagogical) competence as "a harmonious combination of subject knowledge with didactics and teaching methods and skills of (culture) teacher communication and ways and means of self-improvement, self-realization"[5]. As a result, scientists distinguish such substructures of teaching (psychological-pedagogical) competencies: active (knowledge, abilities, skills and individual ways of independent and responsible implementation of educational activities); communicative (knowledge, abilities, skills and ways to implement pedagogical communication); personal (the need for self-development, and knowledge, abilities, skills, principles of personal development).

In her studies, N. Kuzmina identifies professional and pedagogical

competence, which is considered as a set of educator skills as a subject of pedagogical impact on structuring scientific and practical knowledge in order to solve better educational problems [4]. Scientist provides such professional and pedagogical competence: education and professional competence in the area of discipline that is taught; differential-psychological competence in the field of motivation, abilities, orientation of students; social and psychological competence in the field of communication processes; methodical competence in the field of ways to build knowledge, skills students; autopsychological competence for the recognition of positive and negative personal characteristics as well as their own activities.

Exploring this issue, O.Hura concludes that lecturer professional competence bases on the combined action-role-playing and personal (subjective-activity) characteristics. The scientist says that at the present stage of development of education training in high school there are provided more action-role-forming component of lecturer professional competence in higher education institution [4].

Thus, the definition of professional competence of the lecturer of higher educational institution must take into account the diversity of educational activities and rely primarily on regulatory state documents. According to the qualifying characteristics trades (positions) lecturers and teaching staff of educational institutions, approved by the Ministry of Education and Science of Ukraine from June 1, 2013 № 665, the educator of higher education institution [6]:

- provides student training in accordance with the requirements of education standards relevant educational qualification;

- organizes and controls the independent work of students using the most effective forms, methods and means of training, new educational technologies, including information;

- develops personality, talents and abilities of students, forming their general culture;

- develops a working curricula and programs of subjects (modules) and other materials, that provide quality of student preparation;

- is responsible for implementing them fully in line with the curriculum and the training process schedule;

- provides students achievement and confirmation of appropriate levels of education;

- assesses the effectiveness of studying the subject (discipline) by students, including learning and applying their knowledge and skills, development of experience creativity, cognitive interest in using computer technology;

- -follows the students' rights and freedoms;

- supports academic disciplines, mode of attendance;

- respects the dignity, honor and reputation of students;

- provides control and assessment activities in the classroom using modern means of evaluation in terms of information and communication technologies;

- makes suggestions for improving the educational process;

- participates in the teaching (methodology) of the institution, subject (cycle) commissions, methodical association of educators, departments, in conferences and seminars;

- performs the labor protection rules and fire safety.

According to the profession qualifying characteristics (positions) of higher educational institution an educator should know [6]:

- priority directions of development of the Ukraine educational sector;

- the laws of Ukraine and other regulations, governing educational activities;

- the content of curricula and teaching methods of the discipline;

- basic processes in positions of organizations and institutions according to the profile of training;

- principles of ecology, fundamentals of economy, production and management, psychology, education, modern educational technology training, implementation of competence approach, developing training, networking with students;

- the basics of word processing, spreadsheets, email, multimedia equipment;

- the labor protection rules and fire safety.

In our opinion, in shaping the content of education for the profession "Higher Education Pedagogy" we should take into account:

- the social and communicative component of professional activity, that requires the acquisition of a educator's ability to interact with others in the system of interpersonal relationships, ability to navigate social situations, ability to communicate the necessary information and choose the appropriate methods of communication and so on;

- the training and educational component of professional activity, that requires the acquisition of skills in planning, organizing and managing the educational process;

- the professional and psychological component of professional activity, that requires the acquisition of professional capacity for self-improvement.

According to the professions qualifying characteristics (positions) and pedagogical staff of educational institutions, approved by the Ministry of Education and Science of Ukraine from June 1, 2013 № 665, in the educational qualification characterization we should provide competence of graduates as major professional abilities and employee qualities. The main components of pedagogical competence and teaching staff according to the above documents are: professional competence, informational competence, communicative competence, legal competence:

- professional competence - quality of employee action, that ensures effective solution of professional and educational problems and typical professional tasks (possession of educational technologies, technology, educational assessment, psychological and pedagogical correction, life experience, continuous improvement and implementation of ideas of modern pedagogy, teaching methods and diagnosis);

- information competence - the quality of the actions, which provides an effective sourcing and structuring of information, its adaptation to the characteristics of the pedagogical process and didactic requirements, work with a variety of information resources, professional tools, regular independent cognitive activity, readiness to conduct distance education activities, the use of computer and

multimedia technology, digital educational resources in education, documentation of the institution on electronic media.

- communicative competence - the quality of the employee actions, that provides effective and direct feedback from the person who learns contact with students, parents and colleagues, as well as the ability to persuade, argue their position on command of the state language, oratory, professional etiquette, public presentation skills performance, ability to choose the appropriate forms and methods of presentation.

- legal competence - the quality of the employee actions , that ensures the effective use of professional legal and other regulations of state authorities to address professional tasks.

The conclusions of the study. Based on the analysis of scientific papers and own theoretical research there were grounded the approaches to shape the content of the educator training of higher educational institution from the standpoint of competency approach. Today, its improvement should take place in accordance with the professional knowledge and skills, identified in profession qualifying characteristic (positions) of pedagogical and teaching staff of educational institutions on the basis of the educator`s professional competence of higher educational institution and consider professional, information, communication and legal competence. According to these competencies in educational qualification characteristic it must be determined necessary competence for the future lecturer`s profession, and on this basis the preparation of professionals will take place.

Prospects for the further research. Future prospects, study directions, problems of content shaping are: the issue of optimal selection and structuring the content of educational material; definition of criteria and indicators for diagnosing the level of professional competence of lecturer and so on.

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