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COMMUNICATIVE COMPETENCE AS A COMPONENT OF
PROFESSIONAL COMPETENCE OF FUTURE PRIMARY SCHOOL
TEACHERS
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Abstract. The article deals with the issues of communicative competence as a component of professional competence. The main viewpoints of scientists to determine the nature of competence-oriented approach are reviewed here. The main approaches in understanding of the determination the nature of the communicative competence of a person are systematized.

Key words: competence, professional competence, communicative competence, professional competence of a future primary school teacher, communicative competence of a future primary school teacher.

Introduction.
The transformational society in which we live today, requires a fast pace of reforms, and it depends not only on the ability of power structures to develop and implement a strategy of development of the state of the European type, but also on how the population is able to find themselves and realize their potential in conditions of market relations, democratization of society, the competition in the implementation of certain individual strategies of vital success. The educational process on the modern stage of society development should be seen as a free growth and development of the individual student with their needs and interests.

The activity of the teacher needs to focus on the help to achieve success in the learning. This task will be able to realize such teacher that can not only upload information to the memory of students, but also to form their life competence.
In the valid teaching program in different subjects, special attention is paid to the formation of key competences.

Among the objectives of the National strategy of education development of Ukraine for 2012-2020 is "updating the objectives and content of education based on competency approach and personal orientation, taking into consideration the world experience and principles of sustainable development" [4]. Therefore, the society requires professionally competent teachers who can implement innovative approaches during the studies of schoolchildren. A competent teacher is the key of realization the competence approach to the modern educational process.

Because of the fact that all new documents in the field of primary education focused on the development of communicative competence of schoolchildren, it is very important to decide the problem of absence special communication directed training of future teacher of primary school.

Therefore, the aim of the article is the gradual definition of the characteristics and peculiarities of professional competence of future primary school teachers and the disclosure of the essence of the concept "communicative competence" as an important component of professional competence of future primary school teachers.

The main text.

The achievement of the educational aim on the modern stage of development of society relates to personal potential teacher, his general and professional culture, professional competence, without which it is impossible to solve the existing problems of training and education under the new educational paradigms. This problem is fixed in the State national program "Education" which refers to the fact that one of the main ways of reforming of education is "Preparing a new generation of teachers, increase their professional and cultural level" [2].

Review and analysis of scientific sources about the disclosure of the concept "competence" shows that there is still no single definition for this term. This is because the researchers stressed those essential points that are important for their scientific field, thus out of sight were the multi-dimensionality of this concept.

In the broadest sense of the word, the concept "competence" means a perfect knowledge of the work, nature of work performed, complex relationships, processes and phenomena, possible means and ways of achieving certain goals. In the concept of competence included the level of basic and special education, the ability to accumulate a wide life and professional experience, knowledge of the possible consequences of certain situational specific method of influence on a person.

The concept of competence and competency reveal L. Biryuk in her monograph. The researcher focuses on the fact that "competence" is derived, the narrower concept of "competence". There is provide a comprehensive definition of the term "competence" in her monograph – "it is a socially prescribed educational result, the actual requirements for assimilation by pupils/students of knowledge, ways of activity, experience of a particular field of knowledge, qualities of personality, which acts in society" [1, c.49].

At the heart of her investigation, the author adopts the following definition of competence, accentuating its educational direction: "it is the level set of interrelated personal qualities (knowledge, abilities, skills, ways of activity), defined in relation to
certain activities, the circle of subjects and processes, and require high quality and efficiency to act against them" [1, c. 52].

Scientists defined the types of professional competence of the teacher in a different way. Taking into account the specifics of pedagogical activities most often highlighted functional (or special), intellectual, situational, social and communicative competence.

One of the important components of teacher competence is communicative competence. Professional competence can be called the core component of the selected kind of activity for future of primary school teacher and communicative competence is a prerequisite for its effectiveness.

The effectiveness of training activities is often loosened height due to the inability of the teacher to overcome the difficulties in time, with which he is encountering in his professional work. Some of such complication, especially according the primary school teachers, is the difficulties in the organization and training of the communication process.

A. Lobanov, N. Kagan, A. Apel and others see communication as an action (in other words, a one-way process of transmission of certain signals without implementation specific feedback), or as the interaction (in other words, two-way process of exchange of information), and sometimes as a communicative process, which means successive and continuous exchange of information, in addition to that the speaker is or as the source of the information or its recipient.

On the basis of the analysis the scientific and theoretical source it was considered and defined the conception of "communicative competence" as a set of communicative norms, knowledge and rules of pedagogical communication, its situational technology mastering, and the application of communication potential to the full extent and it is a result of providing the perception, understanding, assimilation, use in future, transfer of educational information and enabling effective control of communicative process during teaching. We accept the consideration of communicative competence as a complex integrative quality of personality, which mediates the professionally-pedagogical educational activity.

O. Koretz provides some reasons for the necessity of formation of communicative competence of the teacher's personality.

First of all, according to the scientist, the level of formation of communicative competence is an important parameter of educational characteristics and even the cultural level of the individual. In addition, the constant changes in social and pedagogical conditions require are created a dynamic system of speech training [3, c. 154].

Thus, on the basis of the conducted analysis we can conclude that the communicative competence of the future primary school teachers is a system of internal resources, the efficient solution of certain professional problems, which is somehow related to the integrity of the individual. The level of competence of the teacher is defined as a measure of how successfully it can carry out different activities, including the ability to achieve effective results in the learning process

**Summary and Conclusions.**

Therefore, formation of competence of future teachers (means their ability to
mobilize the knowledge in real life situations), is an actual problem of modern higher education. Competence-based approach aims to bridge the gap between education and demands of life. It was the teacher plays a key role in education, because through the activity of a teacher is the establishment of a citizen as an individual and a specialist, strengthens the intellectual and spiritual potential of the nation.

**References:**


Supervisor: prof. Biryuk L.

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Vityuk V. V., Danyliuk O. K.

PRIMARY SCHOOL STUDENTS’ ORPHOGRAPHIC LITERACY:
PSYCHOLOGICAL FACTORS
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Abstract. Students’ orphographic literacy as an indicator of the general language culture of any personality is revealed in the article. The author of the article foresees the solving of the described problem by the way of psychological factors of taking into account the students’ thinking, memory, attention and their temperament.

Key words: spelling, orphographic literacy, creative thinking, orphographic memory, attention, temperament.

Introduction
One of the priorities of any primary language education is some proper primary school students’ spelling competence. Any literacy in its broadest sense means some mastery of language resources and skills to create own coherent statements and in the narrow sense it means some spelling and punctuation literacy. We consider any spelling literacy as the ability to use non-letter alphabetic and graphical tools in writing according to the accepted rules of spelling, and punctuation - like the ability to put punctuation marks in accordance with the rules of punctuation. The opinion of I. Khomiak about the development of students' spelling skills requiring some constant attention is reasonable valuable for our research as it has a more social character, and it is a prerequisite to the people’s spiritual and material culture development [5, p. 61].

The Research Analysis
The nature of the spelling literacy and its understanding stem from the teachings of I. Pavlov about the development of systemic associations replicating the linguistic reality. The theory about the psychology formation of spelling skills is reflected in the works of A. Leontiev, S. Zhuikov, A. Vlasenkov, D. Bohoiavlenskyi, M. Razumovskyi, et al., whose ideas have been implemented by modern scholars studying spelling skillfulness, in particular, O. Biliaiev, L. Symonenkova, M. Vashulenko, M. Bardash, N. Shkuratian, A. Khoroshkovska, I. Khomiak, L. Raiiska, O. Kolomiichenko, O. Karaman, S. Yavorska, A. Antonchuk and others.

The Purpose and Objectives of the Article
The monitoring of the educational process and analysis concerning the mastery level of the primary school students’ spelling abilities and skills led to the conclusion that the problem dealing with improvement of their spelling literacy at primary school is relevant to our time and needs to be subsequently studied. With this in mind, we set out to analyze the psychological factors of the spelling literacy.
formation in the primary school students as a prerequisite to the development of the primary school students’ communicative competence.

The Main Text

The mother tongue learning at primary schools should be teaching above all things how to think as the Ukrainian language is in the position for it: our logical grammar; language penetrating not only our consciousness, but also our subconsciousness; the process of thinking is based on our speech. The accumulation of knowledge being forgotten with time and which may be quickly restored through the computer system, dictionaries, reference books are not so much important in today’s highly troublesome and dynamic world as the ability to think, analyze, notice the substantial, draw correct conclusions and take timely decisions. All of the mentioned above need that linguistic material will be considered systematically and promote the actual use of theoretical knowledge by the students as well as the proper place should be given to the processes of thinking, the ability to express any ideas, describe events or to talk about the event. Then, the spelling literacy arises as the need resulting in the advanced coherent speech. Literacy is always higher in the child having thinking better developed. Students having some reproductive thinking can perform spelling and punctuation tasks only in the typical, well-defined standard conditions. Students with some productive (creative) thinking strictly transfer any rule well-known to him in general to a new and unusual example, performs spelling tasks in unusual conditions changed and it is the criteria of the spelling and punctuation literacy formation in students and the key to successful implementation of their creative works.

Remembering, preserving and reproducing them in writing is undoubtedly important in learning and correct application of orthograms and punctuation by students as the formation of spelling skills is directly related to the types of human memory. M. Baranov and H. Ivanytska identified four types of orthographic memory: 1) aural memory means the aural bearing in mind of the phonemes and morphemes and realizes during the transfer of listened phonemes thanks to letters, and in this occasion various types of dictations are used; 2) visual memory actively manifests itself during the hearing in writing, in the use of different types of cheating and visual dictations necessary to examine the conditions of the choice of orthograms by students and in work on spelling errors made by them; 3) kinesthetic (memory combining speech and movements) is based on the spelling pronunciation of words by syllables, and as the result, the sound of the words are repeated by muscle movements made by the organs of speech; 4) motor memory is associated with the multiple (but not endless) record of the same words [1, p. 30-32]. Either of the memory types does not exist separately, all its forms are simultaneously used when dictations are writing, in the course of various kinds of rewriting, in the pronunciation by syllables, and the multiple records of the same words.

In terms of the strength level, H. Pristupa distinguishes three types of memory: the upper, middle and low. Students with a low level of memory consult the dictionary to understand words and write them correctly. Students with a middle level of memory can determine the words (and then their spelling) from the context. Students with a high level of memory freely use any word (in writing - its spelling).
"[2, p. 106].
Any of the memory kinds plays an important role in the formation of spelling skills as the student must remember the spelling of words orthographically complicated. The higher the level of the primary school student’s orthographic memory, the freer he/she uses a particular word in writing. We know that any good memory is the most favorable condition for the development of thinking, but the teacher does not need to satisfied with just the rote of rules, but should chose a sufficient number of creative exercises that contribute to the development of their ideas and ingenuity. However, spelling is not necessary to provide critical memory in the process of learning by students, because it will certainly lead to the formalization of spelling similarly as it has been observed among the supporters of the anti-grammatism being very common widespread in the late nineteenth century.

Attention is very important to the formation of spelling skills which K. Ushynskyi called "the only door through which the impression of the outside world penetrates the human mind" [3, p. 57]. A stand concentrated focus enables the primary school students successfully execute written works, and avoid the occasional spelling and punctuation errors. The ability to quickly switch own attention and focus it on different types of spelling tasks also contributes to the successful implementation of the creative works.

Any primary school students’ spelling literacy depends on their individual psychological characteristics being based on four types of the nervous system according to I. Pavlov: 1) weak - melancholic; 2) strong and motionless - phlegmatic; 3) strong, agile, and unbalanced - choleric; 4) strong, agile, balanced - sanguine [4, p. 345]. Activity-dependent characteristics of a number of the primary school students, their working ability, activity, concentration, and excitement depend on the students’ belonging to a particular type of nervous system. It is true that melancholic people are characterized by the inherent low productivity, fatigue, lethargy resulting in most of the errors made by them in the second part of written works; the performance of the creative tasks are mostly hard for them. Breaking processes prevailing over the excitation processes in phlegmatic people allows them to focus on the work easily, and their written works are mostly clean, without any corrections. Processes where the inhibition prevails over the excitation are common for choleric people, so the written works of such students will be full of many corrections as the orthograms and punctuation skills are lagged behind their perception. Sanguine people are characterized by a consistent performance of tasks with frequent "transitions" from one activity to another. They mostly do only grammatical errors.

Summary and Conclusions
Thus, the formation of the orthographic literacy in a complex psychological process being important for the students’ thinking, memory, attention and individual psychological characteristics.

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Reshetova I.A., Zhurko V.O.

Abstract. In the article systematically investigated the sphere of the native political and sociological sciences in relation to the questions of the modern state of the scientific development of the organizing and pedagogical activities of the native higher educational establishments of the second half of the 20th century. The author proves that the modern scientific paradigm produces the integration of knowledge of different sciences that gives in the sphere of the scientific research work gives the opportunity of creating the volumetric picture of the investigated question and multiplies the implementation of its complex and deep analysis.

Key words: scientific council, organizing and pedagogical activity, social science, political science, the second half of the 20th century.

Introduction. The 21st century is characterized by the integration of the national education system in the European educational space. Ukraine’s accession to the Bologna Process actualizes the issue of improving the existing system of national higher education and encourages the search for new conceptual approaches to their solution. Successful implementation of the outlined problem requires comprehensive study and creative implementation of the positive historical experience.

Research of the state of the scientific study of the problems of organizational and educational activities of the Academic Councils of the national universities of the second half of the 20th century in the field of sociological and political sciences.
makes it possible to enrich the paradigm of scientific knowledge concerning the issues of establishment and development of national higher education of the second half of the 20th century.

**The aim of the investigation** is implementation of systematic research of the field of native sociological and political sciences regarding the current state of the scientific development of the organizational and educational activities of national pedagogical universities of the second half of the 20th century.

**The main text.** Recent studies of political science actualize the problem of political socialization of students. The works by such scholars as N. M. Yuriy “The political socialization of youth in terms of transformation of the society: a comparative analysis of the international and Ukrainian experience” [6], N. H. Iskhakova “Political socialization as a component of democratization of the modern society” [2], Y. V. Podolyan “Political socialization of youth in terms of transformation of the Ukrainian society” [4] and others attract much attention.

The scientists say that the process of political socialization in stable societies such traditional institutions like family, education and the media influence. At the same time they emphasize that the institution of the family has always taken place of the socializing factor, but the complexity of social life, the development of the forms and content of socialization have contributed to the new institution of socialization – education system. Studying the space of the interaction of a student – power in the context of the system of education, the scientists emphasize that in this structure the leading place belongs to such an organization of the educational process of the universities, which would contribute to the political socialization of students.

The main objective of political socialization is the formation of a politically active personality through implementation of the basic principles of political socialization, the most important of which are the focus on the legal democratic, independent state; national, patriotic education of the younger generation, providing conditions for participation in the political life of society; creating conditions for the development of international youth contacts; purposeful formation of the young generation of the Ukrainian political elite. It is the Academic Council as a supreme collegial body ensures the implementation of the main task of political socialization of students, that, on the one hand, enables the organic interaction of students and authorities, and, on the other, provides the further effective development of the individual in all aspects of life [6],[2],[4].

In the field of sociology the thesis P. O. Kudelia “High School of the Region as an Object of Social Management” attracts much attention, it is dedicated to the integrated study of the possibilities for improving social management of the higher school of the region (based on the material of Dnipropetrovsk region), it is reinterpreted the essence and nature of management of education in connection with the formation of a new paradigm, it is grounded regionalization as an important direction of optimization of higher education. A particular attention in the work is paid to theoretical-methodological and technological justification of sociological diagnosis for the improvement of higher education in the region. In particular, the author has developed and tested in practice the technology of using the integrated interviewing of the basic subjects of the educational process during conducting the
social assessment of efficiency of functioning of higher education, that, above all, transforms the functions and nature of organizational and educational activities of the Academic Council as a supreme collective body of higher educational institution [3].

Fragmentarily the experience of organizational and educational activities of the Academic Councils of universities in the context of finding ways to update and optimize higher education as a mechanism for the formation of the career resource of a specialist is examined in the dissertation of N. V. Shevchenko “Higher Education as a Mechanism for the Formation of the Career Resource of a Specialist” [5, p. 3-4]. The scientist-sociologist proves that in today’s terms higher education is increasingly positioned by youth as a resource for social mobility and development of new social roles. The process and outcome of education of a student should be aimed at meeting the needs of consumers, achievements in science, the formation of the ability to meet the new challenges of the transforming society. During the system transformations, the university becomes a designer of lifestyle of a young specialist, into a structure that gives a graduate the skills of continuous adaptation and development of the career resource in a competitive environment. The researcher proves that the Academic Council as a collective body of Universities should provide the motivation of students to their career development: with the help of the appropriate methods, tools and activities to promote the accumulation of a certain set of knowledge, competencies, to direct the educational process of higher educational institutions in the formation and development of the abilities, skills to acquire new knowledge and to effectively act in production, and in other areas of public life [5, p. 3-4].

A significant contribution to the development of the problem of transformation of the educational models of national universities, and of the content and the organizational and educational activities of the Academic Council has made the scientist-sociologist T. V. Zverko in the work “Formation of Anthropogenic Model of Educating Students in Terms of Continuing Education”. The conducted historical and sociological analysis of the systems and models of education has given opportunity to state that any university has great educational potential, determined in that fact that college youth, which is formed through university environment penetrates into different social spheres, impacts on the environment and contributes the valuable content to its development. The perspective of the development of the university educational practice, according to T. V. Zverko should be new principles and orientations of the development of the individual within the meaning of social situations in terms of the transforming society. The main task of the Academic Council in the process of organizational and educational activities is defined by the scholar as the development of willingness to act an agent of social actions on the background of dynamic social processes of students [1].

**Summary and Conclusions.** Thus, the modern studies of political science actualize the problem of political socialization of students. Scientists affirm that the development of the forms and content of socialization has contributed to the new institution of socialization – education system. In their opinion, the Academic Council as a supreme collegiate body of universities takes a leading position in the structure of the space of the interaction a student – power, and therefore should contribute to the political socialization of students. In the field of special and area
sociology they attract attention the scientific generalizations and conclusions concerning transforming the functions and nature of organizational and educational activities of the Academic Council as a supreme collegiate body of national universities.

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EVALUATION OF THE SOCIAL ORDER OF TRAINING SPECIALISTS IN THE DIRECTION OF "COMPUTER SCIENCE AND ENGINEERING" IN THE EDUCATION SYSTEM

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Coroleva В.В., Logunova О.С.

ОЦЕНКА СОЦИАЛЬНОГО ЗАКАЗА ПО ПОДГОТОВКЕ СПЕЦИАЛИСТОВ ПО НАПРАВЛЕНИЮ «ИНФОРМАТИКА И ВЫЧИСЛИТЕЛЬНАЯ ТЕХНИКА» В СИСТЕМЕ ОБРАЗОВАНИЯ

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Abstract. Social requirement of transition to new educational programs is proved in work. The demand of specialists of the new education level in industrial and social spheres is estimated.

Key words: social requirement, education level.

Аннотация. В работе обосновывается социальная потребность перехода к новым образовательным программам. Оценивается востребованность специалистов нового уровня образования в промышленной и социальной сферах.

Ключевые слова: социальная потребность, уровень образования.

Social order of society in the field of staff training is multidimensional, covering the requirements of society, integrating subjective and objective needs of the individual person and the family, acting as a control action in the development of the educational system in Russia (Fig. 1).

These aspects do not come into conflict with each other. The person realizes himself in society is capable to reconcile subjective requirements with the needs of the state.

Implementation of the subjective aspects in the training of highly qualified personnel is based on the awareness of the person on the state of higher education, its structural transformation in the historical development and the prospects of construction in the foreseeing future.

Progressive development of the society required the development and improvement of the system of certification of personnel in Russia. Since its coexistence, the educational system has undergone a number of changes and transformations having been not always consistent and constructive. Up to 80-ies. XIX century structure was adopted by the certification of the staff, shown in Fig. 2.

At the end of the XIX century in 1884 the university charter was adopted in which the academic degree "Candidate of sciences " was abolished. In October 1918 were abolished all academic degrees and titles and only in January 1934 the Council of People's Commissars of the USSR adopted a resolution "About the scientific degrees and titles" approved the degrees "Candidate of sciences " and "PhD".

Content and status of the new degree "PhD" in spite of the accord with the first degree of pre-revolutionary period become qualitatively different [1].
The most significant structural changes of Russian higher schools were held in the first half of the 90s as a result of the Committee on Higher Education Ordinance of 03.13.92, № 13 "On the introduction of a multi-level structure of higher education in the Russian Federation."

Provisional Regulations "Of the Russian Federation a multilevel structure of higher education" and the Regulation "Of the procedure for the implementation by public higher education institutions of educational and professional programs" This Decree was approved. The documents were the regulatory framework for the
introduction of a multi-level system of higher education implemented by successive educational programs of the three levels (see. Table 1). For its construction along with the traditional unit of forming programs as "speciality" a new structural unit was introduced - "field of study" [2].

On this basis it was assumed that all graduates who have mastered any educational-professional program of the third level are eligible to graduate school admission. The structure of the graduate school has remained unchanged (with a three-year full-time form of training both for the Master and for graduates).


### Table 1

<table>
<thead>
<tr>
<th>Level</th>
<th>Target</th>
<th>Duration of training</th>
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<tbody>
<tr>
<td>Educational and professional programs of the first level</td>
<td>Diplomas of incomplete higher education with qualification according to the list of specialties of secondary vocational (special) education</td>
<td>3 – 3.5 years</td>
</tr>
<tr>
<td>Basic higher education of the second level</td>
<td>Mastering the system of scientific knowledge about man and society, history and culture to obtain a fundamental natural science training and professional knowledge bases for learning areas</td>
<td>At least 4 years</td>
</tr>
<tr>
<td>Educational and professional third-level program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Program</td>
<td>Implemented on the basis of general secondary education with qualification &quot;graduate&quot;</td>
<td>5 – 6 years</td>
</tr>
<tr>
<td>Master Program</td>
<td>Implemented on the basis of basic higher education with qualification &quot;graduate&quot;</td>
<td>2 – 3 years</td>
</tr>
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The new law was established level of higher education as defined in accordance with appropriated after the successful development of qualification (degree) "Bachelor", "graduate" or "master."

At the national conference on the development of a multi-level system of training specialists in the Russian Federation (25 - 26 November 2002) it was noted that at present the two educational subsystems implemented [3]:
- Single-stage basic educational training program for graduates in the field or group of related specialties - areas of training graduate;
- Two-stage basic education programs in areas of training BA and MA graduates being awarded the corresponding degree (qualification).

After Russia's accession to the Bologna Process in September 2003 all the provisions of the Declaration including the provisions on the use of national systems of education "clearly perceived and comparable qualifications" took the nature of
international obligations to be executed.

Established so far in the Russian Federation the multilevel structure of higher vocational education in many ways quite organically in line with the Bologna Declaration and the existing tertiary education (Bachelor → graduate and Master's) can be taken as a basis for the Bologna Declaration recommended qualifications framework.

The complexity and structured system of higher education in Russia is largely complicates the implementation of the social order training. These problems include:
- preservation and development of the achievements and traditions of the Russian higher education as a public policy principles laid down by law;
- elimination of contradictions degree structure and qualifications of the Russian higher education with the settings of the Bologna Process;
- overcoming stereotypical thinking of the Russian population thresholds for the levels of training in the higher school;
- lack of awareness of the population about the changes in the structure of multi-level education in the Bologna process requirements;
- Preservation of fundamental knowledge at all levels of education with the addition of a factor of professional competence.

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COMMUNICATIVE LANGUAGE APPROACH IN ENGLISH FOR SPECIFIC PURPOSES WITHIN THE UNIVERSITY COURSE
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In this paper we discuss communicative language teaching of English within the university course. The subject content of English for specific purposes is offered to select according to communicative language approach that serves best students' needs. The author supports the way of teaching ESP in real-life context through classroom activities.

Key words: communicative language approach, communicative language teaching, English for specific purposes

Introduction. At present time most universities try to make their graduates able to compete in the global job market. They realize it in the way of providing them with suitable techniques and methods of developing their intellectual capacities and integrity. The knowledge of one or several foreign languages makes a university graduate more competitive in his professional field. As for English for Academic Purposes (EAP) and English for Specific Purposes (ESP), there has been a universal tendency of incorporating communicative language teaching into EAP and ESP courses. Many universities require their students to take obligatory EAP and ESP courses which address some specific language needs of students in specific disciplines, such as education, economics, sciences, engineering, law, etc. The guiding principle of all EAP and ESP programs is: "Tell me what you need English for and I will tell you the English that you need" [3]. Therefore, the problem of communicative language teaching in ESP in higher education establishments seems to be actual.

The main text. For several years, ESP teaching in Russia was characterized by...
the grammatical structural approach. Different students from different academic disciplines were taught almost the same textbooks and curriculum content for a number of years. Inevitably, students' needs, interests and expectations have been changing rapidly with the development of the world. Therefore, there should be a shift in the teaching strategy as well as the selection of the course content. Therefore, the idea is to use Communicative Language Teaching (CLT) as a course content that serves best students' needs.

Today CLT refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, and their learning goals and so on. The following variants of them underlie current practices in communicative language teaching.

Core assumptions of current communicative language teaching: Second language learning is facilitated when learners are engaged in interaction and meaningful communication. Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging. Communication is a holistic process that often calls upon the use of several language skills or modalities. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning. The classroom is a community where learners learn through collaboration and sharing.

Therefore, clear understanding of goals and objectives will help ESP educators to "select appropriate material to teach and "how" it should be taught. Concerning "how" it should be taught, we consider the communicative language teaching (CLT) approach as the basic one. According to Dell Hymes [2] there are three aspects teachers have to consider when using CLT as course content. First of all, teachers should develop students' communicative competence that means paying much attention to grammatical knowledge of syntax, morphology, phonology as well as social knowledge about how and when to use utterances appropriately. More specifically, the CLT content can teach students how to speak and write potentially in their academic and professional field. Besides, the intercultural competence that means the ability to communicate effectively and appropriately with people from different foreign cultures should be also pointed out. The last aspect is the vocabulary awareness. It can equip students with vocabulary they need to understand the subject matters as well as to prepare them to communicate professionally.

The classical model of CLT interpretation proposed by Savignon [4] is through practice and experience in an increasingly wide range of communicative contexts and events, learners gradually expand their communicative competence, consisting of grammatical competence, discourse competence, socio-cultural competence, and strategic competence. Consequently, we define the basic goals of using CLT course content in ESP as to develop the intercultural communicative competence. Students can develop the productive language skills and accomplishing these skills interactively.
Taking into consideration our experience of CLT in Belgorod National Research University at the faculty of psychology, we can offer some activities to discuss the topic “The role of colors in our life”.

At first, the teacher prepares the students for the discussion asking them some questions. For example, Have you a favourite color? What is it? Why? How do colors affect our life? Do you know any superstitions associated with colors? Do you see color dreams? To improve their vocabulary awareness we offer them to read the text and some activities after it. For example, the text can be as following:

*Color is all in your mind. It doesn't exist. When your eye receives light, it sends messages to your mind. And your mind translates these messages into colors, which vary according to the wavelengths of light. You are all aware of the strange tricks your mind can play on you. It's not surprising that, when it translates your eyes' message into colors, it often adds other messages. Colors become linked with memories, associations, emotions and natural body reactions. Green begins to mean trees and leaves, red subconsciously reminds you fire. Perhaps this is why over the centuries and throughout the world, colors have been given special significance and magical properties. Recently scientists have begun to discover that colors can deeply influence our lives.*

To create the need for communication, interaction and negotiation of meaning you make the students sit in a circle. Everybody gets a card with the definite color information. The task is to present this color to the group without naming it. The other students must guess what color is spoken about. Then the teacher puts the name of the color into the mind-map and facilitates the discussion about students’ association with this color in their lives.

For example: 1. *It is the color of fire. It is usually associated with passion. If it is your favorite color, your heart rules your life. In China it is a lucky color for brides. Scientists believe that it stimulates the nervous system. Don’t paint your walls – it could drive you crazy. It has also been found that its light can help you solve mathematical problems (red).* 2. *It is the color of the sun. It is a joyful color, and in some parts of the world it is associated with fertility because of the color of harvests. It is also a musical color. It is like a high note or a sharp pain in the eye, just as a high pitched musical note can hurt your ear.*

**Summary and Conclusions.** It must be emphasized that ESP teachers should be openminded that they have to consider the students' evaluation comments and make the necessary changes in the course materials that benefit students' learning goals and objectives. The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show his activity, his creativity, to increase students’ cognitive activity in learning foreign languages in order to develop their intercultural communicative competence. The CLT approach can provide ESP students with the communicative skills they will use in their professional fields.

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METHODOLOGICAL FOUNDATION OF A SYNERGY IN MATHEMATICAL EDUCATION OF THE TEACHER
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Methodological Foundation of a Synergy in Mathematical Education of the Teacher

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Abstract. In this paper we describe the use of synergy of mathematical education for efficiency of mathematics results and personality development. Realization of educational systems efficiency is possible on the basis of updating of the synergetic principles and approaches during the development of educational activity trained in the conditions of the saturated information and education environment and maintenance of their creative independence. In particular it concerns of mathematical education which potentially, in the generalized sense, can be the complete integrative construct on the basis of interaction and integration of humanitarian, information and natural-science cultures at different levels of realization of forms, methods and means of multifunctional and multi-stage cognitive activity.

Key words: synergy of mathematical education, visual modeling, founding of experience, dialogue of cultures.

Introduction

Post-industrial society demands the specialists with the high level of development potential and self-development of mental abilities, the spiritual and moral, communicative, professional and technological qualities. They should able to analyze and assess independently a situation and quickly to make reasonable decisions in difficult economic and working conditions. Effective educational systems are characterized by ability to ensure to the fullest extent the needs of everyone trained in self-education and self-updating at development of multifunctional activity including the complex knowledge constructs setting a valuable imperative of personal development and socialization. Hence, according to
modern requirements the educational systems represent open, dynamically developing, nonlinear systems and need to turn on mechanisms of self-adapting of the personality with effect of spasmodic transition to higher levels of development of cognitive activity during realization of educational process. Development of educational technologies during the modern period and the solution of problems of an individualization of school and higher education can be based on merge of the leading pedagogical paradigms and application of actual achievements in science (it is even possible for knowledge and methods from the highest educational systems) in the most available to these purposes receptions and methods. At that realization of educational systems efficiency is possible on the basis of updating the synergetic principles and approaches during the development of educational activity of the trained persons in the conditions of the saturated information and education environment and maintenance of their creative independence. In particular it concerns the mathematical education which potentially, in the generalized sense, can be the complete integrative construct on the basis of interaction and integration of humanitarian, information and natural-science cultures at different levels of realization of forms, methods and means of multifunctional and multi-stage cognitive activity. In the last decades, despite the negative consequences of demographic crisis, the prospect of personal development of the individual and the dynamics of social and economic relations in Russia have considerable as well as positive changes. The person has more opportunities for definition and realization of his abilities, self-expression and self-updating in educational and professional activity, becomes more open for communication and a choice of life situations. The younger generation became more intolerant to manifestations of dogmatism, lack of flexibility in the training influences, became pragmatic and consciously estimating personal preferences and prospects of self-development in the forecast of the future life. At the same time, intellectual operations of thinking (analogy, modeling, understanding, specification, abstraction, generalization, etc.) lying in the base of universal educational actions of students, on the different objective and subjective reasons ceased to develop effectively in school education, and in this process the role of mathematical education as one of the most effective instruments of personal development and the development of social experience of the previous generations, including the great application of mathematics is sadly lost. To this thesis we will bring into justification the following certificates, for example, results of the last of 2015 of the International mathematical Olympic Games of school students: Russia has no gold medals and the 8th place on the gained points (the USA – 185, China – 181, South Korea – 161, Democratic People's Republic of Korea – 156, Vietnam – 151, Australia – 148, Iran – 145, Russia – 141, Canada – 140, Singapore – 139); reduction of threshold value of point of Unified State Examination on mathematics for obtaining the certificate about secondary education to 20 points in 2014. These tendencies are shown against the avalanche demand of modern mathematical achievements in equipment and national economy, in real life, in natural and the humanitarian sciences. It is suffice to mention achievements of fractal geometry (B. Mandelbrot, R.M.Kronover, K.J. Falconer, E.Feder, A. Barnsoll, etc.), theories of chaos and accidents (A. N. Kolmogorov, V. I. Arnold, K. Ziman, R.
Tom, J. Brus and B'day), fuzzy-logic (L.Zade, A. Kofman, N. Vallander, S.D.Shtovba, etc.), theories of coding and enciphering (K. Shannon, R. Hamming, D. Huffman, L.S. Hill, A. G. Konkheym, etc.), theories of the generalized functions (L. Schwartz, L. V. Sobolev, I. M. Gelfand, S. M. Nikolsky, M. De Wilde, A. Martino, etc.) [1-3]. After all in modern conditions of intensive application of mathematical methods in natural sciences, equipment, humanitarian and interdisciplinary sciences and moreover in connection with information technologies, these researches would have had to find by all means the reflection in the changing programs of school and high school mathematical education, thus creating the saturated educational environment with a high motivational component of difficult knowledge research and potential of personal development of the students.

**Methodology and methods**

For the school student and the future teacher in this direction it is especially important to show the unity and integrity of a subject (mathematics) in its variety, its genesis, hierarchy, orderliness and degree of structure proceeding from practical needs of the person, beauty and harmony of mathematical knowledge, its essential influence on progress and comfortable development of humanity. At the same time the school student should be given the chance to feel and master technology of visual modeling and founding of essence of basic concepts and constructs of mathematical knowledge reproduced and significant in formation of the motivational sphere, width of experience, creative activity, development and self-development of the personality on the basis of dialogue of mathematical, information, natural-science and humanitarian cultures, actualization of personal preferences and creation of pedagogical conditions of self-organization [4].

In respect of vocational training of a teacher - it is an objective to the form methodological competence of the mathematics teacher, including the knowledge of genesis and the unity of mathematical knowledge in its variety and variability of cognitive activity. Future mathematics teacher should master the unity of mathematical knowledge not only from methodological, philosophical and theoretical positions, but also technologically comprehend a series of the specific problems of mathematics solved by a complex of mathematical methods of different subjects. Thus the applied and nonlinear side of the problem is really fixed, intersubject communications as a basis for identification of points of bifurcation in expansion of professional and significant results are actualized, the heuristic moments and esthetic beauty of mathematical actions in an emergence of identification of new communications are emphasized. The important role is played by availability and reproducibility of mathematical material on the basis of visual modeling, opportunity for the students to interiorize the gained knowledge in the conditions of openness of the informational and educational environment.

Identification of integrative unity and integrity of mathematics as a science and as pedagogical task is impossible without substantial and procedural analysis of scientific knowledge – the activity directed on production and reproduction of objectively true knowledge and requiring the corresponding thinking for its implementation. Identification, emergence and understanding of a science in its complete look on the basis of updating of the basic integrative communications
becomes an important methodological aspect of the analysis of genesis of scientific thinking and scientific activity. In scientific knowledge cognitive actions are directed on research of deep essence of the real world, communications and the relations of its things and processes, laws of its existence and development. Detection of characteristics of scientific knowledge, tendency and genesis of its development, associations with professional activity of the scientist projects the analysis of research behavior in training, search and creative activity of school students and their mechanisms, importance of research behavior in respect of cognitive and social development, and, first of all, self-development and self-updating of the personality.

Here the questions and vocation of senior school taking into account the importance of mathematical modeling, and the professional focused training in mathematics in higher education institutions, professional development of mathematics teachers in the context of modernization of mathematical education and the plans of measures on implementation of the decree of the President of Russia of May, 2013 and the order of the Government of the Russian Federation of 24.12.2013 No. 2506-r about the approval of the Concept of development of mathematical education in the Russian Federation are raised. Thus the directions of modernization have to be shown in the maintenance of the school and high school mathematics regarding its optimization and aim at appendices and practical application, as well as in structure of mathematical education by a reference point on integration of best world and domestic pedagogical practices, development of modern educational technologies of personal focused training, increase of educational and professional motivation to studying of mathematics, use of the informational and communication technologies as the means of support of mathematical education [5].

In the context of Concept realization first of all it is necessary to address the subject of the mathematics, the analysis of its current state, its achievements and introductions in science, equipment and real life, to development tendencies, structure and the social importance of mathematical education. This modern mathematical knowledge is especially important for the teacher since he creates the basis to development and use of mathematics for different groups of school students: biologist and humanists, mathematicians and economists. It depends on the teacher whether there will be mathematics for future professional as the tool for personal intellectual development and self-education, as well as for successful mastering the profession.

However powerful manifestation of this tendency of actual introduction of modern achievements in science in secondary school and high school practice is not observed neither in Russian, nor in foreign systems of mathematical education.

These possible changes can happen against natural transformation of "knowledge" approach in competence-based and personal focused approaches which assume possibility of fuller embodiment of being of psychological ideas of regularities of personality development in design of the content of education of future professional, or even simply the member of society. Thus, first of all, the need for updating of the generalized designs and relations of modern scientific knowledge (complex challenges) and their subsequent adaptation to the subject content of school and professional education as mechanisms and a basis for development of universal
educational actions and intellectual operations increases (A. G. Asmolov, V.D. Shadrikov, V. V. Davydov, P.Ya.Galperin, N.F.Talyzina, A. N. Podjyakov, N. G. Salmina, etc.) [6-8]. As S. L. Rubenstein at such approach noted, "... generalization of the relations of the subject contents acts then and is realized as generalization of the operations made over the generalized subject contents; generalization and fixing in the individual of these generalized operations conduct to formation at the individual of the corresponding abilities" [9]. This approach is especially important and sensitive for mathematical education where naturally the arising multistage abstractions of the subject contents create conditions for such generalizations. The known psychological researches of mathematical education conducted by L.V. Zankov, N. F. Talyzina, V.A. Krutetsky, I.S. Yakimanskaya, V.D. Shadrikov [10-12] and other outstanding domestic psychologists can be an example of it. For example, in an ideal the future teacher should be able to manage the generalized subject contents and ways of activity in higher education institution, having come to school, to master a school subject together with students at the level of the founding essence, denying, thereby, so-called "double oblivion" according to F. Klein that was investigated in works V.D. Shadrikov, E. I. Smirnov, Yu.P.Povarenkov [13]. However the analysis of the main educational programs developed by higher education institution according to Federal Standard of the third generation (and above) shows that high-quality modernization of the maintenance of the higher pedagogical education goes very slowly, and even with inadmissible loss of such major components of training of the successful expert as professional selection, creation of the saturated information and education environment of dialogue communication during development of mathematical knowledge. Thus the tendency to preservation of a reproductive of traditional approach to selection of the subject contents in the conditions of modernization of educational paradigms takes place, and also obvious deficiency of the methodological ideas capable adequately to reflect problems of the modern period is shown.

**Summary and Conclusions**

The present article defines the direction of research of mathematical education efficiency and represents an attempt to complete this deficiency on the methodological, theoretical and technological levels of psychology and pedagogical maintenance of personality development in mastering difficult, justifications of contents selection and technology of a synergy of mathematical education at secondary school and higher education institution on the basis of support of innovative activity of the teacher during his mastering of modern personal - focused pedagogical theories and technologies. For the first time the uniform methodological basis for the increase of the efficiency of secondary school and high school mathematical education on the basis of a synergy growth of mathematical education, diagnostic competence and success of innovative activity of the teacher is presented.

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Abstract. In this paper we describe the use of new technology in education - smart education (e-learning, m-learning). The web-site “classroom45.net” is functioning in our educational establishment. The students have an opportunity to make a registration on our web-site, get information about out-of lessons activity, students’ competitions in English in our technical school and besides, best students in the discipline, methodological and scientific work of the teachers, their portfolio.

Key words: Smart-education, web-site, e-learning, m-learning, Wi-Fi access.

In many countries, the definition “Smart education” is a common phenomenon, but in Ukraine only the first steps are being made.

The main idea of smart education.

Yesterday. The only sources of knowledge for students were the teacher or the book. Only they gave the information and extended young generation’s knowledge.

Today. Not only the teacher gives the students the benefit of his experience and knowledge but acquisition of knowledge occurs when students negotiate with each other. It goes without saying that daily increments to our knowledge is done with the help of modern educational technologies. It’s grateful that new educational information can be get both at home and at different places where the students are (transport, canteen, and library – all places with Wi-Fi access).

It’s known that a student cannot be always present at the studies (illness, attendance of medical facilities, duties in the hostels or simply playing truant). The teacher has physically no possibilities to explain such a student every missed lesson’s material.

That is why classroom learning process must be mixed with self-study activity. The amount of material for self-study activity is equal to a part of activity during studies and is calculated according to the user’s mental abilities. Classroom lessons and self-study activity will make the student become more educated and more
New technologies will help the students to overcome this situation. Smart education is one of them.

As to our experience in teaching English, the teachers of Ismail technical school of mechanization and electrification of agriculture use smart education (e-learning, m-learning) since 2014. The web-site “classroom45.net” is functioning in our educational establishment. (Im.1)

This web site was created by the teachers and students. Its creation was determined due to the changes in educational activity. Fast changing of informational surrounding affects the modern educational state. The speed of new informational technologies’ appearance cannot be impressed. In addition, we could not be behind events.

Informational technologies comprise electronic textbooks, video presentations, educational video fragments created by our English teacher. They are all placed at our English web site. “Classroom45.net” is opened by all search systems (Google, Yandex, Bingo and Amigo).

Educational site of the teachers performs such functions: on the one hand, it is a new instrument in pedagogical activity; on the other hand, it integrates the teacher into unified educational space. Many tasks are solved with the help of this web site:

- the creation of modern electronic portfolio of the teacher;
- the opportunity to show our pedagogical experience to other teachers;
- the search of new ways of interaction with the students;
- the organization of distance education;
- the improvement of students’ preparation for lessons;
- the absence of such student’s words “I have not been at the lesson that’s why I don’t know the home task”.

Our web site is the best instrument to show the teachers’ activity.

Compared with the paper means of education, which can present only text and images, the web site has the ability to convey information in multimedia forms. When designing homework and assignments for self-study we made links to videos both in grammar and in topic that is being studied, there are musical pauses for vocabulary or grammar material of the English language.

The web site includes 6 units:

- the creation of modern electronic portfolio of the teacher;
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The web site includes 6 units:
innovations, the Internet, which provides students with the opportunity to acquire professional competences based on a systematic and multidimensional vision and the study of subjects, taking into account their multidimensional, and continuous content updates. First of all, smart education is the support of the students’ and teachers’ needs.
THE IMPORTANCE OF A FAIRY TALE IN THE PROCESS OF FORMING PRIMARY SCHOOL PUPILS’ SOCIO-CULTURAL COMPETENCE

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Abstract. The article deals with the importance of fairy tales in forming primary school pupils’ socio-cultural competence in the educational process. Their impact to social children’s activity is grounded.

Key words: socio-cultural competence, socialization, primary school pupils, a fairy tale.

Introduction. The concept of modernization of education emphasizes the necessity of education orientation not only to acquiring certain amount of knowledge by pupils, but also to the developing their personalities, cognitive and communicative abilities. Comprehensive school should form a coherent system of universal knowledge, skills and personal pupil’s responsibility for his / her learning results, i.e. key competencies that define the current content and quality of education. One of them is socio-cultural competence. It is the knowledge of cultural features of native speakers, their traditions, rules, standards of behavior and etiquette, the ability to understand and appropriately use them in the educational process.

The main text. Socialization is the most important factor of personality developing in different spheres of life and relations with the surrounded world. The process of child’s entering into social environment, her/his mastering practical skills and theoretical knowledge is person’s socialization. A child’s character traits, her/his place in the system of social relations largely depend on the content of motivational-targeted features of the books, that were read to a child in the childhood, watched cartoons and TV shows, favorite games, toys etc.

Primary school age is important time for learning social culture in publically important activity, because a number of qualities providing efficiency of social developing are laid at this time. Children learn social and cultural norms, lose their absolute focus on adults and become closer to their peers.

The educational process should be aimed at forming socio-cultural competence,
covering general cultural development of a pupil and his/her adaptation in social environment. In modern psychological and pedagogical studies the peculiarities of primary school pupils’ achievements and course of their socialization are described (N. Vynogradov, T. Drahunov, V. Dubrovin, O. Zakharov, S. Kozlov, A. Markov, M. Osorina).

Modern scholars (V. Vachkov, A. Hnyezdilov, A. Zaschyrynsky, T. Zinkevych-Yevstyhneyeva, D. Sokolov) repeatedly emphasized the effective impact of fairy tales plots on identity forming from the point of view of socialization and individualization [1, p. 47-48]. I. Vachkov thinks a tale gives the opportunity to develop pupils’ self-awareness and to build successful social interaction. L. Korotkova identifies correctional potential of fairy tales, which reduces children’s aggressiveness, eliminates their emotional disturbances, anxiety, develops their emotional self-regulation, and harmonizes their relations. M. Kyselyova [2, p. 44] updates the socio-semantic content of a tale that helps a teacher to form pupils’ ability to effectively interpreting life laws based on generally accepted social values, the ability to withstand possible temptations, difficulties and obstacles they have to meet at different periods of life.

The world of fairy tales is reflected in psychological and educational researches, that are intensively developed by native scientists (V. Abramenkova, T. Aliyev, L. Hurovych, L. Knyazeva, T. Morozova, M. Osorina, D. Elkonin etc.), starting from the 40s to nowadays. The attention was paid to the features of perception of tales by children; a fairy impact on the development of functional characteristics of children, forming children’s playing activity through tales etc. The starting material for developing pupils’ socio-cultural competence is educational literary texts, folklore, especially fairy tales.

A fairy tale is very important for the organizing favorable socio-educational environment of primary school by teachers. Using social-pedagogical potential of tales contributes to transferring required socio-cultural experience in an art-shaped form to correct and optimize the developing primary school pupils, improving and harmonizing social relations, diagnosing the complete picture of an individual, distressed and resource elements, forming pupils’ stability to negative influence and enhance their creativity.

A tale as any other art work is a source of information about a certain people and its development. It is a necessary part of child’s bringing up, an accessible language that tells about the life, teaches, highlights the problems of good and evil, shows a way out of difficult situations. A tale is a simple and informative language to children, so if we want to help, explain, support, and discover something to a child, the most effective means to do it is a fairy tale [3].

A tale’s analysis from social and educational point of view makes it possible to identify its undeniable educational nature. Being an effective teaching means, it promotes implementing the main educational aims, namely assistance in social identity formation, ensuring adaptation to existing social conditions and at the same time it promotes the development of individuality.

A tale makes it possible to form a coherent perception of the world, so it has extremely large potential of socialization. It lays the fundamentals of good and evil,
time and space, social relations.

Existing educational and developmental potential of fairytales naturally helps to identify, form, develop and realize creative potential of the pupils, their figurative and abstract thinking. The ability of a tale “to invite to cooperation”, to become coauthor of a fairytale helps identify and develop creative abilities of the individual. By way of the development of a story plot the empathy to the characters is enhanced, causal relationships are established, thus a child begins to show emotional evaluation of the events, the emotional experience of their living is shaped.

The national teacher-humanist V. Sukhomlynsky believed that primary school studying is impossible without a fairy tale, through which the child learns the world by mind and heart [2, p. 43]. A fairy tale is ethnic social memory, people’s centuries practice is focused in it, where we can meet both the level of exploits, joy and defeat, but it is always the experience of people given in alive figurative form. Being a form of folklore, a fairytale helps the individual’s ingrowing into his ethnic community and culture. Through a fairytale a child is able to easily navigate the surrounding ethnic environment, use most cultural objects, created by previous generations, to find understanding with other nations.

A tale makes it possible to solve several important problems: to form a human ability to learn, to arouse pupils’ creative power and send it to getting to know internal and surrounding world. It offers the reader and explains the different forms of behavior, focuses on the role interaction, individual emotions. By playing fabulous roles in problem situations it can be possible to get rid of various children’s fears, neuroses, social problems, and increase pupils’ self-confidence in their abilities and to preserve the integrity of the individual. The main forms of work with a fairy tale are fairy tale drawing, discussing the behavior and motives of character’s actions, playing the plot of it and creative work according to the fairy tale, which provides its analyzes, retelling, rewriting and creating [2, p. 46, 157].

Summary and Conclusions. So a tale considered by us within the basic educational strategies is an effective teaching means that enables the individual not only to develop their own potential but also to take up the social experience of mankind, socialize to reality, accumulating at the same time individual social experience.

References
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PSYCHOLOGICAL GROUNDS OF FORMING INTENDING PRIMARY SCHOOL TEACHERS’ COMMUNICATIVE COMPETENCE
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Summary. The article deals with the psychological basis of the intending primary school teachers’ communicative competence forming, among which there are communication process and its components.

Key words: communicative competence, an intending primary school teacher, communicative process components.

Introduction. Duding life communicative need always accompanies the personality. It is the desire of the individual to understand and evaluate himself and other people, with whom he communicates. The need for communication and motive always promote a person to discover more skills, capabilities and abilities, important for the joint activities. Communicative need is specific [1]. According to the psychologists, the need for communication is not innate. It appears during the life and functions; it is formed in the practical life during the individuals’ interactions with other people. In the practice of communication there is the need for getting to know and assessing other people and himself, the optimal opportunities for learning and self-assessment and opened. The need to communicate is formed simultaneously with the communicative activity, as crucial for both processes is the identification of the communication object (the other person as an identity), and a potential partner of communication. People learn about themselves and others through a variety of activities, because a man is realized in each of them, and any activity is accompanied with communication.

The main text. From a psychological point of view, any activity (and communication as well) is definitely structured. For our study it is important to determine the essential structural components of communicative activities (according to L. Vyhotsky, M. Lisina), which must be taken into account by intending teachers to form Russian communicative activity.
The activity serves as a universal basis, an overall understanding of a personality that covers all substructures of psychological and individual dimension of a personality. Therefore, we can assume that the capacity developing for activities in the learning process in general is the basis of an identity forming. The eminent psychologist H. Kostyuk [5] analyzing psychological and individual properties points out such structural components of activity as motivation, knowledge, action means.

Considering communication as a psychological category, we interpret it as an activity and the term of communicative activity is a synonym of communication for us. Despite the variety of approaches to the interpretation of the phenomena of communication psychologists are unanimous according to the opinion about the inseparable link between communication and activity. The basis of the understanding of communication training we put the concept of action developed by O. M. Leontyev. The founders of the communication theory consider speech activity as a form of human activity in general, along with labor, game, and informative activity. Transition from objective to subjective perfect image takes place in activity.

The researchers of communication theory and communicative linguistics determine communicative process as the exchange of information between individuals or their groups whose purpose is accurate and complete assimilation of the messages containing certain information [3].

In this process, the following basic elements interact: the sender (sender) is a person who generates ideas or collects and transmits information; message is information encoded with symbols; feedback. During the information exchange a sender and a receiver overcome several interrelated stages of communicative process (idea conception, coding and channel selection of information, transmission, decoding of information), which have the task of creating a message and using the channel for its transmission in such a way that both sides equally understand the original idea [4].

From a psychological point of view, any activity is structured in a certain way.

1. Motive is a reason or a stimulus to activity inception. Motives may vary and apply to almost all spheres of life: physical, physiological, intellectual, spiritual. Scientists identified the main groups of primary school pupils’ communicative motives while interacting with other people. They relate to the following needs: 1) the need for impressions; 2) the need for getting to know the world; 3) the need for the activity and cooperation; 4) the need for respect and friendly attitude; 5) the need for recognizing and supporting. Content of the child’s needs to communicate with others depends on the general nature of life and the importance of communication among other types of activities.

2. Purpose is a conscious understanding of the result that should be achieved during the activity. The objective is closely connected with the motive and influences the activity. But the purposes and motives of communication may differ. Communication plays an important and special role because it is aimed at another person as the subject, it is interaction. So it is the fact that the one, who gets to know, becomes the object of getting to know and attitudes of other participants in the dialogue.

3. The subject of communication is another person, a partner in dialogue that
serves as a subject (parents, a friend, a teacher, a doctor, etc.). Communication motives are the reasons of speaking. According to O. M. Leontiev [2] the proposed understanding of the subject of communication leads to the fact that the motives of communication should be implemented, in the qualities of the person for the sake of getting to know and evaluating when the individual interacts with someone else.

4. Activity is in the form of acts. Communication act is a unit of communication activity, the whole act addressed to another person and aimed at her (him) as to its object. It is identified two major categories of communication acts: initiative acts and response acts. Activity is characterized with a purpose, to achieving which it is directed. Activity solves the problem and serves as a component of communication. Activity is very complex entity which is composed of a particular combination of several smaller units – means of communication.

5. Means of communication: expressive and facial, subject and acting, speech communication means. We understand the means of communication as those operations with the help of which each participant forms their communication actions and contributes to the interaction with another person. The operations mean conditions of achieving the aims (place, time, environment, situation, and context, various internal and external influences). Three categories of communication means are listed in the order in which they appear in ontogeny; they constitute the basic communication operations at primary school. The facial expressive means of communication include smile, eyes, facial expressions, expressive hand movements and body etc; subject-activity means of communication include subject movements and postures that are used to achieve the purposes of communication; this category includes approach, distance, presenting and pulling different things etc; speech means of communication: questions, answers, exclamations, remarks.

6. Result (communications products) may be physical, spiritual, and psychological. A person enters into communicative activities to achieve certain result. Communication product is a result of material and spiritual nature, created as a result of communication. We can refer there primarily that overall result, which we mentioned in the definition of communication, and relationships and the image of himself (herself) and other persons which are the dialogue participants.

**Summary and Conclusions.** Psychological communication products are various. But researchers often call two of them. They are human relationships with other people and the image of himself (herself), which appears as a result of communication activity with others. This position is methodological for us and it is the foundation of construction of forming Russian communicative competence as a subject-subject interaction between a teacher and a student with a focus on results – mastering professional interaction between a teacher and a student and forming the image of himself professional – communicatively competent in Russian.

Material result of the process of communication products developing is a discourse / text. When it is uttered or written, it immediately becomes an artifact (material object), that is transmitted by a certain communicator and is independent of its creator. Then the text functions as material source for the process of speech reception. It is the center of any act of verbal communication. The dialogue text consists of utterances produced by each side. While mediation parallel text in foreign
language is produced and perceived.

References


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THEORETICAL ASPECTS OF GRAPHIC SKILLS FORMATION

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Abstract. The article is dedicated to a systematic analysis of the theoretical aspects of graphical skills formation of elementary school pupils at the lessons of labor training. The article reveals the essence, system, conditions, criteria and levels of graphic skills formation of elementary school pupils at labor training lessons.

Key words: graphic skills, graphic art skills, technical and graphic skills, criteria, levels.

Relevance and statement of the problem. In conditions of modern development of society graphic tools have acquired great importance along with verbal ones: technical drawings, diagrams, figures, sign models, cryptograms etc. The language of graphic images becomes increasingly common in the process of learning many subjects at secondary schools. Labor training lessons at elementary school make the foundation of the graphic skills of pupils forming their skills in the transmission of information, as the opportunities of its training for young pupils are included in the curriculum of the subject of labor training. However, having existed for long time such component of graphic training of pupils in elementary schools, such as geometric propaedeutics and fine arts lessons, is not sufficient in the formation of such specific skills as graphic ones.

The analysis of recent researches and publications. The analysis of psychological and pedagogical literature on skills problems has shown an ambiguous interpretation of these concepts among scientists. In didactic aspect, the questions of formation of skills were shown in fundamental scientific works by Y. Babanskiy, S. Baranov, I. Zymnia, N. Loshkariova, I. Lerner, A. Markova, O. Onopriyenko, O. Savchenko, and others. It worth to highlight research works by those scientists who work in the field of theory and methodology of education, where certain aspects of skills formation were studied (T. Borysova, P. Kuzmenko, E. Kulyk, V. Onipko, V. Slabko, N. Sliusarenko, A. Tereschuk, P. Khomenko).

The study of pedagogical problems referred to the graphic activities of teachers
students, pupils and their graphic training in vocational schools, secondary and high
schools is described in the works of A. Verkhola, I. Vorontsova, A. Hedzyk, I.
Holiyad, L. Hrytsenko, O. Dzhedzhula, D. Kilderov, M. Koziar, A. Korneeva, H.
Maksymenko, H. Raykovska, T. Olefirenko, V. Sydorenko, Y. Feschuk, V. Chepok,
N. Schetyna, M. Yusupova, and others.

The problem of graphic activities of elementary school pupils was studied by
local and foreign scientists: N. Bodnar, N. Bondarieva, A. Botiuk, V. Vasenko, Y.
Dorofeeva, V. Iliukhina, A. Korobova, T. Nosachenko, V. Polenichko, D. Samarín,
V. Tymenkov etc.

As shown in publications in professional editions, presentations at scientific-
practical seminars and conferences, such researches proceed. The formation of
graphic skills of elementary school pupils at labor training lessons as
complementarity for art graphic and technical graphic skills, is not properly
demonstrated and requires further studying.

The aim of this article is the disclosure of theoretical aspects of graphic skills
formation; the clarification of notions "skills", "graphic skills", "art graphic skills",
"technical and graphic skills" as the definitions from point of view of pedagogical
science.

The main material presentation. One of the main disadvantages of learning
activities of graphic skills acquisition is a failure of unity in the methods of graphic
training of elementary school pupils (graphic propaedeutics) and insufficient
formation of such specific abilities and skills as graphic ones in elementary and
secondary school.

The term "graphics" originates from the Greek word "grafo" – "write", "draw",
"paint" [4]. Graphics is primarily a drawing, linear art, precise and based on the
combination of black and white, herewith, paper itself is white, while both pencil and
coal are black or other dry coloring materials, with the help of which various graphic
images are made: sketches, drawings, pictures, schematic drawings [2].

Having researched different interpretations of ‘graphics’ [2; 4] and considering
the topic of our research "the formation of graphic skills at the labor training lessons",
we select the concept "graphics", which is interpreted through expressive means.

Expressive means of graphics are contour line, stroke, spot (sometimes
colorful), sheet of paper (white paper) background, with which the image creates a
contrast or nuance ratio. Stylistic tools of graphics are different – from in-haste
sketches, etudes, drafts to advanced designed compositions – fine, decorative, lined
ones[2].

Making products of the elementary school pupils is often performed in a
graphical representation (technical drawings, sketches, drafts). In order to produce the
graphic image it is necessary to understand (to read), then to plan all the next actions
and operations. Consequently, this foresees knowledge of graphic literacy – the
ability to read graphic images and to use them in practice [1].

The formation of skills always applies to the sensory, intellectual, motivational,
volitional and emotional spheres of personality, and always contributes in a proper
direction to training those qualities that find their appliance in this specific labor
activity.
Thus, the skill is the ability of pupils to perform labor actions consciously, competently, and it is accompanied by the development of not only sensomotor, but also intellectual, volitional, emotional, and other professionally important personality qualities, which ensure the achievement of the aim in changing conditions.

Graphic skill is a complex structural combination of intellectual and sensomotor actions of the individual, which provides artistic and technical image on the plane in changing conditions [1].

Graphic skills are special and specific ones. Each kind of activity requires skills. All of these skills are based on common mental properties which acquire specific features in the process of activities at the labor training lessons.

Special skills are the skills in the field of activities which are taught to the pupils of elementary school: the ability to draw, design, sculpture, embroider etc. Art graphic and technical graphic skills are special skills [3].

Technical graphic skills are considered by us as the degree of practical application of pupil’s visual symbolic tools with the usage of methods, technologies, equipment during their execution.

It is necessary to develop technical graphic skills for pupils constantly, gradually moving from the simple silhouette models to producing three-dimensional objects, the structure of which consists of several parts, from marking according to the templates to the drawings with the ruler.

O. V. Sagan studies the essence of art graphic skills in his research [3]. The term "art graphic" in scientific literature is defined as "artistic" that is an object of art, or "graphic", as both an art object and an object of scientific-technical activities.

The art graphic skills are understood by us as the degree of practical mastery of the elementary school pupils of expressive possibilities of graphic art to transform what they see into a shape. An expressive picture in this case shows a certain level of graphic literacy.

The theoretical analysis of literary sources of graphic skills and their components gives us the opportunity to outline their contents:

the art graphic skills: to draw up a layout of making the product; to design a sketch of the decorative composition; the ability to show a figurative expression of the subject, to emphasize the idea with the assisting elements; to compile and turn the real motives into the decorative; to generalize the image, to express associativity, unity of style; to unite the material, shape and the decoration of products and their dependence to the purpose;

- technical graphic skills: to show characteristic features of the form, proportions, size of the objects, and also the interconnection and placement of the parts; to consider the connection between the purpose and the nature of the product construction; to develop and build the product construction; to read the graphic image.

In order to examine the level of graphic skills formation of elementary school pupils at labor training lessons we have developed the criteria of: 1) reading the graphic legend from an instructional or technological card; 2) performing of marking methods with the help of instruments and tools (a ruler, a compass, an angle, a template); 3) mastering the tools during the marking; work place arrangement; 4)
adherence to the size and graphic culture; 5) accuracy of the produced object according to the planned drawing or sketch and level (elementary, intermediate, satisfactory and advanced).

**Conclusions.** We have considered the theoretical aspects of graphic skills and found out that these are the special abilities which are formed in the process of graphic activity. The core of the art graphic and technical graphic skills is the symbolic system, on the basis of which one can create various character graphic images from creation and representation of material products.

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Using the Means of Artistic Expression in the Developing Communicative Competence of Primary School Pupils (Based on Ukrainian Folklore)

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Summary. The article deals with the features and importance of the means of artistic expression in the process of forming primary school pupils’ reading skills during the educational process. Different types of reading and their impact to children’s activity are grounded.

Key words: the means of artistic expression, communicative competence, primary school pupils, a fairy tale, a poem, a story.

Introduction. Competence is the result of systematic educational activity that is expressed in active mastering knowledge system and in the ability to use it for the purpose of enriching the experience and solving problems that arise in practical activity.

Forming the skills of expressive reading is especially important in primary school when the foundations for further development of a child are formed; the development of reading skills is provided, in general, there is forming language and speech culture, the skills of listening and intonation hearing, reading technique, adequate feelings and habits of correct assessment of reality during studying in primary school. Therefore, the role of expressive reading at this time is especially important, and it has to be based on theoretical principles and means of logical and emotional expressiveness of reading in the educational process.

Therefore, an expressive reading should become an integral part of educational process of primary school pupils. Mostly the language and reading lessons lose their content and tasks and become formal without working with pupils on reading and speech expressiveness. The methods of teaching reading lessons can not be considered efficient without elements of expressive reading practice.

The main text. One of the main tasks of primary school is to form pupils’ reading skills. According to science principles teaching reading is organically linked...
with the system of writing. There are the main methods of reading: “a word method”, “a syllable method”, “a sound (phonetic) method”.

According to psychologists, the reading process is based on sound reproduction forms of speech. This process is gradually transformed from expanded loud reading through a number of stages into the shortened process of silent and fast reading without external signs sound reproduction. But when dealing with a difficult word or text generally reading immediately acquires its expanded form (e.g. half aloud reading), so that the reading process is implemented in primary form (as reproducing sound form of words and whole sentences).

At the beginning of learning ABC conscious purpose of a pupil, which puts the teacher, is reproducing sound form of the words. Understanding at this stage serves as a way to control the correctness of the action. So at the first pages of the ABC books such words and sentence forms that do not require significant effort in understanding are offered. When a pupil freely reproduces sound form of words, this effect becomes a “technique” but rather, an operation for the implementation of the new conscious action of sentence reflection in which everything depends on the ability to establish syntactic relation. The aim of the action is different, and the reading action is differently by their substantive content.

The tasks of reading lessons are determined by the primary school curriculum. They are broader than the requirements of literature lessons. Teaching pupils to perceive and understand the reading text at reading classes a teacher should focus on:

a) improving the skills of correct, fast, clear and conscious reading;

b) upbringing a cultural reader, who can perceive the content of a work together with its form, linking the reading information with life, deeds of people, their own behavior;

c) pupils’ patriotic, national, moral, aesthetic, labor and environmental education;

e) development of primary school pupils’ thinking inseparable from the culture of oral and written speech.

There are two types of reading: aloud (or loud) and silent.

Aloud reading precedes silent reading, however, it does not completely replaced by the silent reading, it continues throughout all primary education. It becomes only less important compared to silent reading.

Each of these types of reading has its practical importance in training an active reader. Loud reading, that has all the demands of the expressive reading, promotes better understanding of the reading material, enhances the educational and aesthetic impact on pupils. Loud reading is carried out using various forms of pupils reading: individual, choral, “chain”, selective, dialogue. Each of these forms of reading meets a methodological purpose.

There are various methods of teaching different types of reading.

In teaching children to read aloud exemplary expressive teacher’s reading plays an important role. At different stages of education it shows the pronunciation of words, reading sentences, paragraphs and whole texts. When processing the examples of fiction texts expressive reading (or recitation) must make a special impression. So, a very important demand to each intending teacher is to master the technique of
expressive reading, deeply understand its criteria and apply them in practice.

All work with different types of reading is subordinated to the development of such pupils’ qualitative features as deliberate, correct and quick reading. As for reading aloud, it should also be expressive.

In the development of fast reading skills it is necessary to strive for reading corresponding to the rate of speech and provides conscious perception of the reading content. But in each form the normal pace should be achieved by reading according curriculum requirements.

Reading aloud can be expressive. Therefore, the main requirements to it are intonation, which includes a complex set of elements of pronunciation, including: rhythm, tempo, timbre, strength, height, voice, pauses, and logical stress. An expressive reading is considered to be such only when the reader follows pauses, logical accents, ranging accelerated or slow pace, decreasing or increasing voice in recitation of words or sentences within the meaning of the work. The content of the work, the idea, the author’s intention needed emotional playing. One text requires soft, lyrical mood in reading, the second one must be read with pathetic sounding, the third work should be read with calm, measured transmission of ideas. Expressive reading is intended to seek appropriate intonation means for transferring the text idea.

Qualities of reading are interrelated and interdependent. Improvement of one of them leads to the improvement of the other. Lacks some of the reading skills affect the quality characteristics of the other features, the ability to read.

**Conclusion.** So, consciously reading can be only in the right reading that is provided, in it as turn, by understanding words, sentences. The proper reading speed depends on it. The basis of expressive reading becomes the conscious perception of the text that needs the pauses, logical stress, rapid or slow reading of the text. At the same time expressive reading success depends on correct and quick reading. Awareness has ultimate and reverse effect on expressive reading.

There are general requirements for expressive reading, understanding of which will help pupils to understand this concept. Following them, they can read or retell the text according the author’s intention, genre and described events.

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HISTORICAL PREREQUISITES OF FORMATION OF EDUCATIONAL DISTRICTS  
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ІСТОРИЧНІ ПЕРЕДУМОВИ ВИНИКНЕННЯ ОСВІТНІХ ОКРУГІВ  
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Abstract. The paper is written by the team of authors within their series of publications on educational districts, their role, share within the national education system, problems and perspectives of development of the analyzed model. The review describes the conditions in which the educational districts were formed on the territory of Ukraine. The major documents providing a more detailed understanding of the mentioned process taking into account the circumstances under which it took place have been studied. The historical conditions and factors that facilitated the model’s formation have been examined. The major attention has been payed to the other factors influencing the formation of educational districts on the territory of Ukraine of that time. Positive and negative characteristics of the educational districts’ functioning have been defined.

Key words: educational districts, education, learning, pedagogy.

Introduction.  
Differentiation and democratization of education have caused the formation of modified school types – gymnasium, lyceum, college and campus. However, it would be impossible without the contribution of the past generations. Nowadays the experience of functioning of concrete educational institutions that existed in pre-soviet time is being studied [2; 3; 4; 5; 9].

Literature Review.  
The works of R. Gavrish [3]; V. Kurilo [5] and others were especially important for the current research.

The main text.  
While forming the national education system, it is reasonable to ground the
process on the history of development of educational (learning) districts on the national territory [2; 4; 5; 7].

**Findings. Discussion and analysis**

The analysis of historic tendencies of the development of the national education system indicates that at the current stage the major experience and essential results have been collected [1; 12; 13].

The process of educational districts’ creation was grounded on the need for performing the range of tasks that would enable the significant innovation and raise of quality of education according to the European standard.

In the documents dated 1904 the educational districts were mentioned together with the Imperial Academy of Science, the Headquarter of public educational institutions of Priamurski General Government and the Headquarter of public educational institutions in Turkestan kraj and other educational establishments [10; p. III-VIII].

This form of organization of educational institutions’ management, first of all public ones, was widespread in that time. It is especially important to notice that Kyiv, Kharkiv, Odessa and Vilen educational districts existed on the territory of modern Ukraine.

We believe that it was the educational districts that were the institutions to have determined the ways and directions of the development of education, first of all regional one, formed the prerequisites of formation of national education, from the XVIII century till 1918.

The process of creation of educational districts and their functioning afterwards was strictly regulated by the law that clearly defined the competences of the curator of the districts and ongoing procedures. However, the regulations were still formulated in a general manner.

The coordination of a district was attributed to the general headquarter of the university affairs performing it during visits; therefore, this process provided certain freedom to the educational institutions, enabled to avoid minor guardianship, detailing and served as a general observation.

The performed analysis of a general headquarter of educational district’s affairs provides the conclusion that on the first stage of educational districts’ formation (till 1835) all controlling mechanisms were assigned to college committees that existed at every university.

The current status of education in Ukrainian society is the result of the historic development of the system of learning and training in Ukraine. Throughout the history, the institutions that organized education and managed education process in the whole country and its regions played a major role.

One of the first signs of creation of this system could be found in Poland when Polish Sejm that was governing from March 1773 till March 1775 adopted the return of all the property of Polish Jesuits for the needs of public education; following the proposal of Lithuanian vice-chancellor Juhim Khreptovich, the Education commission consisting of eight members was founded to manage this property and public education. This event has formed the prerequisites of reforms in Polish
education while the tangible and financial assets belonging to the state were brought together. The state initiated the structural reform of education.

Education commission carried on the reform in Krakiw and Vilen Academies and secondary schools, and then (1783) established a new schooling system. According to it, two general academies became general schools, each having four faculties: theological, philosophical, medical and juridical. The whole territory of Poland had to be divided into 10 districts, including Volyn district with the center in Kremjanets, Ukrainian district with the center in Vinnytsia and Pijar district to manage all the pijar schools in Poland. Each district was to have district schools with six classes of seven years’ course. Each district was divided into several sub-districts where the sub-district schools with three classes of two years’ course in each were situated [10, p. 109].

In this way the centralized system of management of education system was created.

The beginning of XIX century in Russian Empire is also remarkable with major reforms that took place in almost all societal spheres. Therefore, they were also carried on in education. The functions of the Board at the Ministry of administrative, economic, educational and scientific affairs were fulfilled by the Commission for colleges. According to the decree dated the 24 of January 1803 it was reformed to the Headquarter of colleges, consisting of officials appointed by tsar, curators of educational districts. On that day the position of curator was established and six educational districts were created, remarkably Kharkiv one [6; 8].

The curators of educational districts were responsible for the general order of the university and other colleges, the welfare of the district after getting aware of the affairs according to the university information; in case it did not exist – according to the information of the colleges or on the basis of personal visits to the district that had to be done once in two years. Besides, the curator suggested the minister of professors of the university, directors of gymnasiums and handed in the reports upon the maintenance costs of district’s colleges [11].

Therefore, the educational and pedagogical science of Ukraine in XIX century was aware of the model of functioning of educational districts. According to “the Primary rules of public education” dated the 24 of January 1803 the Headquarter of schools was created on the basis of Commission for schools’ foundation. The Headquarter consisted of six members, curators of school districts that were being recently introduced. The curators of the districts were representing the interests of the whole district in Petersburg, where they also lived; it was planned to entitle the actual management of schools locally to the university of each district [10; p.233].

The process of creation and further functioning of educational districts on the territory of modern Ukraine was regulated by these rules. Ukrainian provinces for education affairs were divided between the educational districts.

**Summary and Conclusions.**

Hence, the social, politic and economic prerequisites of formation of educational districts in Ukraine have been discussed.
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Article sent: 10/11/2016 of
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Abstract. The author's article is dedicated to the problems of civic education of the individual in the scientific paradigm of the past based on the analysis of creative work of H. S. Skovoroda. The relevance is conditioned by the necessity of the comprehensive study of the problem of civic education that focuses on the spiritual and moral development of a personality, in the basis of which is the phenomenon of civicism.

In the article it is analyzed the pedagogical experience of H. S. Skovoroda, and it is determined that his works promote the involvement of the youth to the universal moral, national and civic values and to the acceleration of the integration of the system of education of Ukraine into the European one.

Key words: civicism, national education, civic education.

Introduction. The problem of the formation and development of the socially active, humanistically directed individual of a citizen-patriot has had a long history, the beginning of which reaches the ancient times. As a necessary condition for the development of human society, a component of civilization processes it in different historical periods has had its own characteristics, being subjected to the general principles and laws, the regularities of science of teaching and education.

Appealing to the history of education allows us to determine the progress and results of the interaction between society and practical pedagogical activities, the
mechanism of the formation of open educational thinking, thanks to which it is absorbed everything appropriate, accumulated by the mankind in civic education and learning.

The theoretical basis for the conceptual foundations of the citizenship formation as a leading trait of a personality is the works of O. V. Alekseeva [1], O. V. Bezkorovayna [2], M. Y. Boryshevskyy [3], H. Vaschenko [4], H. S. Skovoroda [7], V. O. Sukhomlynskyy [8] and others.

The main text. The made analysis of historical and pedagogical literature gives all reasons to confirm that the pedagogical experience of H. S. Skovoroda encourages the involvement of the young people to the universal moral, national and civic values and the acceleration of the integration of Ukraine’s education system into European one. This explains the relevance of our research.

Therefore, the aim of this article is to analyze the creative work of H. S. Skovoroda on forming the idea of educating a “conscious” citizen, patriot of his Homeland as a component of the national consciousness, patriotism, and spiritual enrichment of the individual.

As is known, the educational cultural traditions established in Kievan Rus, the ideas of the Cossack pedagogy, which formed the persistent defenders, knights of Dignity and Honor, Liberty and Glory of Ukraine, had the further development, practical implementation in the educational activities and scientific ideas of the educational, cultural and public figures of the 16th – 18th centuries.

Great influence on the development of the native science of education and upbringing of those times had the works and activities of the outstanding Ukrainian teacher, writer and thinker, a representative of the ethical and humanistic direction of national education H. S. Skovoroda [9]. His philosophical, aesthetic and pedagogical ideas he presented in the dialogues, poems, fables, parables, letters, which were focused on the problem of man, his self-knowledge and happiness, based on related work.

The special value of the philosophical doctrine by H. S. Skovoroda is that he claimed the sovereign right of each person to national education. According to his idea, “just each must know his people and in the people himself” [6, p. 19]. “Everything is well in its own place and in its face, and everything is red that is pure, natural, that is not a fake, not mixed with another in kind, if you are an Ukrainian, be he ...” [5, p. 74].

The purpose of education H. S. Skovoroda “considers not only to learn to find the truth, to know the phenomenon of nature, but above all – to instill noble feelings, such as love, friendship, gratitude” [9, p. 43].

These feelings, according to the teacher’s words are “a treasure and joy, life and glory” of a person. Along with other virtues – faith, hope, wisdom, true friendship, virtue and charity – they are undoubtedly valuable above everything else ...” [6, p. 150].

In his writings, in particular, such as the parables “Grateful Erodiy” and “Poor Lark”, “Fables of Kharkiv”, etc., a prominent educator and thinker stressed the need to accumulate the social, public benefits through self-knowledge, development of one’s own skills, through the formation of a personality a “big noble heart”, the
criterion of which is one’s activities, which also contributes to the fulfillment of man’s true purpose on earth. Therefore, he said, “Gather your thoughts within yourself and in yourself seek real benefits. Dig within yourself a well to that water that will grow your house and a neighbor’s” [6, p. 169].

Full of faith in the infinite wisdom and humane “goodness” of nature that is “to everything is the primary reason and driving force” [6, p. 131], H. S. Skovoroda attached importance to the role of pedagogical science of a teacher, school, claiming that that man who wishes to teach others the wisdom of life should long learn himself, should have the necessary moral authority of the teacher, should be able to combine word and deed [7, p. 44].

A special role in the education and training of children H. S. Skovoroda assigned to parents because “they are visible portraits of that invisible force, which one is so much obliged” [6, p. 173]. He wrote, “Thank the indescribable nature in its holy image – to my father that I was born from him. The second icon of God for us is our mother” [6, p. 138]. According to the teacher and educator, from the parents the child gets “major talents”, “good heart, good intentions and thoughts, good things from one’s father, who bore me the wings, but I myself learnt to fly” [6, p. 107].

H. S. Skovoroda stressed, “Every case is a success when nature helps. Do not only prevent nature, and when you can, destroy obstacles, clearing its way; it will truly do everything well” [6, p. 137]. Therefore, the teacher believed that the main task of education is to access, understand and translate inclinations of man into action.

Let us note that the historical limitations of the world outlook of the famous teacher appears in misunderstanding of social nature of man. He believed that the forces opposing the evil, the forces of the good are in the man himself, they are given to him by nature. It is therefore necessary to educate people, teach them to overcome the evil and to lead a way of life truly worthy of man.

The philosopher understood life as a never-ending search for “imperishable truth” of human happiness of our native people. He did not believe in the possibility to serve the people out of their Homeland. Hrihoryy Skovoroda as a true patriot instilled and educated the people in the sacred feeling of love for their Homeland [6, p.19].

Summary and Conclusions. The pedagogical ideals of H. S. Skovoroda are declared by him in the philosophical treatises, works of art devoted to the issue of education of a highly moral, educated, subordinated to the interests of the state and people, aimed at continuous improvement individual became the impetus and source for the development of the advanced Ukrainian pedagogical ideas of the coming years.

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DESIGN TECHNOLOGY, AS A COMPONENT OF THE PROFESSIONAL PREPARATION OF FUTURE TEACHERS OF LABOR STUDIES

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Annotation. In the preparation of future teacher of technology and plotting an important role is given to the formation of his own experience of the project activities. Students can learn how to create projects during the preparation, namely during the studies of special disciplines. Design and technological activity are taken as a basis for the implementation of all useful lines of educational area "Technology" that integrates all modern activities of man: from the appearance of the creative concept to the finished product.

Key words: training, competency, professional activities and drawing teacher technology, labor training.

Introduction. Such classes allow you to attract future teachers of technology and drawings for all stages of project work, which promotes deeper learning, developing creative abilities, deepen the quality of education.

Of course, the future teacher of technology and drawings constantly will be faced with a technology of manufacturing of a product, but it is necessary to implement a creative approach to its creation and at the same time maintain the aesthetics of production and to take into account the positive impact on the emotionally-sensual sphere of the person. Accordingly, one of the tasks of the higher school is to train the future specialist, who is fluent in the basics of technological processes, shows creativity and is able to provide consistent inclusion of students of all stages of a holistic design process and carry out pedagogical diagnostics of the quality of education students.

Building of the projects should contribute to the development of such qualities and skills, like initiative, logical thinking, ability to cooperate, vision problems and decision-making skills and teamwork, obtaining and using information, self-education, planning, and communication skills and so on, personal qualities of students, their abilities independently and think creatively to solve new non-standard...
tasks, to use in practice the received knowledge. The results can be different objects, technologies, systems, phenomena, processes.

In such teaching we need a teacher - generalist, a designer, a variety of teaching methods and instructional techniques are able to provide pedagogical support to students, to organize and carry out pedagogical diagnostics, to find the right solution in problematic pedagogical situations.

In working with students while designing with the help of a teacher the proposed activity is transferred into practice through the following actions: 1) formation of dominant content, that is of axiological accent that provides access to a specified level of perception and assimilation of the material; 2) application of a sequence of presentation units of content, which students are willing and able to join the interaction; 3) the use of this method of integration of theory and practice that will allow you to update in the individual experience of obtained knowledge; 4) create positions that allow you to "manage" the degree of activity of participants of educational interaction; 5) flexible choice of bases for the differentiation of audiences and optimum use of the forms individually-the search movement in the educational space.

Textbooks help to implement the contents of training programs on labor education, primarily. For students of the primary school they reveal the content of invariant modules and developed separately for technical and service work for high school students – the basic modules.

It should be noted that in some invariant modules of the curriculum of the primary school (revised 2015) various copyright collectives established from 1 to 3 textbooks. For example, only for pupils of 7-th class at the beginning of the 2015/2016 year, it is developed three manuals for each of the Parallels technical and service jobs that have the corresponding stamp of the Ministry of education and science of Ukraine.

However, the study found that, despite the considerable number of textbooks, theoretical materials design is missing. For example, in the textbook for 7th grade technical work (authors:. Sidorenko, D. Lebedev, A. Gadzic, V. Yurzhenko) devotes three paragraphs to "fundamentals of project activity": § 26. Design methods. Method of focal objects; § 27. Model-analogues, evaluation and selection of the best features in the products-analogues; § 28. The types of project documentation General product description and requirements.


The remaining four books, the contents of only one section cover the topics of the program material for the design.

It should be also noted that the Ministry of education and science of Ukraine, taking into account the variability of the curriculum (for example, primary school has more than 50 variable modules), is allowed the use of textbooks published in the previous years, which have a suitable label. However, the study found that none of them contain sections that reveal the content, design and technological activities of
students, focused on creating a creative project.

The analysis of existing normative documents, curricula, textbooks, methodological support on implementation of project learning in employment preparation of students allowed to come to certain conclusions, namely:

– reorientation of meaningful lines of the new State standard of the educational area "Technology" and their respective innovative content demand that teachers of labor training detailed elaboration of this document. Understanding teachers of the content of the standard will allow properly (based on its position) in the organization of educational work at the lessons;

- the main provisions of the "Concept of technological education of pupils of comprehensive educational institutions of Ukraine" determines their understanding of teachers and their understanding of the use of the occupational preparation students;

– in spite of the quantity of the textbooks that are currently being employment preparation of students in their content lacks the theoretical materials design.

We undertook a study to explore the status of use of design technologies in modern higher pedagogical school. Ascertaining experiment showed that the students' interest is mainly on the average half of the students (56.8% of the students in the control sub-group and 40.2% of experimental students), and because there is passivity in the students’ perception of learning material and poor absorption, poor development of their creative potential. The reason for this, in our opinion, is the underestimation of the teachers use design activities in the classroom, the occasional introduction of the project method. The students began to show interest in project activities - group, collective, individual projects, and they reveal your creativity, more details are studying the educational material, which affected the increase of creative abilities of students [3].

In our research, we propose the content of the stages allows you not only to implement the project but also to build the necessary components of professional competence of students, because the design promotes the formation of professionalism.

So, the first stage covers the preparatory activities to the perception of the content of the design, it is: specially designed instructional unit is to provide future teachers with theoretical knowledge necessary for participation in the project, coaching of participants. This step allows you to lay the foundations of consumer knowledge of students allows to replenish consumer knowledge of students.

The second stage is the introduction to the project – is characterized by the formulation of the problem, formulation of the theme of the project, design goals and objectives that need to be solved. At this stage the motives of future consumer activity, the hypothesis of solution to the problem, developed the structure of the future project, the group and the distribution of roles and functions.

In the third stage (project development) is used, the complex of the actions providing development of the project from idea to its realization, including the collection and analysis of information transformation system, the hypothesis test, and defense of the project; implemented subject content project work of students. Here great importance is given to stimulating consumer activity of future teachers, formation of components of rational thinking as a consumer, the introduction into the
atmosphere of professional activity.

At the final stage (reflection project) assumes a correlation of goals and results games of project activities; setting the expert evaluation of the project; analysis and introspection design; updating of the project, discussion of its future development, which involves self-control.

In the selection process scope and content of the design should be based on the specificity of professional activity of a teacher technology, the required list of knowledge, skills and experience in the field of education in General and the formation of pupils ' culture of consumption in particular. A technology teacher should possess a range of modern manufacturing technologies; know their features, their design and simulation. Therefore, future teachers of technology should be included in various types of projects in the course of employment variable and the invariant component of the curriculum of training, given the need for training and games, technical, information design projects.

Thus, the use of "projects" allows you to implement a competence-based and learner-centered approach to education of students. These approaches are based on the use of various disciplines in different stages of learning, integration in the process of working on the project. This provides a positive motivation and differentiation in teaching, activates independent creative activity of students during the execution of the project. Project execution is a complex independent activity of students under the guidance of a teacher. The position of teacher when implementing the project in practice passes from the carrier of ready knowledge to convert in an organizer of educational, and research activities of their students.

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THE CONTENT OF PROFESSIONAL TRAINING OF FUTURE EDUCATORS AT CHILDREN'S INSTITUTIONS: COMPETENCY BUILDING APPROACH
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Annotation. The Content of professional training of future educators at children's institutions: competency building approach. The article considers the problems of the competence approach. And the ability to distinguish between academic disciplines and areas of training of future teachers through the introduction of three main disciplines: social-humanitarian, psychological-pedagogical and professional. The list of subjects for each direction of training foresees different volume and content appropriately designed specialization. Competency building approach provided the ability to distinguish between academic disciplines and areas of training the future teacher through the introduction of three main disciplines: social-humanitarian, psychological-pedagogical and professional.

Key words: competency building approach; competence.

Introduction. In the conditions of multicultural relations, informatization of all spheres of life, the formation of the Ukrainian state, market reforms, changes in moral climate, the exacerbation of social problems, the essence of professional teacher preparation is in the development of "teacher-European" as the man who first is opened to the world, respectful to different cultures and aims to dialogue with other cultures; secondly, who is mobile in his development and operation, i.e. is capable of change, to perceive a new, systematic thinking, understanding interrelationships and interdependencies in social development; third is a professional in his field, which is characterized by personal responsibility for his continuous professional development,
scholarly and creative practice. All these qualities are complemented by typical for Ukrainian national culture humanistic traits and values [4].

As the analysis of different scientific approaches shows, an ideal way of creating an effective training model, which has successfully adapted to new economic conditions, is based on the competence approach. Today, the professional teachers’ training of children's institutions is carried out by higher education institutions, which differentiate for names, status, legal form, capacity to confer degrees and qualifications. Namely, pedagogical colleges, pedagogical industrial and classical universities. An approximate ratio is: pedagogical universities - 38.2% classic universities and academies - 47.2%, humanitarian universities - 7.3%, educational institutions - is 7.3% [3].

Domestic practice has formed two models of professional teachers’ competence at children’s institutions respectively to two different institutions of teacher education. Classical universities prepare a subject-teacher, with emphasis on the fundamental nature; the one who owns the material at a high level, has a broad scientific outlook and is prepared to conduct research in the subject area. Pedagogical universities / institutes, unlike the classic ones, are oriented by a more thorough methodological and practical training, prepare the teacher, who owns the whole arsenal of methodological and psycho-pedagogical methods of influence on the student. The resulting two types of teachers organically fit into the new economic reality, and well complement each other because they have different sets of trade disciplines and able to apply them in appropriate niches of the education system - as a subject teacher in comprehensive schools of a new type, or specialized classes in schools [1].

The content of professional-pedagogical training includes the normative part as a component of state standard and the sample, as determined by higher education institutions and is focused on the internal diversification.

Competency approach provided the ability to distinguish between academic disciplines and areas of training of future teachers through the introduction of three main disciplines: social-humanitarian, psychological-pedagogical and professional. The list of subjects for each direction of training foresees different volume and content appropriately designed specialization.

The determination of the extent of theoretical knowledge and practical skills of the specialist is carried out on the basis of qualification characteristics, which take into account the results of scientific and technological progress at a certain stage of society development, as well as the specific characteristics of each profession. The content of pedagogical education is determined by the branch standards of higher pedagogical education and standards of higher education and provides fundamental, psychological-pedagogical, professional, methodological, informational, technological, practical and socio-humanitarian training [3].

We note that fundamentalization of knowledge provides the depth and breadth of receiving the philosophical, cultural, psychological-pedagogical and special knowledge by future teachers, in which a certain hierarchy of facts, laws, postulates, principles, and other components, enriched with a flexible system of relations that enhance the applicability of knowledge in practice. The fundamental training focuses
not only on the amount of knowledge on the subject of teaching and psycho-
pedagogical disciplines, but also on their precision, regularity and consistency
handling, which will help the graduate to respond readily to the school situation, to be
always ready for creative solution of pedagogical problems. The formation of
professional competences in pedagogical activities (system of theoretical knowledge
of the basic sciences relevant specialty and specialization, the formation of practical
abilities and skills) takes place in the framework of professional training of future
teachers. Its content is determined by academic disciplines and professional areas and
disciplines of the teaching methods of school subjects is realized through professional
and integrated training courses, which are studied during the whole term of learning
compliance with structural and logical sequence of training.

As a separate important direction of professional preparation of teachers is
allocated *information* - technology training, which involves learning the basics of
Informatics, advanced information technologies and the methods of their application
in the educational process.

Methodological training includes the study of methods of teaching and methods
of extra-curricular and extracurricular activities. It is also provided by studying
psycho-pedagogical disciplines, training, production (pedagogical) practices, as well
as through the methodical orientation of teaching fundamental disciplines.

**Practical training** is an integral part of professional formation of future teachers.
Its task is: deepening of theoretical knowledge based on practical learning; formation
of skills of practical activities in educational institutions; the formation of creative
research approach to teaching. The practical training is carried out through training
and areas of specialization (pedagogical) practice. The forms, the duration and the
timing of the practice are defined for each educational level taking into account
specificity of specialties and specializations.

In the overall budget of time the practice must take up to 16 % [2]. Folklore,
literature and local history, dialectological, sociolinguistic and ethnographic practices
are foreseen for teachers of philological specialties, in particular, Ukrainian language
and literature.

The content of social and humanitarian training is highlighted by the following
areas: Ukrainian; philosophical; political; sociological; historical; legal; economic;
physical-health; environmental; cultural; ethical and aesthetic; linguistic. They meet
such regulatory disciplines, such as: Ukrainian studies, philosophy, political science,
sociology, history of Ukraine, law, Economics, physical culture, bases of medical
knowledge and health (valeology), ecology, cultural studies, religious studies, ethics
and aesthetics, the Ukrainian language (Ukrainian business language), foreign
language, etc.. For students of philological specialties this direction is implemented
only a comprehensive socio-humanitarian disciplines, which form the basis for the
formation of a General culture of future specialist.

Compentency approach is one of the strategic directions of higher education
reform, it is system-based and interdisciplinary, has a practical, pragmatic and
humanistic orientation, possesses adaptive capabilities that assists to increase the
accountability of higher education institutions for the final result of training and high
academic and ethical standards, cultural and intellectual needs of society, the
principles of science, humanism, democracy, succession and continuity, independence from political parties, other social and religious organizations.

- Thus, competency approach is based on the model of the expert, highlighting its general and special. Focusing on the end result of the educational process, this approach directs it to the formation of readiness for effective use of internal and external resources (information, human, material, personal). In the training of future teachers of philological specialties (Ukrainian language and literature; Russian language and literature; foreign literature, foreign languages, native languages) competency approach takes into account indicators of the willingness and ability of a graduate to the educational and scientific-research work of students in the field of linguistics and literary studies as components of model of professional competence. Professional competence of future teacher of philological disciplines can be represented as an integrative personal education, formed on the theoretical knowledge, practical skills, linguistic and pedagogical abilities, value orientations, integrative indicators of speech and communication style, which determines the readiness of teachers to implement quality teaching and the implementation of its leading features.

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THE PROBLEM OF THE QUALITY OF EDUCATION IN THE TRAINING OF TEACHERS
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Annotation. In this article Savchenko L. A. considers the problem of the quality of education in the training of teachers. The reform of the education system in Ukraine, which has been happening during recent years under the influence of the socio-political, economic, and geopolitical processes, largely affected the higher education system of the country, including the education management system and its quality. The concept "quality of education" in the broadest sense is considered – it is the result and the process of functioning of the educational system. In the narrow sense the quality of education is considered as an integrated set of properties, which characterizes the adaptation of education to the realization of social goals of formation and development of personality in the aspects of training, education, mental and physical capabilities.

Key words: quality, quality of education, problems of training, pedagogical staff.

Introduction. Priority of development of society in the twenty-first century, as acknowledged by the world community, is the quality of education. In the high-tech information society, the innovation system, the quality of education becomes the main argument in human development, in providing this level of life and professional competence of a man who would satisfy his desire for self-improvement and self-development and, as a consequence, the needs of society in highly cultured and enlightened citizens. The reform of the education system in Ukraine, which has been
happening during recent years under the influence of the socio-political, economic, and geopolitical processes, largely affected the higher education system of the country, including the education management system and its quality. Never before the issue of the quality of education in Ukraine did not have such important social, economic and technical importance, as now. Nominating of the quality problems to the fore is determined by a number of objective factors:

- firstly, the level of country's development and global economic competitiveness depends on the quality of human resources.
- secondly, the quality of education becomes ever more important in ensuring the competitiveness of higher school graduates on the job market;
- thirdly, the quality of professional training is an integral requirement of the national higher education if it wishes to integrate into the European educational space.

In globalizing education, the emergence of transnational education and powerful corporations which provide it, the quality becomes a factor that determines the very possibility of the existence of other educational institutions regardless of their form of ownership.

In the National doctrine of education development of Ukraine in the XXI century a big role of education in modern society and the determination of state obligations on ensuring all citizens access to quality education is marked. The document states that "education is a strategic resource for improving human welfare, ensuring national interests, strengthening the authority and competitiveness of the Ukrainian state in the international arena. Education and science are the overriding conditions of approval of Ukraine in the world market of high technologies"[2].

In numerous discussions in recent years, the issue of the quality of education has become Central to both theoretical and on a daily basis. Its analysis turning science and practice of education as N. Bordovskaya, O. Rean, V. Gurov, G. Zborovsky, O. Lyashenko, O. Demenko, D. Ampelogova, S. Shishov, V. Kalina, O. Kozlov, V. Viktorov, A. Subetto, and others. They carry out attempts to define the nature and the quality of education, its structural elements, the possibility of adaptation to different educational levels and programs, etc. Any country and Ukraine in particular, cares about its rating of the civilized world and their future, should develop the strategy and tactics of quality management education. The basis of the European agreements in the framework of the Bologna process, joined by Ukraine, it is the quality of education. Responsibility for the quality of education lies first and foremost with each individual school, and thus provides the possibility of checking the quality of the training system at the national and international levels.

The concept of "quality education" is quite broad, as it encompasses the quality of education, upbringing and development of the individual as a result of educational activities.

Unfortunately, there is no pedagogical interpretation of the concept "quality of education", mechanisms to monitor the implementation of this government order are not developed. The concept of "quality of education" has no clear definition, representatives of many sciences distinguish in the contents of this issue their signs specific to their field of study, which complicates the study of the General approaches
to definition of its nature, and adequate assessment criteria.

Today the results of scientific research made it possible to examine the quality of education and allocate them into three groups: the first group - the education results that can be quantified in absolute or relative terms, or in some other, but not necessarily measured parameters; the second group - the education results that can be measured only qualimetrics, i.e. qualitative, descriptive or in the form of a point scale, where any score meets a certain level of quality; the third group of learning outcomes that cannot easily and explicitly express as they are often invisible, as relate to the profound inner experiences of the individual student [3].

In a broad sense, the quality of education is understood as a balanced interaction process, result and the most educational system to the goals, needs and social norms (standards) of education. If we take the basis of the determination to the requirements of the international quality standard, which reglamentaries the concept of quality of products and services, it can be interpreted as the totality of features and characteristics of the educational process or its results, which provide them to meet the educational needs of all subjects of the educational process - students, their parents, teachers, employers, managers and the government, and society in general. In the narrow sense the quality of education is considered as an integrated set of properties, which characterizes the adaptation of education to the realization of social goals of formation and development of personality in the aspects of training, education, mental and physical capabilities.

In our study, we share the view that the quality of education is determined on the basis of state educational standards and assessment of community educational services. In this case, quality management - the process of bringing the system to a certain standard - the process of implementing all management functions to achieve the specified targets. Therefore, special value acquires quality of education, quality of activity of educational institutions. Higher education institution is responsible for the quality of educational services, it is therefore necessary to provide the level of training of future teachers accordingly with the standards, the demands put forward by a society to modern pedagogical staff.

To diagnose the educational achievements of students at the pedagogical University systematically the following activities have been carried: analysis of the success and results of the sessions; records of success; analysis of information of departments about the visit of classes and informing departments about measures to address the negative impact of examinations; conduct individual work with students, clarification of causes, which determines the difficulty of the training; organization of chiefs’ work and their involvement in the continuous monitoring of visiting the classes and academic performance; participation in rector control, etc.. In the course of the experiment by means of questionnaires and interviews (in total there were 195 teachers and 1092 student), it was found: a) the attitude of teachers and students to the system of education at the University and rating control; b) the deficiencies in the organization of control of educational activities of students in modern conditions. As a whole, only 19% of teachers and 29% of the students positively estimate an innovation. The majority of teachers and students - 55% and 36%, respectively, did not support the introduction of the rating control at the beginning of the forming
experiment. 5% of teachers and 8% of students gave the indifferent assessment about these issues, 21% and 27% of teachers and students, respectively are unable to determine the answer. It should be noted that among the reasons for negative attitude to the rating control, the deficiencies in the practice of the higher school were named by teachers, namely: the lack of methodological development of rating control (81%), the conservatism of thinking in the use of modern methods of control (31%), inability to use latest information technologies in the learning process (69%), insufficient material resources for security innovation (77%).

Thus, it is impossible to clearly define the outcomes of education. This is the whole complexity of identifying, analyzing and managing the quality of education. It is necessary to form a national system of education quality management based on the experience of evaluating the quality of education and building the quality management systems. All the criteria, mechanisms and methods of quality assessment in accordance with the requirements of ENQA and the international standards ISO 9000 should be taken into account. The establishment of the quality management system will allow to monitor the quality of education and to constantly improve this figure.

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METHODICAL ASPECTS OF FORMING DESIGN CULTURE OF FUTURE TEACHERS

State higher educational institution «Kryvyi Rih state pedagogical university»

Kulinka Y. S.

Annotation. The article outlines the possibility of introducing methods in art pedagogy lessons of labor training method determined using art technology in labor studies and proved the possibility of forming future teachers of labor training professional skills of entry-art technology in the practice of labor education.

Key words: art therapy, art-technology, labor training lessons in art, art pedagogy techniques on the lessons of labor training, labor training method.

Introduction. At the present stage of educational reform one of the main tasks is a creation of necessary conditions for the full development and self-realization of each citizen of Ukraine. It is possible to undertake with the help of implementing new pedagogical technologies that would provide particularly comprehensive development of the younger personality to suit her/his individual differences to increase the efficiency of cognitive activity.

The concept of a new education requires a system-activity approach to learning. Professional training of future teachers of labor studies cannot be imagined without the implementation of advanced professionally-oriented technologies. Art-technology is based on the activity approach and meets the standards of the new education. A setting for creative activity and constant search of his own “I” is created exactly at the lessons of labor training while using the art technology. It creates conditions for the formation of personality-significant qualities, expressed in the ability to manage your emotional state, the development of practical skills, prevention of fatigue, creating a comfortable environment for learning activities.

The characteristics of the art technology were researched by such scientists as: A. Bulatov, Zh. Valeeva, O. Voznesenska, M. Guzev, T. Zinkevich-Evstigneeva, M. Katrenko, A. Kopytin, V. Kokorenko, L. Lebedeva and others.

The scientific view of the possibilities of the art technologies are based on
fundamental educational research. Among them: concepts of pedagogic freedom and pedagogic support (A. Gazman); organizing educational activities and sensorial educational means of awakening creative activity (G. Gid, V. Lowenfeld).

And the art of the twentieth century expanded its functionality – there is "art therapy" – the technology of the purposeful use of art as a vehicle of psychotherapeutic and psychological effects on the person based on the belief that the inner self of a person is reproduced in visual form whenever she/he draws or deals with modeling, not too reflecting on the results of their work, that is, spontaneously, in contrast to the carefully structured learning activities [1, p. 217].

For the first time the term art therapy (art therapy literally means "therapy by art") was applied by British artist Adrian Hill in 1938 when describing his work with tubercular patients. And the first stirrings of art therapy – the treatment of the human soul by means of art (visual, musical, choreographic or scenic) can be found during the time of existence of primitive man. Among innovative technologies, more attention is paid to those that incorporate an artistic component, which, in the apt words of M. Kagan, "humanizes" the process of training and education.

Technology is bringing art to the solution of educational tasks acquired in the pedagogical science of the name "art-technology". The developers of this industry of pedagogical knowledge – O. Bulatova, Zh. Valeeva, M. Guzeva, M. Katrenko, L. Lebedeva, V. Sokolova and others – consider the pedagogical resources of creativity in different aspects (training and education of students of all ages; socio-pedagogical work with students that have specific malformations; art pedagogy in the system of technology professional training). Art technology is an interdisciplinary branch of the theory and practice of pedagogical activity: it brings together theoretical, methodological and technological tools of creativity, education, psychology, art, sociology, philosophy, aesthetics, and serves as the integration of Humanities with the aim of attracting students to creative activities.

Art-technology in the modern world is developing in a challenging environment and has the ability to gently influence the formation of personality at different stages of socialization and creative development. As L. Lebedeva rightly observes, art technology focuses on working with personality through the organization of a living, constructive Union of the child and the adult in culturation space to implement the following educational goals: the development of emotional-volitional sphere of students; the development of creativity as creativity and the need for creative expression; the hygiene (care about the emotional and mental state of the student – a reduction in internal anxiety and aggression, mastering the skills of emotional self-regulation by means of artistic and creative activities, etc); formation of positive "I-concept" of the student on the basis of self-knowledge and self-image; providing social and cultural adaptation, harmonization of personality development of the students in the context of the triad "nature – I – society" [2, p. 6].

In the definition of the art technology, the researchers pay attention, as a rule, on its creative, aims to help student to understand themselves and to live in harmony with society. Therefore, socio-pedagogical content of the art technology today is the most pronounced. For the implementation of the art technologies in educational process it is necessary: 1) to actively use the creative tools for the development of
intellectual and spiritual experience of students; 2) to consider interiorizing knowledge, and skills art-direction, that is, to apply the learning material in different modalities on the basis of existing human representational systems (visual, auditory, kinesthetic, polymodale); 3) to establish a subject-subject field in the communicative space of "teacher-student".

The use of the art technologies at the lessons of labor training gives the opportunity to broaden and deepen the level of cognitive activity, to awaken in man the desire to thoroughly study the material, to develop creativity, to improve the quality of the educational process. The conceptual ideas of humanism, creativity, and reflexivity integrationist set the orientation to practical activity of the teacher of labor training. That is what lies at the basis of art teaching of a lesson of labour training, designed to provide emotional well-being of schoolchildren by means of art and artistic work.

According to T. Sokolova, the content of art teaching lesson is based on a "two-layer cake": the content of the topic of the lesson is enriched with contents of a type of art that ultimately are integrated into each other to give the effect of optimization of mental activity, the educational influence of the content of the lesson into the spiritual dimension of the student. The lesson of labor training should include all that is needed for human development of the self. To find himself, the individual need to choose and build their own world of values, enter the world of knowledge, to master creative ways of solving scientific and life problems, to open a world of reflection of self and learn to control it [3].

In the structure of the art lesson two parts should be clearly addressed. The first is non-verbal, creative, unstructured, where the main activity is the process of creation. The second part is a verbal interpretation of the created images, associations, emotions and feelings that arose in the process. Thus, the structure of the art lesson should consist of the following stages: 1) adjustment to work ("warm"); 2) activation of different sensory areas (visual, auditory, taste, hearing, tactile, kinetic) and updating visual, auditory and kinesthetic images (as an option - music); 3) individual creative work; 4) the stage of verbalization; 5) the final phase of reflexive analysis.

Art lessons of labor training may be: theatrical, simulation, lesson of the dialogue of cultures, distance of travel, subject drawing, and educational game. All these lessons will be effective forms of the organization of practical activities at lessons of labor training. Among the techniques of the art of pedagogy in the lessons of labor training effective are:

"Collage" – a technique based on the application on any basis material, differing from it in color and texture. There are possible topics for the collage on the lessons of labor training. For example, when meeting with the class, you can use the theme of collage "I am (advertising yourself)", "My group". At the stage of actualization: "My mood", this creative activity eliminates stress, will set up students for fruitful work and creative cognitive activity.

"Coat of arms" (on various subjects). Motto and emblem are symbols that allow people to concisely reflect the philosophy of life and their credo. This is one way to get people to think, to formulate, describe and present to others the main ideas
of their ideological positions. The method of this technique provides: your personal emblem and motto should be reflected on large sheets of paper with paint or markers. You need to come up with something interesting that accurately conveys the content of aspirations, attitudes, self-understanding, understanding of own "I", which is a necessary component in determining the future of the profession.

One of the most interesting and modern techniques in art-technology is "Mandala", the Sanskrit word (mandala) "circle" or "center". Its drawing is symmetrical: usually it is a circle with a marked center. I think when a person draws a mandala, he/she draws their inner world, their present, themselves outside of society, their spiritual essence. They answer the existential questions: Who am I? Where am I? Where do I come from? Where am I? When the answer to the first two questions is got, there is a reassessment of the situation. At lessons of labor training it is useful using a variety of materials working with this method: plastic caps, plastic bottles, beads, buttons, beads, natural material.

Thus, the use of the art technologies at the lessons of labor training is effective for developing cognitive activity of students. Proposed art equipment and technique will help to unlock the creative potential of students that will certainly affect the level of learning, it will allow to develop communicative skills, overcome social exclusion, to build a harmonious relationship with the team.

References:
LABORATORY COURSE ACCORDING TO THE MATHEMATICAL ANALYSIS WITH APPLICATION OF SYNERGETIC APPROACH

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Abstract. In article questions of realization of a laboratory workshop on the mathematical analysis with use of different types of information and communication technologies (the graphic calculator and the personal computer) on the basis of application of a synergetic campaign to studying of mathematical objects are considered.

Key words: laboratory practical work, mathematical analysis, information and communication technologies, synergetic approach.

Introduction

Main objective of training of students of higher education institutions is obtaining by pupils of the interconnected complex of knowledge, skills allowing to realize successfully future professional activity from the point of view of the solution of necessary tasks. The problem of effective educational activities of students is inseparably linked with forming at the trained motives of training which are a source of activity and the activator of directed activities, at the same time in training process at students general motives of the personality are transformed to professional oriented. In case of the decision students in training process of various applied tasks at students create skills of practical thinking as the solution of a specific practical objective is performed using a certain settlement algorithm for a limited period on the basis of the analysis and synthesis of the gained earlier theoretical knowledge.

Use of different types of information and communication technologies in higher education institutions in case of implementation of training process of students to disciplines of a natural-science cycle promotes the successful decision pupils educational, applied, the professional oriented and research tasks owing to opportunities of accomplishment of difficult settlement algorithms and evident representation of the received results calculation that leads to increase in interest and motivation of pupils in educational process, forming of theoretical and practical...
thinking of trainees [1... 3].

**Methodology and methods**

In case of training process implementation in general and mathematics in particular it is reasonable to disciplines of a natural-science cycle to apply synergy approach which essence is in what a certain final set of objects, uniting arbitrarily, various systems with the unique properties, characteristics and laws can create. The synergetics as science considers the natural phenomena and processes from the point of view of the difficult self-organized systems and shows that all processes and the phenomena in the nature are connected by fixed exchange of substance, energy, information with the environment that inevitably does them nonequilibrium. Synergy approach can be shown in the course of studying by students of mathematics in implementation process as different types and forms of classroom occupations, and within independent educational activities in case of a research of various processes and objects. However similar innovations should be used rationally in educational process and without harm from the point of view of achievement of a main objective of training – obtaining by pupils of the interconnected set of knowledge, skills necessary for successful implementation of further professional activity.

Bogun V. V. jointly with Smirnov E. I. the laboratory workshop on the mathematical analysis which essence consists in studying of certain mathematical objects (limits of the numerical sequences, the algebraic equations, certain integrals, the differential equations of the first order) using various means of information and communication technologies (the graphical calculator [4] and the personal computer [5]) on the basis of application of synergy approach is developed.

In this case synergy approach is shown within finding of certain in advance unknown regularities by students from the point of view of the received values of intermediate and final results depending on the varied values of basic data using numerical methods of the solution of tasks. It should be noted that when carrying out a laboratory workshop on the mathematical analysis implementation of synergy approach is reflected as local, and in the global level. Application of synergy approach at the local level implies implementation by small group of students of separate laboratory work from the point of view of implementation of the comparative analysis of numerical methods of settlement algorithms with promotion and the proof of the corresponding hypothesis. At the global level synergy approach is shown in carrying out the comparative analysis of dependences of parameters of settlement algorithms and values of results of calculations from the point of view of all group of students.

Author's programs for the graphic calculator and the personal computer at realization of the considered laboratory practical work allow to investigate the difficult phenomena and processes from the point of view of intersubject communications through a prism of creation of various conceptual, mathematical and information models in combination with presentation, usability and opportunities of the direct comparative analysis both various methods of the decision, and values of the intermediate and final results on condition of a variation of values of basic data.

Let's list names of laboratory works:

1. Calculation of values of the minimum numbers of approach to a limit of the
numerical sequences with use of methods of a gold proportion, Fibonacci, bisection (dichotomy) and their comparative analysis.

2. Approximate solutions of the algebraic and transcendental equations with use of a method of bisection (dichotomy), the combined method of chords and tangents (Newton), method of a gold proportion and their comparative analysis.

3. Approximate calculations of values of certain integrals on formulas of average rectangles, rectangular trapezes, parabolic trapezes (Simpson) and their comparative analysis.


Summary and Conclusions
Thus, at performance by students of higher education institutions of laboratory works on the mathematical analysis, contents and which technique of carrying out will be coordinated with synergetic approach in pedagogics is carried out the research activity directed to increase at trainees of motivation to educational process and formation of necessary level of practical thinking. Within laboratory works activity of students means implementation of the comparative analysis of the applied numerical methods of the solution of the presented task and dependences between the varied values of basic data and the received values of necessary results with use of programs for the graphic calculator and the personal computer.

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PRECONDITIONS OF FOREIGN LANGUAGE COMPETENCE ACTIVISATION AND THE ROLE OF GENUINE TEXT DURING CRITICAL THINKING DEVELOPMENT

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ПРЕДУСЛОВИЯ АКТИВИЗАЦИИ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ ВЗРОСЛЫХ И РОЛЬ ТЕКСТА-ОРИГИНАЛА В ПРОЦЕССЕ ФОРМИРОВАНИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ

Abstract. The article analyses the facts influencing the adult education in Europe. The world events and technological progress require the new professional competences of those graduating some years before, as there are constant changes at labor market every five years. Foreign language competence is the basis for unification of world community, that might help use and enlarge the experience of one another. The possibility of immediate access to information through genuine texts reading could speed up these globalization processes. The aims and tasks of adult study are different from those of primary and secondary education. The development of foreign language competence must ensure a comfortable stay of a professional in a modern labor market environment.

Key words: information era, demographics, adaptation, cultural and technological progress, adult student, formal and informal education, practical foreign language education.

Аннотация. Статья анализирует факторы, влияющие на систему образования взрослых в Европе. Мировые события и технический прогресс требуют наработки новых навыков у тех, кто получал образование всего несколько лет тому назад. Рынок труда обновляется каждые пять лет. Иноязычная коммуникация является основой для построения унифицированного мирового сообщества, которое бы использовало и дополняло опыт друг друга. Возможность ознакомления с новейшей информацией посредством оригинальных текстов (на языке выпуска), могла бы ускорить процессы глобализации и культурного взаимодействия. Цель и задания взрослого образования отличаются от среднего и высшего, а формирование иноязычной компетентности должно гарантировать практические навыки для комфортного пребывания в обществе «информационной эры».

Ключевые слова: информационная эра, демографические показатели, адаптация, культурно-технический прогресс, взрослый студент, формальное и неформальное образование, практичность иноязычного образования.

The main text. The processes of globalization and internationalization in the early XX century, removal of borders, establishment of visa-free regime, sponsorship development and international cooperation, volunteering – are the facts that indicate the unification of world culture. In the early XXth century, not many people were in
touch with the time trends, they couldn’t get acquainted with the works of foreign authors or order stylish clothes from Paris, Milan and Vienna, - this was a privilege of wealthy people only. In the XXIst century it is a norm for the average citizen of Europe, we are aware of world brands, we use modern technologies, and are able to read newspapers in the original. We are active (conscious) and passive (unconscious) participants of the digital era, where information is making its way into the most remote corners of the planet. It no longer takes years and decades to get information and enjoy the latest trends in the world of literature, art, science, medicine, education - humanity simultaneously moves in space and time. The changes occur extremely quickly, and under these conditions, Adult Education is a priority of the state policy in Europe.

Foreign language literacy is a bridge, which attracts attention in the world, as it is crucial for implementation the idea of the cultural, economic and technological globalization of the world community. It is a trend among adult students. The ability of effective functioning in modern society is realized through cross-cultural communication. Foreign language helps us set business contacts, hold correspondence, presentations, conferences, video / audio calls. International cooperation is a motive for this particular competence development. The ability to communicate in a foreign language refers to professional competences, I.V. Stavitskiy considers knowledge of a second language as a key professional tool [4].

I. Zyazyun notes that special attention should be paid to humanization, personalization and integration of the modern education system, which would help to form critical thinking, conceptual planning, efficient organization of work, staff motivation, work analysis, leadership promotion, team creation, effective communication [3].

Adult education requires a completely different teaching principles; use of innovative forms and methods; differentiation; research focused on organizational structure for adult education; content analysis and improvement of national education systems of adults in developed European countries; dissemination of effective models of education in adult learning activities; professionally oriented education; process of adult education; Comparative analysis of effective forms of adult education. According to J. Byornavold, adult education should be designed to give adults an opportunity to acquire knowledge, skills and abilities, to form opinions and to adapt to the constant changes in the social environment [5]. The program should be focused on preparing people for life in the modern information world.

After analyzing the rhetoric of international organizations in the field of adult education, namely the International Council for Adult Education; European Association for Adult Education; Nordic Council for Adult Education we concluded that there are three dominant factors, which determine activation of the adults foreign language education in the world: 1) globalization and unification of the international community; 2) demographic trends in European countries; 3) current labor market that requires updating the professional knowledge and skills.

Statistical data show that in direct proportion to the increase in life expectancy decreases the number of birth rate in Europe. In January 28, 2015 the population have reached 508.5 million, and the average age was 42.4 years [6]. There’s a need to
prolong the professional activity of individual, but one must upgrade his/her competence base. To be aware of latest events, a specialist must be able to read the materials in origin, thus to avoid translation disambiguation. Low-skilled adults receive bad salaries and are less socially protected at labor market. Current production is moving toward the economy, and seeks to replace expensive human labor by machines and digital electronics. Good physical skills cannot provide necessary income. Demand for intellectual competence displaces physical one, and leads to unemployment.

Small business needs foreign investment that aims to understand the strategy, policy of a firm it decides to support. The ability to illuminate their ideas and strategies at international meetings increases the chances to attract attention to your business. European educational organizations in one voice say that access to education among adults can create new favorable conditions for adaptation and strengthening of social activity.

It's no secret that at present, many companies use the strategy of staff motivation, ensuring higher wages to those who speak foreign language (mostly English) and has a certificate of international standard in foreign language.

Many universities that enable obtaining a master's degree by different specialties require certificates of international level in foreign language, because scientific cooperation presupposes the world's leading scientists at lectures and practical classes, and English is used as the language of international dialogue.

There appear "Universities of the Third Age," where there is no formal system of evaluation, examination, training activities are held in a friendly, comfortable atmosphere involving university teachers. Groups consist of students with different profiles and age, the elderly, pensioners, people who study language as a hobby etc. Experts predict a further decline in population and an increase in the proportion of older people. The increase in pension payments and reduce in number of working-age people put on question of maintaining professional activity and stimulating further employment of adult people, who will inevitably face a need to update their professional knowledge [1; 2].

**Conclusions.** The above mentioned trends require teaching staff training, updating curriculums and programs. The purpose of foreign language courses for adult students is the development of language skills for reading, speaking, listening and writing to build up cross-cultural dialogue. Reading the genuine texts, a specialist would be able to get the latest information at first hand, which is highly promoted at modern labor market.

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GENDER SOCIALIZATION OF STUDENTS
(by the experience of the Center of Gender Education in USPU)

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ГЕНДЕРНАЯ СОЦИАЛИЗАЦИЯ СТУДЕНТОВ
(на примере Центра гендерного образования УГПУ имени Павла Тычины)

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Abstract. The article examined the importance of gender education in universities. The problems of socialization of students with special educational needs, including gender socialization have been revealed. It is noted that the Center of Gender Education was founded in Pavlo Tychyna Uman State Pedagogical University, which main work directions are gender socialization, gender awareness of students with certain nosologies and the formation of gender-sensitive institutions.

It is emphasized the importance of gender equality in terms of higher education.

Key words: gender socialization, gender equality, students with special educational needs, university.

Introduction. Today one can follow an unacceptable educational system in which students passively receive academic knowledge and do not come into active engagement with society. The problem of socialization of young people with special educational needs into the general educational area takes a special place and causes a lot of controversy and criticism.

gender differences and functioning of social institutions, particularly in the area of
gender socialization makes often ineffective nature of many political initiatives and
legislative acts that are aimed at overcoming gender discrimination, the formation of
socially just and democratic society.

Therefore, meaningful and socially relevant is the study of complex processes of
gender socialization and education of students with special educational needs in terms
of higher institutions taking into consideration the existing socio-cultural context.

On September 26, 2013 the government adopted the State Program of equal
rights and opportunities for women and men for the period until 2016. Implementation of this program was aimed to introduce in Ukraine standards of
equality between women and men with regard to the best European experience, which is based on the principles of gender balance and gender democracy.

The system of higher education, which nowadays has a powerful scientific and
pedagogical potential and works with young people who in the future will be the elite
of the country and will lead others, can become a major element in the formation of
new approaches and traditions that promote penetration of gender equality in all
spheres of Ukrainian society. The Ukrainian universities developed the methods and
technologies that can not only produce and spread knowledge but also form skills to
appropriate behavior, which will be based on knowledge and gender equality.

An important contribution to the development of gender approach in teacher
education was made by: O. Voronina (the problems of development of the theory and
methodology of gender studies, determination of the place and role of gender
education in the training of students); I. Klotsyna (the ways of gender socialization of
a person taking into account age, development of workshop on gender issues for
students in order to overcome gender stereotypes).

Such researchers as I. Zvierieva, A. Kapska, A. Kolupaieva, N. Kolyada,
V. Lyashenko, M.Perfilieva, O. Raskazova, V. Teslenko, S. Kharchenko and others
studied the theoretical approaches that reveal social and educational aspects of a child
with special educational needs personality formation, social and pedagogical
approaches to work with this child.

The main text. Gender socialization has specific characteristics and difficulties
in men and women. With the first period of self-awareness as a representative of a
particular sex a child connects it with a number of features: with clothing, rules of
conduction, manifestations of feelings. In the process of gender socialization parents
and family environment play an important role.

The level of civilization of a state and society is determined by the attitude to the
most vulnerable its members – students with special needs. Society must do
everything possible to create conditions for social activity manifestation and
participation to broad social and cultural relations.

Nowadays the public discussions about changing the gender status in the world
take place in the Ukrainian society. Universities also play a leading role. We should
be responsible for the formation of gender world-view [1].

Thus, the main idea of the gender approach in education is not seen in a
description of the biological differences and fixing the difference in social status,
roles, norms and rules of life (education, training) of the representatives of different
sexes, but in “... the assessment of harmony between sexes interaction”.

After analyzing a number of scientific and statistical literature [1; 2], we concluded that it is important to create Center of Gender Education in the University and direct its work to the students with nosologies, because they are the most vulnerable and least aware of gender issues.

Therefore, the Centre of Gender Education was established on the basis of Pavlo Tychyna Uman State Pedagogical University. Gender socialization, gender awareness of students with special educational needs, as well as the formation of gender-sensitive institution are the main activity directions of the Center.

It is difficult for students with special needs to receive higher education in Ukraine. The vast number of universities are not able to accept students with disabilities to full-time education [2]. Our University provides an opportunity not only to receive quality education, but also creates the conditions for students socialization. University also helps the students with special needs in their employment.

The University collaborates with the Department of Labor and Social Protection in Uman, Uman district center of social services for families, children and youth, the Department of Family and Youth of Uman City Council, the Open International University “Ukraine”, charitable organization “Foundation “Modern village and city”, Center of social and educational integration of students with special needs “Without Barriers”, the All-Ukrainian network of gender education, the foundation “Good Will” (Krakow, Poland).

50 students with different nosologies attend Center of Gender Education. “Creative Workshop” started its work as one of the directions of the Centre. Each student has the opportunity to participate in joint activities and create its individual masterpieces using conventional materials.

Members of the Centre regularly visit dendrological park “Sofiyivka”, where study the park’s history and share their expectations of joint activities under the project. They have the opportunity to implement in practice all the knowledge received during lectures, seminars, workshops, debates, conversations (e.g. acquaintance with the opposite sex).

One of the major activities is the training program “Training of students to family life”, where students with special educational needs study with healthy students. Cinema is an integral part of gender equality ensuring.

Work of the circle “Mars-Venus” is organized on the basis of the Centre. Students are engaged in the study of gender equality, the enforcement of women and the disabled people, gender literacy development.

Development of inclusive tourism is a separate direction, where students of different sexes travel together and establish contacts, overcome certain barriers in communication and relations. It is planned to participate in the national symposium with international participation “Scientific and Practical Implementation of Inclusive Rehabilitation and Social Tourism in Ukraine”.

It is also organized the advisory services for teachers and students on gender issues.

Center of Gender Education caused the introduction of a new discipline “Gender
Transformation in the 21st century” into curriculum.

Our special students study together in common groups, have comfortable access to libraries, educational laboratories, dormitory, and canteen. University adapts infrastructure for the students with special needs.

**Summary and Conclusions.** Pavlo Tychyna Uman State Pedagogical University has gained considerable experience in inclusive education, as the students with nosologies from all regions of Ukraine study at the university. Our special students actively participate in social and cultural life of the university and the city.

References:

Supervisor: prof. Kravchenko O. O.
Article sent: 22/11/2016 of Alla Voitovska
COMPLEX DIDACTIC GAMES FOR DEVELOPMENT OF SPEECH
"OUR COUNTRY" FOR CHILDREN
WITH TNR SENIOR PRESCHOOL AGE

Zashihina T., Tyurikova N.

Abstract. The paper presents a complex didactic games for development of speech "Our country" for children with TNR senior preschool age. Presents the results confirming efficiency of the developed complex of didactic games for development of speech "Our country" promoting the development of children's sense of citizenship, patriotism and love for their Homeland and improvement of the grammatical structure of speech.

Key words: complex educational games, Patriotic education, senior preschool age children with TNR.

Entry.

The problem of Patriotic upbringing of the younger generation today, one of the important in the educational process. The contents of the GEF, noted the urgent need to intensify the process of education of patriotism preschooler. Children at this age are very inquisitive, responsive, receptive, so this time is favorable for systematic and progressive moral education. The formation of the spiritual Foundation of the child, emotions, feelings, thinking, and processes of social adaptation in society, begins the process of self-awareness in the world.

In the period of early childhood leading activity is a game. Educational games are widely distributed in the system of preschool education, they are known as the games character or the game rules, but the educational task they do not act directly, but is hidden from the playing children in the foreground is game problem. The importance of educational games is that it develops the independence and activity of thinking and speaking children.

Educational games together that have a common purpose, and meeting the common goal are complex. In our view, the essence of realization of the complex lies in the unity of goals, objectives, principles, contents, forms and methods of work,
which is the implementation of system-active approach. In each didactic game must be present components: didactic game task, game action and rules.

Based on the features of the cognitive sphere and the development of lexico-grammatical categories in children with TNR, we have developed a set of didactic games contribute to their development.

**A review of the literature.**

In didactic game cognitive tasks connected with the game. This problem was addressed by many scientists, educators and psychologists (Friedrich Fröbel, Maria Montessori, K. D. Ushinsky, P. F. Lesgaft, L. N. Tolstoy, E. I. Miheeva, L. A., Wenger, A. P. Usov, V. N. Avanesov, A. S. Makarenko, R. I. Zhukovsky, D. V. Mendzheritskaya, etc.).

The theory and practice of educational games were developed by researchers: A. P. Usova, Z. M. boguslawska, I. A. Sorokina, A. K. Bondarenko, L. A. Wenger. A. I. Sorokin defines didactic game as "the game is educational, aimed at expanding, deepening, systematization of ideas about the children, the education of cognitive interests development of cognitive abilities". A. V. Zaporozhets noted that the didactic game is not only a form of learning, but also promotes overall cognitive development. According to A. V. Mendzherickiy the essence of educational games is that "children solve mental tasks proposed to them in an entertaining game form, find solutions, overcoming the difficulties. The child perceives mental objective, practical, games, it increases mental acuity".

In modern pedagogical literature sets out a wide range of approaches to the classification of games offered by A. V. Zaporozhets and A. P. Usova (creative, mobile and didactic), A. I. Sorokin (games-travel games-assumptions game assumptions, game instructions, games, puzzles, conversation games, mobile-educational games), E. I. Miheeva, developed a number of games to explore the wider and speech development that are associated with observations from life and are always accompanied by the word. Children of preschool age have gaming experience, so easy to perceive verbal explanations of didactic games, which reflected the more complex the content the phenomena of life and requires great mental stress. In children of this age is manifested more focus and autonomy.

Didactic games are very effective and Patriotic education. In the Federal educational standard of preschool education sets goals for the Patriotic education: creating conditions for the development of the foundations of Patriotic consciousness of children, the possibility of positive socialization of the child's comprehensive personal, moral and cognitive development, development of initiative and creativity on the basis of the relevant pre-school age activities.

**The main text**

Given the current goals of preschool education and needs of children with severe speech disorders, we have developed a set of didactic games for development of speech "Our country" for children with TNR senior preschool age with the purpose of development of children's sense of citizenship, patriotism and love for their country by improving the grammatical structure of the speech.

The first stage. Objective: development of diagnostic material and identify the level of knowledge in the field of Patriotic education and level of proficiency on the
use of lexico-grammatical categories.

Second stage. The purpose: development and testing of complex didactic games.

The third stage. Objective: to determine the level of the knowledge about the Homeland and abilities for operating the lexico-grammatical categories.

The first stage was diagnostic developed material aimed at the study level of knowledge in the field of Patriotic education and vladenie the skills to use lexical and grammatical categories, in which 60% of children with TNR senior preschool age revealed a low level and 40% average.

In the second phase we developed a set of didactic games for development of speech "Our country", which included 9 of didactic games, each of which has the gaming action and rules, the material and the following didactic objectives:

- to teach the correct use in the speech nouns in the oblique cases plural, to secure the ability to meet the complete offer;
- to learn to form words with diminutive suffixes;
- to exercise in coordination of nouns with numerals (one, two, five);
- exercise in the formation of words denoting a characteristic of the noun;
- to exercise in formation of plural nouns the instrumental case;
- to exercise children ability to co-orderate the pronoun with the noun;
- to train children in the use of words antonyms, to promote the understanding and memorization of Proverbs;
- learning to use the possessive forms of the plural;
- to summarize the children's knowledge of Russia, to form a respectful attitude to the Motherland and to cultivate a sense of patriotism.

In the second stage of the forming experiment was tested we have developed a set of didactic games for development of speech "Our country" for children with TNR preschool vozrasta for two weeks 3 times a week during the occupation, the regime moments and speech training.

When the development and testing of complex didactic games, we took into account the principles of both General and special education: the principle of regularity and consistency, taking into account age peculiarities, the principle of developing training, the principle of scientific and availability, the principle of the unity of diagnostics and correction of deviations in development, the principle of accounting regularities, ontogeneticheskie development, activity-based principle.

In the third stage to determine the level of the knowledge about the Homeland and abilities of handling lexical and grammatical categories, we conducted a control experiment, the results of which were as follows: highest level in 60% children, 30% children were found to have medium level and low level in 10% of children with TNR senior preschool age.

Summary and conclusions.

Thus, we consider the complex of didactic games for development of speech "Our country" for children with TNR senior preschool age successfully, which is confirmed by the results of the stating experiment. Educators and parents noted the growth of vocabulary in children, use them in the classroom and in spontaneous speech, new words, variety of words-signs in the description, the use of antonyms and synonyms, as well as the correct coordination of words in a sentence.
Didactic game has been a successful form of learning and systematization of perceptions of children about the environment, education and cognitive interests the development of cognitive abilities and instilling a sense of patriotism.

Games developed by us are complex, can be used at any convenient time and place. They can be used as teachers in the preschool institution and the parents. These games can include in the different types of activities: labor, creative or educational.

Literature:

VOLUNTEERING AS A MEANS OF SELF-ACTUALIZATION AND SELF-DETERMINATION OF A PERSON

Abstract. The article presents the tendency of regeneration and active development of such social phenomenon as volunteering in the life of a modern Ukrainian society. Volunteering nowadays has an important place in the formation of the "spiritual" culture, values and basic standards of the morality of a person and the society in general. The question is, why exactly do people engage in volunteering and what encourages them to do so?

Key words: volunteering, volunteer, charity, virtuousness, motive, reason.

The primary aim of the study is to analyze volunteering as a social phenomenon, to research the notion of volunteering and charity, and also to investigate the reasons and motives of volunteering.

Different aspects of volunteering have been studied and the place of volunteering as the component of the social-pedagogic work with youth has been determined by such domestic scientists as I. Zvereva, S. Savchenko, S. Kharchenko. The technologies of implication and preparing the youth for volunteering have been described in the studies of O. Bezpalko, N. Zaveryko, A. Kapska, V. Petrovich. The problem of volunteering and volunteer movement has always been the focus of attention of many scientists. According to M. Deychakiwsky, volunteers are the most active representatives of different groups of population that will to provide the effective support of establishing democracy in Ukraine by the means of their own labor, participation and contribution to improving the status of marginalized groups or to developing of the social and cultural fields.

Volunteering nowadays is a powerful social and public movement that is capable of assuming some part of the state social bodies' powers. The notions "volunteer" and "volunteering" are very broad. The ability of one man to selflessly and, in most cases, anonymously, get their work done for the sake of the others is
used as a basis of voluntary. This means that part of their spare time, energy, knowledge and experience volunteers spend on performing activities that benefit people or society in general. However, the notion "volunteering" means, first of all, activity on the basis of voluntarism.

According to I. D. Zvereva, volunteer movement is a charity work, performed by a natural person on a basis of non-profit activities, without salary or promotion and for the well-being and prosperity of the particular communities and society in general. A person, that voluntarily provides free social assistance and service for the benefit of the disabled and sick people and social groups, which have resulted in a difficult situation, is called volunteer [2].

H. Spencer believed, that charitable work is certain actions, which bring joy to the others and do not aim for compensation [3]. Following Kant's ideas, Spencer discussed different defects of the state-enforced charity, meaning by that a coercive redistribution of public social benefits. However, he was not against volunteering and, like most libertarians, was a big believer in private charity, main purpose of which, along with the others, is to reduce the nature's injustice [3].

The development of volunteering is gaining speed and this process is unlikely to be stopped. Though volunteering nowadays becomes more and more popular mostly among the youth, sacrifices for the greater good are being made by people of every age category. The development level of volunteering in Ukraine has risen greatly over the past year. According to the recent data, 23% of the Ukrainians have been involved in volunteering for at least once in their lifetime, they also include 9% of those, who have started this kind of activity within the last year in particular. Experts point out, that there are mostly young women, citizens of Kyiv and West regions of Ukraine among these volunteers, and the overwhelming majority of them have higher education. Analytical research carried out by GfK Ukraine on request of the United Nations showed that most of our citizens believe volunteering to be the necessary part of the civil society. The number of registered charitable foundations in Ukraine has reached and topped 15,000 mark over the past year. It means that more and more people will to do a good work. Psychologists explain this rapid rise of popularity of volunteering in the following way: apparently, people have realized that it is actually easy to give and to help, and that giving does not always refer to money, because the Ukrainians are by their very nature sensitive and compassionate people. These qualities have manifested best during the critical situations. And those who help once will do it again and again. This is the reason why volunteering has become an important part of life for many Ukrainian people [5].

Such famous Ukrainian sportsmen as Andriy Shevchenko, Lilia Podkopayeva and Stella Zakharova are also involved in charitable and philanthropic work. Liliya Podkopaeva by starting and successfully running the Healthy Generation foundation is strongly supporting veteran sportmen and beginning sportmen. Apart from that, Podkopayeva is a United Nations Goodwill Ambassador on HIV/AIDS and organizes charity events for the sick people on the 1st of December, every year. Stella Zakharova, in turn, helps children and sportmen by organizing different charity auctions and events [1]. Volunteering may be considered as one of the most important and effective instruments for the development of the civil society, the main
subject of which is a socially responsible, functioning in the civil meaning person.

Most commonly the scientists who research this problem specify the following reasons that encourage people to volunteer:

1) Pragmatic motives - professional experience, self-determination, career advancement, learning new concepts and skills, the developing of knowledge, a possibility of dealing with personal issues, an atonement for one's acts, meeting new people, an entertainment, etc;

2) Altruistic motives - a desire to provide a selfless assistance, to bring joy and benefit to people, a strong feeling of guilt and moral responsibility, wishing to serve God, a contribution to the development of one's district (region, country), a feeling of the social weight of one's work, a will to feel important and needed, to express solidarity with the others, an urge to feel moral satisfaction out of being capable to change the world for the better, to know that all the efforts have been made for a reason, etc [4];

3) Psychological and spiritual motives - a fight with loneliness and isolation, feeling of being needed, personal growth, faith in God, feeling of moral duty to help the others;

4) Social-psychological motives - a need to feel united with other people, need to communicate, expressing solidarity with the others, developing of the communicative skills;

5) Emotional motives - improving one's emotional condition, having moral satisfaction out of helping others and being capable of changing something;

6) Social motives - a will to make a contribution to the development of one's district (region, country), meeting new people (enhancement of communication), implementation of one's own ideas, an urge to feel the social weight and importance of one's work, a feeling of patriotism, breaking the stereotypes, a request from friends, the example of one's parents, corporatized principles;

7) Educational-professional motives - learning new concepts and skills, the developing of knowledge, getting some professional experience, using acquired knowledge in practice, getting prepared for the future career, free education;

8) Hedonistic motives - entertainment, rest, recreational activities [4].

Conclusions. Volunteering has become an important part of life for every civilization and every society. Volunteering is a charity work of a person, that does not demand any financial donations, work, that is mostly based on using spare time and different skills of this person without any compensation. A process of regeneration of volunteering is a response of the society to socio-economic situation that has developed in a modern Ukrainian community. Charity supports those people, who under certain circumstances do not have any opportunity to provide for themselves, and helps to develop such spheres of social life as culture, science, education and healthcare. Speaking of motives that encourage people to volunteer, they can be different and one person can have several of such at once.

References:


DEVELOPING LEADERSHIP SKILLS

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"Leadership is the wise use of power. Power is the capacity to translate intention into reality and sustain it." - Warren Bennis

Abstract. Though certain people may seem to have that je ne sais quoi that inspires others to follow their lead, the ingredients of true leadership aren’t really a mystery. Many people have researched and studied the qualities that leaders possess, and they have observed many commonalities.

If your students are aspiring to take on a management or leadership role in an institution or organization, or if they simply wish to have more influence in their circles of friends and classmates, encourage them to begin building the characteristics of a leader today.

Key words: self confidence, humility, core self-evaluations, trustworthiness, authenticity, extraversion, assertiveness, emotional intelligence, internal locus of control

Introduction. In the last few years, leadership programs have sprung up in remarkable numbers at colleges and universities across the world. Institutions as diverse as Creighton University, Arizona State University, and Highland Community College, in Illinois, now offer leadership training and opportunities to their students. Some universities and colleges, like Gonzaga and the City University of Seattle, have developed degree programs in leadership, and many more such programs are being planned. It seems that every university Web page and presidential message now highlights leadership opportunities for students at both the undergraduate and graduate levels.

The main text. The idea is that leadership—like scientific disciplines, for example—consists of a set of skills, methodologies, and ideas that can be taught. The difference is that unlike, say, biology, leadership should inform all aspects of life. Leadership programs teach important life skills, such as introspection, cultural sensitivity, moral acuity, people skills, and decision-making acumen.

When leadership programs were first developed and introduced on campuses 20 years ago, they were at best marginal to the college or university's mission. They were situated in centers led by charismatic personalities, often retired public figures. Some programs, such as the James MacGregor Burns Academy of Leadership, then housed at the University of Maryland, tried to carve out an academic home and to make a discipline out of leadership. But they were not taken seriously by the academic community, and many faded from view. Thousands of books, scholarly
journals, and conferences aimed to professionalize the field, but still, leadership was not considered a serious discipline by others in higher education.

Part of the problem was its name; "leadership" is an amorphous term. Books on leadership, even serious ones, still get shelved with self-help books in many bookstores. Truth be told, most leadership books—or what are called leadership books—are nothing more than ego exercises for the author. It was and remains easy to dismiss a field that seems to include every chief executive, politician, motivational speaker, and baseball manager who ever wrote a book. And then there is the notion that true leaders are born, not made, and therefore leadership isn't worthy of academic study. Others worry that such programs offer a false promise to students—after all, not everyone can become a leader.

Nevertheless we are witnessing a growth in, and a new respect for, what we now call leadership studies. This is occurring in part because of the perception, at least, that business and political world is suffering a crisis of leadership. In the weeks leading up to November's midterm elections, pundits bemoaned the loss of political visionaries. Recent articles in The Wall Street Journal, Bloomberg Businessweek, and The Harvard Business Review ask, Where have all the business leaders gone? Many business schools have incorporated leadership training into their programs, or even created stand-alone business-leadership programs. Some undergraduate colleges have embraced the trend by starting leadership programs, which function much like honors programs, or by changing honors programs into leadership programs. Most colleges and universities have incorporated civic engagement or service learning, which is enveloped in a language of leadership development.

So today, the task before us is twofold if we are going to embrace this trend. First, each institution needs to define leadership in a meaningful way before it can develop a meaningful curriculum for its students. A leadership program should be based on the values and mission of the university. If those values are not defined, or if the program does not follow them, students will be left with a mash-up of courses with conflicting purposes and nothing tying them together. I also worry about the rush to slap the "leadership" label on programs that are not really grounded in leadership studies.

Second, we cannot just provide the next generation with the pragmatic tools that this generation of leaders seems to lack, and call it a day. The skills students will need can't be so narrowly defined because by the time a student graduates, those tools may well be obsolete. Rather, students should learn how to recognize and develop such skills in themselves, what we refer to as lifelong learning.

Students are flocking to these programs because they recognize the importance of leadership in ways that older generations may not. Today's students are graduating into a world that is much riskier than the one we knew. We are beginning to recognize that our current economic crisis goes much deeper than the recent drop in the stock market. Our students will find themselves in what I call a micropreneurial age. They will have multiple jobs and even multiple careers during their lifetimes. Many will work for small firms, and a growing percentage will be consultants and freelancers for most of their working lives.
In short, they will need to be equipped to make their own opportunities. They need the skills, knowledge, and qualities that leadership programs cultivate: self-reliance, social and cultural capital, appreciation for lifelong learning, creativity, conflict-resolution and team-building skills, ethics, understanding of economics, and more. Leadership programs recognize that the career ladder of old is broken. In the past, companies could be counted on to develop leaders by ushering bright employees into management-training programs. Today such programs are few and far between. Colleges and universities must do the job.

No one is a born leader—everyone can develop leadership skills and everyone can benefit from using them. First, take time to honestly analyze yourself. Learn to understand yourself. It’s the first step to understanding others. Consider these important questions:

1. What kind of leader am I? One who helps solve problems? A leader who helps people get along? How do others see me as a leader?
2. What are my goals, purposes, and expectations in working with this particular group?

In 1939, a group of researchers led by psychologist Kurt Lewin set out to identify different styles of leadership. As you read on, become aware of your own leadership style. What do you do well? What can you improve? How do you work with others? It is possible for several aspects of each leadership style to be part of your own.

**Autocratic (also known as authoritarian leaders):**
- Makes decisions with minimal input from team
- Clear distinction between leader and followers
- Can be controlling

**Democratic (also known as participative leaders):**
- Involves others in decisions to build consensus
- Provides guidance to followers and participates in group activities
- Motivates others

**Laissez-faire (also known as delegative leaders):**
- Gives authority to the group to make decisions
- Participates only when guidance is requested
- Doesn’t define team roles well or motivate others

Then you need to identify areas for improvement. Ask yourself these questions:

1. Do I try to be aware of how others think and feel?
2. Do I try to help others perform to the best of their abilities?
3. Am I willing to accept responsibility?
4. Am I willing to try new ideas and new ways of doing things?
5. Am I able to communicate with others effectively?
6. Am I a good problem solver?
7. Do I accept and appreciate other perspectives and opinions?
8. Am I aware of current issues and concerns on campus or in my community?

Then—after analyzing your strengths and weaknesses—take action.

Devise a strategy for upgrading your skills. Here are a few strategies to consider:
1) Communicate effectively. Effective communication is dialogue. Barriers are created by speaking down to people, asking closed questions that elicit yes or no answers, using excessive authority, and promoting a culture that depends on unanimity. If your focus is winning the argument or if you react defensively to criticism, you’ll create fear of openness and hinder the organization’s growth. Try these steps to effective communication:

- Listen actively—ask open questions. Be genuinely interested in what others say.
- Thank people for their openness—stress how much you value it—even if you don’t like specifically what is being said.
- Point to areas of agreement before jumping on areas of disagreement—this reduces defensiveness; members won’t fear being “attacked.”
- Set aside your authority to create an atmosphere of partnership to reduce fear in group members.
- Promote a culture of constructive dissent—though not to the point of paralysis.
- Portray disagreement as simply a difference of opinion. Get rid of the “I’m right, you’re wrong” attitude.

2) Encourage enthusiasm and a sense of belonging. Show:

- Friendliness: others will be more willing to share ideas if you’re interested in them as people too.
- Understanding: everyone makes mistakes. Try to be constructive, tolerant and tactful when offering criticism.
- Fairness: equal treatment and equal opportunity lead to an equally good effort from all group members.
- Integrity: members will take tasks more seriously if you show that you’re more interested in group goals than your own personal gain.

3) Keep everyone working toward agreed upon goals:

- Remind everyone of the group’s purposes from time to time. It’s easy to become too narrowly focused and lose sight of the larger goals.
- Provide encouragement and motivation, by showing your appreciation for good ideas and extra effort.
- Harmonize differences and disagreements between group members by stressing compromise and cooperation.
- Involve everyone in discussions and decisions, even if asking for opinions and ideas means a longer discussion.

4) Get to know the people around you

Everyone has different abilities, wants, needs, and purpose in life. To get along with others and get results, you need to get to know them.

- Interact with group members as often as possible. The only way to get to know someone is through direct personal contact.
- Become familiar with every member of your group. Take note of each person’s unique qualities and characteristics.

5) Treat others as individuals

Put your knowledge and understanding of each group member to work!

- Be aware of expectations. Everyone expects something different: recognition, a chance to learn, a chance to work with other people, etc.
- Be creative. A repetitious routine can cause boredom. A successful leader
thinks of new and better approaches to old ways of doing things.

- Provide rewards. Recognition by the group is a source of personal satisfaction and positive reinforcement for a job well done.
- Delegate responsibilities. If everyone shares the work, everyone can share pride in the group’s accomplishments. Let each member know what’s expected of him/her, available resources, deadlines, etc.

6) Accept responsibility for getting things done
- Take the initiative. Why stand around and wait for someone else to get things started? Set an example.
- Offer help and information. Your unique knowledge and skills may be just what’s needed.
- Seek help and information. Ask for advice if you need it. This will encourage group involvement and help accomplish group goals.
- Make things happen. By being decisive, energetic, and enthusiastic, you can and will help get things done!
- Know when and how to say “no.” If your time and resources are already committed, turn down extra tasks, but do it nicely.

7) Problem solve in a step-by-step way. Whether you are faced with a decision to make or a conflict to resolve, following a logical approach will help.
1. State the problem as simply and clearly as possible.
2. Gather all relevant information and available resources.
3. Brainstorm as many ideas or solutions as you can think of (with others if possible).
4. Evaluate each idea or solution and choose the best one.
5. Design a plan for using your idea or solution. Include a timetable, assigned roles, and resources to be used.
6. Follow up on your plan by asking if your idea worked and why or why not.

Andrew J. DuBrin has identified many of these characteristics in his book *Leadership: Research Findings, Practice, and Skills*, Seventh Edition. Here’s a quick summary of the traits he recounts:

- **Self confidence.** Per DuBrin, “A leader who is self-assured without being bombastic or overbearing instills self-confidence in team members” (p. 37). *Your* self-confidence and calm demeanor can help *others* feel more certain that they, too, can overcome hurdles or reach a challenging goal.

- **Humility.** When you’re willing to share credit with others, and you’re willing to admit that you’re not perfect, others see that and appreciate it.

- **Core self-evaluations.** Research shows that four related self-perceptions relate to effective leadership: “self-esteem, locus of control [that is, taking responsibility for what happens in your life], self-efficacy [akin to self-confidence], and emotional stability” (p. 40).

- **Trustworthiness.** People trust you when your attitudes, words, and motives align with what you actually choose to do. This includes being honest about mistakes, refusing to gossip and shift blame, and doing things the ethical way (even if it’s more expedient to do otherwise).

- **Authenticity.** Be yourself, and act in line with your core values and
personality. People will notice if you’re trying to be someone other than who you really are.

- **Extraversion.** Most leaders maintain an outgoing demeanor, show an interest in people, and gladly participate in group or team activities. (Feel that you’re not naturally extraverted? You can work on your skills by making a conscious effort to demonstrate genuine curiosity about and friendliness toward others.)
- **Assertiveness.** Be up front about your needs, concerns, and opinions. However, don’t forget to be tactful!
- **Enthusiasm, optimism, and warmth.** Staying positive, being approachable, and expressing positive thoughts and feelings through both verbal and nonverbal communication help you build rapport with those around you.
- **Sense of humor.** Your ability to make people laugh can help others feel comfortable and relieve tense situations. (pp. 37-45)

In addition to these general personality traits, DuBrin also lists several task-related personality traits common to leaders:
- **Passion.** Leaders show an extremely strong commitment to and enthusiasm about their work.
- **Emotional intelligence.** A solid leader exhibits empathy towards others, has a good understanding of emotions – both others’ and their own – and recognizes that their own mood can have an effect on the entire organization’s performance. (The primary research in this area was conducted by Daniel Goleman.)
- **Flexibility and adaptability.** A leader can bring about change... so it follows that he or she must also be ready and willing to adjust to different settings and situations.
- **Internal locus of control.** Strong leaders take responsibility for events and believe that they can have an effect on outcomes and conditions.
- **Courage.** Willingness to take risks on new ideas may put you “out there” for criticism and blame... but it also carries the reward of bringing new ideas to fruition. (pp. 45-51)

Through awareness of what it takes to be a leader, you can begin building habits that lead to increased effectiveness.

**CONCLUSION.** We should stop snickering every time we hear the word "leadership" on campus and start recognizing the desire of many students to hone and professionalize skills that will serve them long after graduation. Perhaps those skills were once instilled by corporate America or families. Now higher education is stepping up. Graduates of leadership programs may not be crowned leaders as soon as they get their diplomas, but ideally they will have the skills to lead tomorrow's generation and to thrive in the new economy.

**Literature.**
PARTICULAR USAGE OF EDUCATIONAL COMPUTER GAMES IN PRIMARY SCHOOL
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Abstract. The article is dedicated to the problem of usage educational computer game programs in primary school. We have looked into basic thesis of the concept of Game based learning (GBL) – learning that is based on games, and advantages of educational computer games. We have segregated basic principles of the theory of the game-based learning Gee’s Video Game learning theory, which was founded by an American scientist James Paul Gee. We have also analyzed the advantages of using computer programs of educational character compared to traditional learning. We have suggested authorial approach to formation of teaching skills to create high-quality computer programs of educational character, including the ones for primary school.

Key words: computerization of education, educational computer game programs, concept of education, game-based, theory of game education, educational program means.

Introduction.
Rapid growth of computer technologies leads to a quick development and spreading of game industry. Besides entertainment aim, game programs are usually oriented on practical usage in modern educational establishments [1, p. 238]. Such an approach is basic for the Game Based Learning concept which implements educational process based on game situations. In scientific research motivational effect and cognitive potential of computer games have been found, which means their orientation on stimulating the functions of development and social adaptation of users. Moreover, active usage of game software in educational process allows concentrating attention on the key issues of the subject, helps to estimate knowledge more precisely and of high-quality. Game programs develop skills of gamers, provide esteem of the quality of knowledge and gained skills, taking into account individual peculiarities of respondents. That is why working on game technologies is an up-to-date task of modern educational system.

Literature review.

Main text.
Educational games are motivationally oriented on users’ self-fulfillment in the process of learning and fixing material. The principle goal of educational games is a double content: gaming – getting a reward for children; educational – gaining knowledge, abilities and skills with the help of activity following determined rules.
The Game Based Learning (GBL) concept is based on such an approach – learning based on a game. According to the concept educational computer games have the following advantages [2]:

- Interest in educational process;
- Setting a goal;
- Game-based familiarization with the material;
- Choice of a difficulty level;
- Interactivity and stimulating effect;
- Training a complex of vital skills.

A famous American researcher and expert in the sphere of education with usage of computer games James Paul Gee formed the theory of game-based learning Gee’s Video Game Learning Theory, which contains the following principles of creating educational games [4, p. 281]: active control, the principle of design, semiotic principle, thinking at goal-level, the principle of psychological moratorium, semiotic sphere, the principle of passed down knowledge, the principle of originality, practical principle, the principle of increase of input, the principle of self-knowledge, the principle of achievement, the principle of long-lasting learning, the principle of competence regime.

Implementation of the stated principles in game-based environment of a computer program allows creating a convenient interface of a software product and providing effecting fulfillment of educational goal in the process of game-based learning.

So, all the above principle of creating game programs accordingly to Gee’s Video Game Learning Theory with taking into account the components of Game Based Learning concept help the creators of software to understand clearly the requirements to educational computer programs and choose soundly the means to implement them.

At the modern stage of computerizing society computers are more and more used in primary school not only at Computer Science lessons, but also at Mathematics, Ukrainian Language, Fine Arts, and Foreign Languages. Usage of computer programs for educational purpose has definite advantaged compared to traditional learning, because: 1) creative positively-emotional atmosphere is created since fairy shell of educational programs excites, that is why children look forward to computer-based lessons, the motivation of learning is very high; 2) gaming goal is set on the foreground compared to educational one, that’s why it is possible to activate adverse learning, and it is known that indirect learning is the strongest one and is not tiring. Furthermore, possibility to get success in short time causes pupils’ desire to work hard additionally; 3) there is intensification and individualization of learning. Each child solves about 10 tasks and calculations gradually at their own pace in 12-15 minutes as well as gets a mark almost instantly; 4) pupils form the need to use a computer as a tool which helps them to study, they gradually gain skills of computer users.

In order to get positive results of using a computer at lessons in primary school it is necessary to organize the educational process correctly. Firstly, a lesson must be
conducted by a primary school teacher since they know the methods of teaching subjects in primary school, visual material and age peculiarities of primary school pupils. More than that, computer-based tasks must be created by them in accordance with the content of the subject and methods of teaching it. Secondly, pupils must be computer literate at the level necessary to cope with suggested computer-based tasks. Besides, they must study in a special room equipped according to the established norms of hygiene for primary school pupils, following which pupils can use a computer at a lesson for not longer than 10 – 15 minutes.

Most children aren’t familiar with educational computer programs. That is why while creating computer software for supporting educational process in primary school it is necessary to take into account psycho-pedagogical peculiarities of computer education of primary school children. It is advisable to use for them saturated colors, usual artistic and sound language, compositional clearness, understandable emphasizing of main elements, and small volumes of texts as well [3, p. 44].

But in the process of computerization of education in primary school there arise a number of problems connected with creating corresponding computer software on each subject that is studied. The matter is existing computer training programs do not always meet the curriculum of a definite school, and primary school teachers in the majority, do not have strong skills in developing quality software for educational purposes. Therefore, one of the most important tasks of educational institutions which train teachers for modern primary school is to develop a high level of computer literacy that would enable them in future to develop their own computer programs for educational purposes and correctly use them in the learning process.

With the aim of developing skills of future teachers, particularly Computer Science teachers, creating high-quality computer programs for educational purposes, including for primary schools, we have developed an author's course "Educational software" which is taught to students of training direction 6.040302 "Computer Science". While mastering it students, led by a teacher, develop a variety of computer programs for initial purpose, namely: educational cartoons, lessons - fairy-tales, test programs, electronic crossword puzzles and cryptogram, Web-pages for educational purposes and so on. Each student chooses their subjects individually according to the school course program subjects, including primary school. Practical testing of the developed educational software tools is carried out during student teaching practice. According to its results and based on reviews of school teachers, computer program for educational purposes may be recommended by methodological school board for use in the educational process.

The same in terms of content course is taught by us to university undergraduates studying in the field 8.04020101 "Mathematics" and 8.04020301 "Physics". In our view, such a technique is advisable to spread among students of pedagogical educational institutions that acquire specialty of a primary school teacher and among teachers of primary school enrolled in courses of postgraduate education.

**Conclusions.**

Thus, the widespread use of educational and game-based programs in primary school increases motivation and learning efficiency. In this regard, special attention is
paid to the problem of significant improvement of computer literacy of teachers, including primary school teachers.

**Literature:**


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LECTURE - ONE OF THE MAIN FORMS OF EDUCATIONAL PROCESS IN THE STUDY COURSE OF GENERAL PHYSICS

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Abstract. Were reviewed the role and importance of lectures on general physics in the preparation of specialists in the field of natural sciences and technical sciences.

Some of the most essential functions of lectures were analyzed. Dependence structures were also marked by lectures from content and nature of the material features of carrying out of employment for the course of general physics with students the first year.

Key words: physics, course of general physics, lectures, functions of lecture.

Introduction. Physics studies the simplest and most general laws phenomena of nature, properties and structure of matter, the laws of its motion.

Physics has an exclusive place in the total amount of knowledge accumulated by mankind. The discoveries in physics, made in the late nineteenth and early twentieth centuries, had a decisive influence on the state of science, technology, and on the whole human life.

A clear need in the physical knowledge for the specialists in the field of natural sciences and technical sciences. Physics is the theoretical foundation of technique, those physical phenomena and processes that are not yet used in technique can be widely used in the future.

Main part. Course of general physics creates the conditions for the study of subsequent disciplines and the formation of natural-science worldview.

Unfortunately, in recent years, the time devoted to the study of the fundamental disciplines of the universities has been greatly reduced. This is explained by both objective and subjective reasons [1, 2].

In Ukraine, almost all the engineering faculties of time studying general physics course was reduced to 225 hours. The curricula for approximately 50% of the time allocated to classroom instruction and independent work of students.

Of course, students need to 1st year classes in high school to get the skills of self-mastering knowledge. The concept of lifelong education implies that everyone should learn at least 20-25 years. But for first year students studying general physics course, especially difficult to learn on their own because of the low level of education in schools and institutions of higher education of the 1-st and 2-nd level of accreditation. More trouble in students of biological and other non-engineering departments that do not pass on the physics of external independent evaluation of knowledge.

These circumstances require the faculty of physics departments of the educational process, allowing both information-packed classroom, and improving students' independent work.
One of the main forms of organization of educational process at the university is traditionally a lecture. Its main didactic purpose - formation of oriented basis for further assimilation of training material [1, 3, 4].

Course lectures of physics provide basic content, coherent and logical coverage of academic disciplines.

However, with the development of computer technology and information technology, distance and e (e - learning) training, there were opponents of the lecture training. They believe, in general, that the lectures are taught to passively accepting the opinions of others, suppress independent thinking, some students simply mechanically written synopsis dictation lecturer [2, 5, 6].

So, then the higher the mastery of lecturer and than more productive lecture, the greater its negative impact.

New training technologies debarred from direct teacher instruction. Theoretical materials are placed in the network; the student can work with them at any time and anywhere in the world. Only at the undergraduate education is carried out in conjunction with experts in the composition of the scientific - technical groups. The cost of such training is much lower than the cost in the classic process of education.

However, there is no evidence of greater efficiency of such a "high-tech" learning process as compared to the classical system of education [6].

Experience shows that the failure to reduce the lectures scientific level of preparation of students, broken system training work during the semester. Particularly significant for the traditional methods of teaching first-year students - recent school, when the teacher is required to teach feedback that allows immediate rebuild educational material, making it more accessible and understandable for students.

Therefore, the lecture remains the primary, the leading form of organization of educational process at the university. Naturally, the achievements of modern technology should be taken into account in the methodology of teaching physics.

What are the requirements must comply with of lectures on general physics course for first year students at the university? Of course, lectures must comply with didactic principles of scientific, systematic and consistency, accessibility, clarity, consciousness and activity.

Consider the yet some of the most essential functions of lectures in general physics course for students of the natural sciences and engineering [4].

**Information function.** Lecture - source adapted for students of scientific information on the achievements of science of physics, the main provisions of the discipline. The lectures in general physics course should present physics as a coherent system of knowledge related logically together.

Lecture - the most operative and economical way to transfer a large volume of scientific information in a systematic way a large number of students.

Lecture content is determined by the program "Physics" discipline.

Obviously, at 100-130 hours allocated to classroom instruction (including 44-56 hours of lectures), all of course in general physics program issues can not be reflected on exhaustively lectures.

It is known that information doubles every 10 years, and of course, impossible to transmit its students. Since the fundamental data are growing much more slowly in
the lectures should include the most important thing - the fundamental laws of physics, its ideas, methods, basic concepts, complex theoretical material.

It is necessary to accurately identify which part of the program should be presented in lectures, and as discussed at the practical and laboratory classes allocated on the students' independent work.

The knowledge gained in the lectures, should be deepened and extended to the practical and laboratory classes. At these sessions should be current control of knowledge and skills.

*The orienting function.* Lecture orients students to sequence the development of theories, ideas, views, when and how they have been developed by scientists, what circumstances and needs of the society they were due. This approach "humanization formulas", as a rule, increases students' interest to the material, that stimulates activity in its study. By orienting functions lectures include a list of recommended literature.

*Advocacy to explain the function.* In his lectures on general physics course introduces the basic concepts, principles and laws of physics as a science, students learn the techniques, methods and research techniques.

Students need to understand the role and tasks of physics, the relationship with other sciences and, importantly, to the profiling of the faculty (specialty).

The same problem is solved practical and, in particular, laboratory classes. The subjects of the works must be linked to the faculty profile. In this case, the students are more aware of the importance of the study of physics in their formation as a specialist.

For example, in the irrigation and drainage faculty can deliver the work on hydrodynamics and for surveyors - the study of the work of the semiconductor laser distance measurement from the phase shift of the oscillation, etc.

*Convincing function.* The student must be convinced of the correctness of the information reported to the teacher lecture. The conviction is realized through the arguments, the evidence. In this case, certain facts are included in the system of knowledge, understanding comes.

Physics - experimental science, its laws are based on the facts established by experience.

Lecture demonstration not only provide lecturers conclusiveness of judgment, but also increase interest in the studied material, sharpen and direct attention, promote the activity of perception, lasting memorization.

Students are particularly spectacular experiences are remembered, it would seem contrary to common sense. For example, if a blow between two sheets of paper, they are contrary to the expectations of students come together etc.

The most convincing demonstration of physical phenomena are on real hardware. Virtual experiments, modeled on a computer screen, can be an excellent tool for evidence lecturer reasoning. However, the real experiment produces a much greater impression on the students, rather than a virtual one. After the lectures, students are often asked permission to themselves to do interesting experiments.

Computer experiment can not replace a real and should apply it only in cases when it is necessary. For example, when the studied processes are transient or long-
term, too small or large scale processes is fundamental impossibility of observing physical phenomena.

The experiment can act in two ways: with deductive presentation of the material it is a criterion of truth, confirming the conclusions of the theory, while the inductive approach is a source of knowledge.

Technical tools, illustrations and demonstrations of experiments designed to improve efficiency, the expressiveness of lectures, but their immoderate use of excessive overload of the student information, turn their attention to these funds [7].

*The structure of lectures* is determined by the content and nature of the material, the student audience characteristics. However, there is a general approach applicable to any lecture [1, 3, 4].

*The introduction* sets the theme, the plan, the purpose of lectures. It reported the basic idea of lectures, her urgency. If necessary, show the connection between the content of the new and the previous lectures. Entry is designed to interest the audience, to emphasize the importance of learning the material presented.

*The main part of the lecture* - presentation, in which implemented the objectives and tasks of the lecture. It outlines the basic laws of physics and problems, methods of their solutions. The duration of the consideration of individual issues (stages) of the lecture is determined by their scientific value. Each question should be completed theme lectures concise conclusions, the supply of students to the new issue. It is important to link the content of lectures, followed by her laboratory and practical exercises. For disclosure of theoretical positions should be given interesting facts, simple and striking examples to show the value of the acquired knowledge of physics students in future practice.

*Conclusion* aims at a brief summary of the material presented in the lectures, the systematization of knowledge.

*Introductory lecture.* Certain types of lectures may be markedly different in structure from the traditional "academic". This applies above all to the introduction, the introductory lecture. It prepares students for the perception of basic information on general physics at this faculty. Considered the role and significance of physics as a science, its impact on other science, technology, production. It must be stressed that physics - is not only one of the fundamental sciences, but it still has great practical value. Disclose the major stages in the development of physics, the role of scientists who have made significant contributions to science.

Students are informed about the aims and objectives of physics as a discipline, its place in the system of education in this specialty, the links with related disciplines. Familiar with the organization of educational process, curricula and syllabi, time allocation by type of studies and semesters, the features of practical and laboratory sessions to supplement lectures.

It is necessary to inform the students about the methods of control of knowledge, organization of independent work.

Introductory lecture is especially important for first-year students. They are interested in and a new training system for them, and a new discipline, and lecturer.

The ratio of students to physics as a science and as an academic discipline, attitude to the lecturer begins to take shape in the introductory lecture. Therefore, it is
important that the introductory lecture was bright, convincing and accessible for perception freshmen.

Garnish with a few simple introductory lecture and spectacular demonstrations. For example, a tennis ball hovering in the air stream and, on the other hand, when the same stream does not throw the ball out of the crater. Makes a strong impression on the students' experiences with the gyroscope, Tesla transformer [7].

Showing these experiments only to activate the students, and will be followed by an explanation of the study the relevant sections of the course of physics.

Conclusions. The training of specialists in the field of natural sciences and technical sciences are important lectures on general physics.

The development of computer technology and information technology contributes, of course, adjustments to the methodology of teaching general physics course in high school, however, the traditional lecture remains the main form of organization of educational process.

The lectures give a holistic and logical coverage of basic course material determines the direction, content and effectiveness of other forms of educational process - practical and hands-on labs, students' independent work.

Lectures on Physics can facilitate the adaptation of first-year students, recent schoolchildren to the learning system at the university.

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EXPERIENCE PROGRAM ADDITIONAL ENVIRONMENTAL EDUCATION IN THE INTERNATIONAL PROJECT TEMPUS

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Abstract. In this paper we discussed the issues of continuous environmental education of employees of railway undertakings and students in the field of environmental management and auditing. The results of the survey of students learning and participants of the pilot training courses on the program "Environmental management and auditing in the Russian companies." We consider the results of the Student Environmental Forum organized in the framework of the international project TEMPUS RECOAUD.

Key words: environmental education, international environmental project.

Introduction.

The most important element to improve the environmental culture production is the continuing education of professionals offering practical guidance activities of enterprises. Implementation of environmental auditing and environmental management in business decision-making process is crucial for businesses that will not only comply with environmental legislation, but also to improve their own energy efficiency, reduce production costs and gain competitive advantage.

Literature review.

According to the Environmental Doctrine of the Russian Federation, the priorities of the State and society are the conservation and improvement of the environment. The main aspects of the state environmental policy include environmental education and awareness. Currently, the Russian managers undergo mandatory training only two programs of additional vocational training: "Ensuring environmental safety managers and specialists of general business management systems" and "Ensuring environmental safety when working in the field of treatment of hazardous waste", which is obviously not enough. To address the sectoral and regional environmental problems need to generate at practitioners of ecological-oriented managerial expertise, including in the light of international experience in the field of environmental education.

Main text.

Omsk State Transport University (OSTU) is one of the partners of the TEMPUS RECOAUD environmental international project (2013 - 2016 years), Which is attended by German, Poland, Slovakia, Slovenia universities, and 4 Russian university - Tyumen State Oil and Gas University (TSOGU) Transport university in Samara (SSTU), Yekaterinburg (USURT), Omsk (OSTU). The long-term goal, financed by the European Union, is that on the basis of the experience and knowledge of European partner universities and experts to develop, test and run in Russian universities continuing education professionals and to further develop educational programs in the field of environmental auditing and management, including distance
learning. Railway and oil and gas companies from all Russian regions participating in the project expressed their support for and interest in the achievement of its results.

In November and December 2015 as part of the next phase of the project TEMPUS in OSTU, as well as in other Russian partner universities, conducted training courses on the program "Environmental management and the integration of the eco-audit program in corporate decision-making process" for practitioners enterprises of West-Siberian railway - branch of JSC "Russian Railways", for OSTU students (a total of 37 participants). Classes are conducted by teachers - participants of the project, which in the previous phase of the project TEMPUS in September-November 2015, interned at the European colleagues at the Technological University of Czestochowa (Poland) and at the SSTU in Samara, and received international certificates. The training process used interactive teaching methods, used materials provided by European partners, adapted and supplemented by Russian teachers. Constantly held an exchange of views between the experts of the enterprises, students and professors, joint discussion and evaluation of student presentations on current industry, regional and global environmental problems and their solutions.

OSTU students, trying to start an active environmental work, based on knowledge developed a project "Establishment of selective waste collection in the university", where defined types, volumes and hazard class of waste; the purpose and the project environment; terms and conditions of the selective collection in the city; providers of waste disposal from the territory of the university; costs and payback of the project; human, material, financial and time resources for the project; funding sources, the beginning and end of the project, its intermediate stages, responsible and performers at each stage; We created a motivational program for employees and students.

As a result of the pilot courses based on motivational interviewing in each Russian universities were selected 10 students to participate in the two-week competition forum on environmental management in SSTU (Samara) in February 2016. During the first week of the contest forum participants have been involved in active training (team building, public speaking, debating eco-film club, a lecture-seminar on "Environmental and economic assessment, and natural resources management" business game "wildlife management", photo contest "Eco-positive and eco-negative").

The purpose of training was to prepare the teams for the second week of the forum - the development of projects on environmental management and make a presentation. Each university team worked on four projects in the nominations:

1. Implementation of environmental environmental management system according to ISO 14000 standards on large industrial enterprise.
2. "Green» PR company.
3. Case studies (each team received a package with a case of the experts of the Joint Stock Company (JSC) "Russian Railways" with a specific environmental problem and had to make a sequence of actions to solve the problem with the existing legislation, regulations and internal data of the case).
4. The selective waste collection at the university.

Evaluated by the project team experts - ecologists Kuibyshev railway - branch of
JSC "Russian Railways".

All students received certificates of participants of the international project TEMPUS RECOAUD, moreover, OSTU students became winners of the Student Environmental Forum in the category "Environmental projects".

**Results. Discussion and Analysis.**

After finishing the courses in OSTU conducted a survey of students and professionals. All of the surveyed students and professionals (100%) believe that learning content is fully consistent with the objectives of the program and courses, this knowledge is interesting and new, can significantly expand the available skills. Average assessment of the quality of education (24 indicators profiles) - more than 9.5 points out of 10. According to the staff for railroad railway undertakings are the most important issues of the implementation of environmental management, environmental standards and procedures, the SWOT-analysis of the legal and legislative framework for the protection environment. 93% of specialists from among the railway workers believe that training courses on this subject are useful in the work and will be in demand in the West Siberian Railway - branch of JSC "Russian Railways".

The team of students OSTU outlined a concrete plan for environmental projects. The project "Establishment of selective waste collection in the University» for OSTU is promising. To create an effective motivational programs for staff and students on selective waste collection team members have launched an ongoing online survey, including social networks, and systematically analyze and summarize the results. In April - May 2016 (in conjunction with the OSTU Volunteer Center) students collected and handed over for processing 1 ton of waste paper.

**Summary and Conclusions.**

Survey data were obtained on the basis of training refresher course participants on environmental management and auditing; The stages of the implementation of a proactive student project "Establishment of selective waste collection in the university." They confirmed the successful results of the course as a stage of continuing education, whose goal in the project TEMPUS RECOAUD is not just a one-time training a group of people environmental management, but also to contribute to the spread in the Russian ecological culture in general and the formation of motivation for eco-oriented behavior among practitioners and students - future leaders.

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Abstract: this paper considers the problem of psychological and pedagogical support of the educational process of students of the Institute of psycho-pedagogical education RSVPU in the context of implementing ФГОС ВО 3++. Analyzed the basic functions, theoretical principles and approaches of psychological and pedagogical support of the educational process of students.

Keywords: psychological-pedagogical support, educational process, students, innovative technologies, innovative technologies in professional self-determination.

The most important condition of the successful educational process at every stage of education in the university is psychological-pedagogical maintenance of person-oriented educational process.

Under psychological-pedagogical maintenance we understand integral process of learning, forming, development and correction of the professional formation of a personality in a context of educational-professional and educational activity of the students [1].

The main aims of a psychological-pedagogical of an educational process (EP) are:

• actualization and development of an individual psychological and social-professional potential of a student under conditions of a competency building approach realization;
• fulfilling a need for social and professional self-definition, forming of social-professional purpose, motives, relations, values orientations, initiating the process of self-development of a student’s personality;
• assistance to a personal, professional development of the students according to cultural and historical traditions of a domestic pedagogics and psychology taking into account achievements of the university in an educational area [4].

The main tasks are:

• psychological-pedagogical maintenance of a social and personal development of the students in a process of educational-professional and personal development of the students in a process of an extra-curricular activity;
• forming an ability of self-organisation, self-actualization, self-regulation, self-educating and self-development;
• ensuring of a psychological-pedagogical maintenance through rendering individual and group psychological assistance;
• prevention of a deviant behaviour of the students through the actualization of a need for moral development, self-knowledge;
• participating in a development and holding of procedures system aiming at
preventing of an addictive behaviour among students;
  • raising of the psychological-pedagogical competence of all the subjects of an educational process;
  • development of an individual-personal and artistic potential of the students, forming of social-cultural and educational-professional meta competences through educational potential of the disciplines being realized;
  • creating of a proactive learning environment;
  • assistance to a forming of an active civic and personal stand, professional identity of a student [2].

The basic conceptual theses of psychological-pedagogical maintenance of an educational (educational-professional) activity of the students are:
  • presence of the social-economical conditions corresponding to valid realization of a student in the future professional activity;
  • society assistance of a valid social-professional personality increasing;
  • acknowledgement of a personal right on an independent choice of the ways of fulfilling its social and professional functions;
  • personal acceptance of the responsibility for the quality of the professional formation and realization of the professional and personal potential;
  • - harmonization of mental development of the individual and the external conditions of social and professional life.

Psycho-pedagogical maintenance of the educational process at the Institute of psychological-pedagogical education RSVPU is considered as a combinatorial technology, which includes as a psychological aspect:
  • diagnostics of the initial level and the dynamics of vocational training of students; identifying the nature and characteristics of the social and professional arrangement, expectations, intentions, interests, preferences and values, as well as personal features of students;
  • psychological assistance in the development of professional and personal potential;
  • psychological support in overcoming the difficulties of self-design activity and behaviour;
  • assistance in the professional self-determination of students.

As a pedagogical aspect of psycho-pedagogical maintenance includes:
  • aestheticization of an educational environment of the Institute of the psychological and pedagogical education of RSVPU;
  • methodological support of the educational process;
  • creation of highly organized students and teacher’s community, optimization of socio-professional partnership of students and teachers.

During the implementation of psycho-pedagogical support of the educational process we found the following functions:
  • information and analytical maintenance of separate stages of professional formation of the student (choice of profession, the initial stage of training and professional adaptation);
  • design and self-projecting of scripting separate stages of professional development;
• psychologically competent support and assistance to students in overcoming difficulties in educational-professional activity, especially when changing professional and educational environment;
• developing diagnostics, on the basis of which individual recommendations for a student are developed, and the conditions for its successful adaptation and effective education are set;
• monitoring of the social and professional development;
• correction of the socio-professional and psychological profile of the individual student.

Implementation of psycho-pedagogical support of the educational process at the Institute of psychological and Pedagogical Education of RSVPU is carried out in accordance with a comprehensive program which includes the main stages (initial, basic and final) training and education of students in the university. [1]

Implementation of psycho-pedagogical support of the educational process

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<th>Stage tasks</th>
<th>Ways and means of psycho-pedagogical maintenance</th>
<th>The criteria for successful completion of stage</th>
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<td>The initial stage of the professional training and education of students (1-3 semesters)</td>
<td>1. Diagnostics of readiness for learning and cognitive activity, motives for learning, values, socio-psychological and professional arrangement, interests, personality preferences; 2. Psychological support of the first year students in overcoming the difficulties of independent living and establishing harmonious relationships with fellow students and teachers; 3. Advising the first year students facing difficulties and problems in professional self-determination; 4. Assistance in professional self-defining, the choice of means to promote the positive motivation for future professional activities.</td>
<td>1. Successful adaptation of students to the educational process of the university; 2. Personal self-determination; 3. Development of effective new style of activity; 4. Formed arrangement on self-knowledge, self-awareness, self-development.</td>
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The main stage of the professional training and education of students (4-6 semesters)

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specific skills and competencies of trainees, intelligence, emotional and volitional regulation, responsibility for their social and professional development and independence.  
4. Development of different kinds of teaching situations that involve moral choices in a clash of opinions, interests and desires.  
of social communication;  
3. Formed active life philosophy;  
4. Awareness of the value of the individual's ego;  
5. Responsibility is in self-organization and self-management training and professional activity.

The final stage of training and education of students (7-8 semesters)

| 1. The development of a stable system of professional and life values, motives; | 1. The final diagnostics of professional skills; | 1. Formed professional identity; |
| 2. Teaching solving of socio-professional problems; | 2. Consultation on the implementation of personal potential; | 2. Formed professional competence; |
| 3. Development of a clear individual professional position; | 3. Maintenance in finding the personal senses of the future life; | 3. Formed key competencies (ability to overcome the subjective and objective difficulties, the willingness to take responsibility for their professional careers, and others.) |
| 4. Willingness to independent professional activity; | 4. Advising on family relations; | |
| 5. Expanding the socio-professional consciousness environment. | 5. Assistance in finding employment. | |

Psychological-pedagogical maintenance of an educational process in the Institute of PPE is implemented on the basis of competence approach in the following directions:

- adaptation, the main task of which is the adaptation of the students to the conditions of university education, raising stability against stress and intellectual loads. The means and methods are ‘The first year student training’, ‘Successful student’ training, organization of collective (scientific, creative, sport, social, etc.) work of the junior and senior students, ‘School of co-supervisor’ etc.
- career guidance, which task is the testing and advising on professional formation and ways of professional development, the formation of readiness of graduates for the implementation of future professional activity;
- diagnostic surveys and testing to determine the socio-psychological and psycho-pedagogical climate at the University, students group, basic needs and requests of students;
- developing, among the means and methods there are: ‘Communication training’, ‘Self-regulation training’, ‘Self-confidence training’, ‘Conflict settlement training’, etc.
- consulting, work with applicants, students and teachers [2].

The priority directions of the informative aspect of the program of socio-professional education of students are: research and analytical; professional; axiological; humanitarian-ecological; social; creative; moral; self-administrative.

Psychological-pedagogical support of a student in modern conditions of
organization of educational process is carried out not only in the form of psychological care for the individual needs of the student, but also by creating a system of projects, accompanying the person, from selecting educational organizations prior to graduation and employment.

So, the psychological-pedagogical maintenance of the educational process in the Institute of PPE of RSVPU is one of the main conditions of a successful socio-professional education of the students in the university.

Literature:
FUNKTIONAL ILLITERACY – AN ACUTE PROBLEM OF MODERN SOCIETY

Abstract. The definition employed by the UNESCO Institute for Statistics sees functional literacy as a level of reading, writing, and calculation skills sufficient to function in the particular community in which an individual lives. The term became associated with a definition of literacy as a functional skill. The field of public health is interested in functional literacy for two reasons. First, public health professionals are increasingly aware that low functional literacy is a barrier to health communications; and second, the National Institutes of Health’s National Institute for Child Health and Development now urges pediatricians to pay attention to the literacy development of their patients. This article identifies sources that help public health professionals understand functional literacy and approaches to assessing it from the point of view of literacy scholars, and this provides a foundation for understanding the use of this term in public health.

Key words: limitations in interaction with information and communication technologies, a barrier to health communications, subject to social intimidation, the correlation between crime and functional illiteracy, improving education outcomes.

INTRODUCTION. The advent of the technological era has indelibly changed the face of education. When appropriately applied in classrooms, technology affects how instruction is delivered, how students access and process information, and how learning is assessed.

THE BASIC CONTENT. For current and future foreign language educators to effectively and meaningfully merge technology with instructional practices and
activities they must first become adept at using multiple technologies, while simultaneously developing a realistic understanding of the various functions, uses, strengths, and limitations of technology in education settings. A logical starting place for this instruction and training is education programs at the college level. Accordingly, the purposes of this article are (a) to highlight and explain some of the expanding roles and affordances of technology in a collegiate foreign language education program and (b) to encourage continued research and development of instructional technology in teacher education programs.

The role of computer technology in teacher education has yet to be well defined with a proven method for successful integration. However, institutions that prepare future teachers are continually developing ways in which computer technology is embedded into the process of becoming a teacher.

While some programs focus on the integration of technology-enhanced activities (i.e., productivity and professional tools such as PowerPoint or QuickTime), others focus on the integration of hardware (i.e., planning and designing learning environments and experiences such as the inclusion of laptop computers, portable hard drives, cameras, or other peripherals). Neither approach to integrating technology has been proven to be continually successful in preparing teachers to use technology.

Functional illiteracy refers to the inability of an individual to use reading, writing, and computational skills efficiently in everyday life situations. Unlike an illiterate, one who is functionally illiterate is able to read and write text in his/her native language. However, he/she does so with a variable degree of grammatical correctness, speed, and style, and cannot perform fundamental tasks such as: filling out an employment application; following written instructions; reading a newspaper article; reading traffic signs; consulting a dictionary; or understanding a bus schedule. In short, when confronted with printed materials, adults without basic literacy skills cannot function effectively in modern society.

Functional illiteracy also severely limits interaction with information and communication technologies (i.e. using a personal computer to work with a word processor, a web browser, a spreadsheet application, or using a mobile phone) adequately and efficiently. Functional illiteracy probably explains survey results that show one third of the population say they are "computer-phobic".

Those who are functionally illiterate may be subject to social intimidation, health risks, stress, low income, and other pitfalls associated with their inability.

The correlation between crime and functional illiteracy is well-known to criminologists and sociologists throughout the world. In the early 2000s, it was estimated that 60% of adults in federal and state prisons in the United States were functionally or marginally illiterate, and 85% of juvenile offenders had problems associated with reading, writing, and basic mathematics. In the United States, according to Business magazine, an estimated 15 million functionally illiterate adults held jobs at the beginning of the 21st century. The American Council of Life Insurers (ACLI) reported that 75% of the Fortune 500 companies provide some level of remedial training for their workers.

In the UK, according to the Daily Telegraph (14 June 2006) "one in six British
adults lacks the literacy skills of an 11-year-old”. The UK government’s Department for Education reported in 2006 that 47 percent of school children left school at age 16 without having achieved a basic level in functional maths, and 42 percent fail to achieve a basic level of functional English.

A Literacy at Work study, published by the Northeast Institute in 2001, found that business losses attributed to basic skill deficiencies run into billions of dollars a year due to low productivity, errors, and accidents attributed to functional illiteracy.

Sociological research has demonstrated that countries with lower levels of functional illiteracy among their adult populations tend to be those with the highest levels of scientific literacy among the lower stratum of young people nearing the end of their formal academic studies. This correspondence suggests that a contributing factor to a society’s level of civic literacy is the capacity of schools to assure the students attaining the functional literacy required to comprehend the basic texts and documents associated with competent citizenship.

Introduction Technology helps students acquire knowledge and fluency in a foreign language when web 2.0 tools are used in a collaborative learning environment, promoting learning autonomy and socialization through blogs, wikis and online discussions. (Pellet, 2012) Students may rely on technology in order to review phonetics that are unique to a foreign language. One of the main advantages of using videos, audio, multimedia and mobile based technology when learning a foreign language is having the opportunity to play and repeat phonetics as many times as needed in order to master pronunciation and listening comprehension. Furthermore, when provided appropriate software, students have the opportunity to record their own voice and compare their pronunciation and fluency with that provided by language teachers. Even though technology helps with ear training and fluency in a foreign language, social interaction is also necessary in order to provide opportunities to practice verbal communication. Therefore, integrating technology in a foreign language curriculum, along with social interactions that occur in existing face-to-face foreign language classrooms, may be one of the best resources for foreign language students and teachers. Engage and Empower (2011) acknowledges that technology plays a huge role in the life of the population. An average 18-year-old spends an average of 7.3 hours a day using technology. Therefore, the education system should be adjusted to leverage technology to create meaningful learning environments that mirror people’s daily lives in the digital age. (Learning: Engage and Empower, 2011) This literature review provides summaries of findings in which foreign language specialists advise to incorporate technology because it helps foreign language learners acquire fluency and improve not only their pronunciation but their listening comprehension as well. The focus of this literature review is to: 1) identify possible effects of technology, both negative and positive of technology when learning a foreign language learning 2) review teaching strategies that should be incorporated when technology is used in foreign

Identifying the positive outcomes and findings of different online learning studies across the world in order create awareness of which teaching strategies need to be implemented and reinforced can help online teaching be more efficient in helping students succeed. On the other hand, identifying negative aspects can also
bean opportunity for teachers and students in order to help them achieve academic success. The literature reviews included in this study bring up four different topics that need to be taken into account when taking and teaching an online class: a) Socialization through Technology in Foreign Language Learning, b) Ear Training, Comprehension and Pronunciation With Technology, c) Knowledge of Technology when Learning a Foreign Language and d) Integrating Emerging Technologies in the Classroom. Wiki And Digital Video Use In Strategic Interaction-Based Experiential EFL Strategic Interaction (hereafter, SI). SI is an approach to foreign language instruction that organizes scenarios based on real life events based on experiential learning theory and sociocultural theories of development. SI was incorporated through technology in a foreign language class to thirteen undergraduate students from a public urban Japanese university. According to the findings, English communication skills improved because of workshops that promoted social interaction through technology. Students said that that they preferred language learning through technology over their regular university English classes. In the findings of the study it was discovered that students developed confidence, creativity and critical thinking in each one the SI technology based stages. However, findings of the study not only reveal that 92.3% of students agreed or strongly agreed that a lack of support was an issue, but also that they needed more interaction in their online foreign language courses. Students recommended teachers to hold more group classroom and in self-directed study contexts. DeHaan, J., Johnson, N. H., Kondo, T., & Yoshimura, N. (2012) in Wiki And Digital Video Use In Strategic Interaction-Based Experiential EFL Learning found through the study of 13 voluntary participants from a public Japanese University that their listening comprehension skills improved because of workshop activities delivered through technology, including wikis, videos and so on. Findings also revealed the preference to use technology based social environments over traditional classes because listening comprehension was easier through technology. Since the findings also revealed that students developed confidence, creativity and critical thinking when learning a foreign language through technology based on SI, teachers need to consider implementing mobile technology when technology is not available in a classroom, because modern mobile technology has video-recording and audio recording capacity in addition to incorporating mobile application for foreign language learning. Teachers also acknowledged that online learning requires more modeling and clear explanations from the teachers. 28.3% of students stated that their teachers were not appropriately prepared to teach an online class. In addition, 36.3% of students did not agree that their teacher did a good job teaching in an online environment. A student stated that teachers were not able to respond timely through the Blackboard messaging system, since teachers took hours or even days to clarify students’ questions. Integrating Emerging Technologies in the Classroom Grgurovic, M. (2011) in Blended Learning In An ESL Class: A Case Study points out that blended learning is one of the most recent advances in educational technology. The study points out that previous research does not deeply describe the positive outcomes and challenges that occur when a blended class is being taught. Findings of the study have the capacity to inform and modify existing teaching models of blended learning, as
well as compare the model used with other instructional methods of blended learning. The study investigates a blended model in a listening and speaking English class that used the CALL model as well as the Learning Management System for the first time. Nineteen students from a Intensive English program participated, two from China and two from Korea. A survey was administered in order to assess technology knowledge before the class was delivered. 74% of students assured that they had previously used computers for English study. Furthermore, the first two lab meetings were used to train students about how to use online materials. One of the strengths was the knowledge of the instructor, since he had been teaching English for 20 years and he described himself as a daily computer user. The instructor used My North Star Lab, using materials that were already created, so he did not have to create teaching materials from scratch. My North Star Lab provides teachers the ability to respond orally when providing student feedback using Wimba recorder, a plug-in feature included. When students were in the computer lab, students worked on individual tasks, and the teacher was able to help students not only answering language questions but also technical issues. The teacher was able to focus on students individually, more so that in the traditional classroom. The study found that technology enhanced learning in the foreign language class.

The results showed that the use of mobile technology helped to increase the motivation of the learners. Active Life, Virtual Worlds and Second life provide multimedia communication features such as audio and virtual 3D realities. The study explains how virtual worlds help second language acquisition. The major findings of the study revealed that Second Language and Active Worlds promoted interaction, motivation and participation. Second Life provided users the opportunity to create a character, which is called Avatar. According to the study, Avatars helped students be more engaged and motivated. The use of Avatars also increased the sense of presence of students in the school environment. Second life offers the option of using real time audio. Furthermore, Second Life also offers multiple communication channels that allow users interact with each other simultaneously, which helped students not only to participate but also to actively interact with other students. Findings also bring up the need for learner and educator training when implementing new technologies in education. Bollen, M., Gaff, J., Jr., & Goertler, S. (2012) in Students Readiness For And Attitudes Toward Hybrid FL Instruction assess the institutional preparedness for implementing hybrid language classes, focusing on students’ computer literacy and access. The study analyzes how students selected hybrid courses not because they were technologically inclined but because of financial and spatial reasons. The findings reveal that the students that did not enroll in hybrid classes showed higher levels of computer literacy and access in comparison with the population that enrolled in hybrid language classes. A survey was given to students who were enrolled in the online of hybrid option and it was found that some students that preferred the hybrid or online option already owned more computer equipment including software, microphones and cameras, but most students lacked enough knowledge to use them.

In this presentation we will discuss what CALT is all about: examines its roots, and test types and point out some of the challenges this innovative approach to
assessment presents in terms of (a) assessment principles, (b) psychometric and technical issues, (c) the hardware and software used, and (d) administration. Each of these issues will then be discussed in terms of the questions users should ask, and developers must consider when designing L2 computer-mediated tests. Examples of well-known computerized tests will be used to illustrate most of the points discussed.

CALT is no doubt a positive development in assessment practice in many educational contexts as well as in Cyprus, where there is a gap, currently, in scientific research and practice which deals with the development, application and evaluation of modern language assessment practices.

Using games to promote learning isn’t a new idea. But the widespread use of game-based adaptive learning systems, the explosion of mobile learning applications, and the growing use of game-based strategies makes gamification one of the most important education trends of this decade.

According to Teachers College, gamification is the use of game mechanics and dynamics like badges, leaderboards, and actions to improve motivation and learning in informal and formal settings. While widespread use of digital learning games and game-based strategies is relatively new, 8 principles of productive gamification are emerging.

**Conceptual Challenges.** Good games incorporate rigorous pedagogy and engaging challenges that promote deeper conceptual learning rather than trivial fact recall. Good games are learning tasks—not entertainment interrupted by a learning quizzes.

Good games are aligned to widely respected standards making it easier to combine with other forms of instruction and assessment and ensure coverage of key concepts. “One of the exciting things that leaps out to me when reading the new Common Core State Standards for mathematics is that the spirit of inquiry and curiosity is back, hardwired into a document that will likely form the basis for mathematics teaching and learning for a long time,” said game developer Nigel Nisbet.

**Productive Failure.** Good games encourage supported failure with instructional feedback. Mental models take lots of practice and feedback to develop. Children learn by creating and testing hypotheses and receiving useful feedback.

**Careful Calibration.** Productive learning systems locate and maintain the zone of proximal development—the gap between what a student knows and what he or she can achieve. Good games are well calibrated—not so easy that they create boredom and not so difficult that they produce frustration.

**Boosts Persistence.** Dr. Jane McGonigal, author, researcher, and game proponent notes that the mindset of gaming—the willingness to fail and keep trying—boosts resilience, persistence, and in and of itself prepares students in the virtual world to deal better with real-world challenges.

Some teachers track team progress on big projects on an interactive whiteboard—an interesting combination of project management tools, a pacing guide, and the competitive effect of a leaderboard.

**Builds Confidence.** Elizabeth Corcoran, founder of Lucere organization devoted to helping educators find and use the most appropriate technology for inspiring
students, notes that one of the main benefits of gamification is that it helps students gain confidence as they learn how to have a winning learning experience, and makes them hungry for tools that put them in control. Good games and game-based strategies build a sense of agency and efficacy.

Enhances Intrinsic Motivation. Gamification engages and motivates students while developing problem solving skills and a sense of accomplishment thanks to continuous feedback and rewards. Cristina Ioana Muntean notes that good games and game-based strategies don’t “replace the intrinsic motivation of student, which is stronger and more long term, with the extrinsic one, but offer a combination of the two for a better performance.”

Accessibility. In a good game, “every player having equal access to resources and information” and, while progress may vary, “there is a continual opportunity to learn skills to mastery at all levels,” according to teacher Dave Guymon. He added, “Like good game designers, teachers must structure the learning environment and process to offer equal access to the information and resources needed by our students to succeed in learning.”

Deeper Learning. “Some innovative game-based and adaptive learning programs embed key elements of performance assessment,” said Tim Hudson, Dreambox Learning. “These programs present students with new and unfamiliar situations that require them to engage in critical thinking and strategic problem solving to accomplish challenging and meaningful goals.”

Gamification is most common in mathematics about which Mike Flynn, director of Mathematics Leadership Programs at Mount Holyoke College said, “We must give our teachers and students room to explore the area of mathematics so that math is no longer about memorizing procedures, but about developing strong mathematical ideas and understandings that benefit students for life, not just one test.”

CONCLUSION. It’s the learning, suggests veteran game designer Raph Koster, is what our favorite games are all about—and we can learn a lot from them about improving education outcomes. Well constructed and applied, learning games and game-based strategies hold the potential to boost motivation, extent persistence, build automaticity, and deepen learning.

Literature
Abdulveleeva R.R., Abdulveleev R.I.

BANK OF TASKS OF DIFFERENT LEVEL OF COMPLEXITY
FOR ADAPTIVE DIAGNOSTICS

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Abstract. One of options of adaptive testing is testing which is implemented on the basis of bank of the tasks divided on difficulty levels. Results of approbation of diagnostic tasks for the purpose of detection of their difficulty and creation of bank the raznourovnevых of tasks for the computer program of adaptive diagnostics are given in work. Computer adaptive diagnostics as option of automation of system of testing is implemented on the basis of the picked-up diagnostic tasks the difficulty level and which differentiating capability is revealed in the course of their approbation.

Key words: adaptive testing, bank of tasks, computer diagnostics.

Introduction

Control of knowledge of students is an integral part of educational process. The main reason of emergence of adaptive control systems of the results of training based on the principle of individualization of training is the possibility of obtaining information on the actual level of readiness of students and the accounting of the existing distinctions in ability to master knowledge and abilities. Adaptive diagnosing on the basis of specially picked up diagnostic tasks, will allow to reveal gaps in individual readiness of trainees and to reach the required level of theoretical
knowledge and practical abilities.

**Main text**

One of options of the adaptive testing allocated in literature [1, 2] is testing which is implemented on the basis of bank of the tasks divided on difficulty levels (stradaptive, from English stratified adaptive). In the computer program of adaptive diagnostics in case of the correct answer the following task is offered more difficult, in case of the unsuccessful answer – a lung. Implementation of this algorithm requires preliminary approbation of all tasks, determination of a measure of their difficulty, creation of bank of tasks.

To create bank the different level of tasks, it is necessary diagnostic tasks to divide into three levels of complexity: low, average, raised [4]. Approbation of the diagnostic tasks which are picked up by students on object-oriented programming in the environment of VBA was performed at informatics lessons (discipline "Informatics and ICT"). Results of diagnostics of pupils on identification of level of complexity of tasks following the results of studying of bases of object-oriented programming; accomplishment of practical tasks of the current and final control are shown on the chart (fig. 1).

![Fig. 1. Matrix of results of performance of diagnostic tasks](image)

In this table of a line there correspond to results of performance of each task by the examinee, columns – to numbers of diagnostic tasks. In cells of the table answers of pupils (the 1-correct answer, the 0-wrong answer) are located. This presented on the chart, most fully display degree of complexity of the picked-up diagnostic tasks (fig. 2). Across numbers of tasks are located, down the number of the examinees who have performed a task is right.

**Conclusion**

On the basis of the constructed charts of results of the decision pupils of the offered tasks can be made group of these tasks on complexity degree: the low, average and increased level of complexity (fig. 3).
Fig. 2. Results of performance by pupils of each task

Fig. 3. Distribution of tasks on complexity levels

Tasks of low level of complexity are included in a red rectangle; tasks of the average level of complexity are included in a green rectangle; tasks of the increased complexity level – in an orange rectangle.

The created bank of different level of tasks is used in the course of development of the computer program of adaptive diagnostics for implementation of the differentiated approach when studying programming [3]. The results received in the computer program will allow to develop individual educational routes for pupils.
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