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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Volodymyr Kravets

The Law of Ukraine "On Higher Education": Problems and Ways of Integration into the European Education Area

Higher Education System of Ukraine, which functioned in legislative coordinates, adopted during the first decade of state's independence, generally satisfied society during the next ten years, since humanization and democratization of higher education, work of private schools, leveled education, a system of licensing and accreditation of higher educational establishments, decentralization and regionalization of educational administration, a new structure of training fields of study and specialties, a great influence of public on decision-making in the sphere of education policy, etc were gradually normalized.

However, higher education and science still remain to be a sphere of economic activity, allowing Ukraine, keep a stable position right in the middle of world ratings (Global Innovation Index, development of Higher Education, Global Competitiveness Index, the availability of high-quality research institutions, scientists and engineers, etc.). *Over 20% of total funding of the scientific research sphere is provided by foreign customers. This fact states to high demand on research done by the Ukrainian specialists.* The Ukrainian science holds a great opportunity for international scientific

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and technological innovative cooperation and civilized integration into the world science technological environment. Besides, Ukraine is among top 20 countries of the world by number of students and post graduate students coming from abroad.

In the meantime, there gradually developed disparities between education, science and economy in Ukraine. Degrading economy caused a considerable decrease (-37%) in ***professionals' training according to innovative and creative model*** (development of new technological structures). This was done in favor of ***intellectually low reproductive education*** (maintenance of old technological structures and provision of services), which lowered the ***educational qualification of the Ukrainian nation***. Thus, at the beginning of the new millennium, there was formed an urgent need for reorientation of the national system of higher education and science to form such human resource, which would provide innovative development of the country through close cooperation of higher education, science, business and government.

The recently adopted Law "On Higher Education" has the following goals: to adjust higher education in Ukraine to the European standards, increase the competitiveness of universities and science; to increase the level of employers' demands of graduate's knowledge and skills; to develop opportunities for research work at universities; to considerably expand the autonomy of higher educational institutions of Ukraine; make clear rules for admission at universities with a clear definition of the significance of the Independent Testing System (ITS).

The main positions of the new law, as well as the changes at higher educational institutions of Ukraine, which they determine, will be mentioned in the next paragraphs.

Position 1. **Ensure a fair and transparent access to higher education.** Admission rules will be made at a higher educational institution, and will no longer need an approval by the Ministry of Education and Science. Number of applications for admittance will be unlimited (this position is strongly resisted by universities, though, because it will cause an enormous workload for admission committees, as well as difficulties during the admittance process, and require additional expenses). Admittance of graduates of comprehensive schools, technical schools or colleges at higher educational institutions will be carried out according to the ITS results, passed in the year of entry. According to the Law, in 2015 it became obligatory to take an ITS exam before applying for higher education.

As for ITS, the following points should be mentioned: a) ITS must be ***compulsory*** for all graduates, applying for a "Bachelor's" degree; b) the minimum number of subjects for ITS is 2-3, including the Ukrainian language and literature as an obligatory one; c) Former ITS subjects "World Literature" and "World History" will be excluded from the list; d) there will not be any previously applied ***restrictions as to the minimum number of ITS points*** (124, 140, 170), qualifying/disqualifying a graduate for participation in an admittance competition. The new system of assessment comprises the principles in obtaining 100 points, which for all applicants will mean – *"passed" or "failed"*. Specific and/or additional requirements for the number of ITS certificates points may be established by universities. The applicants will be eligible for admittance competition as long as they provide ITS certificates (minimum of 2) in the subjects, required by a target university. For each subject criteria rate may vary. Universities have a right to apply a so-called ***"weight coefficient"*** ("coefficient of importance"), which may be used along with ITS certificate grades. For example, in the process of admission competition entrant's score is calculated by adding the score of ITS certificates, score of creative assignments, the average score of the School Graduation certificate, and extra points, awarded to winners of Olympiads (competitions in knowledge of subjects), participants of Small Academy of Sciences (Mala Akademiia Nauk), graduates of pre-university training courses, taking into account coefficients with a sum which equals to "1". The "weight" of each subject or extra points may vary at different universities; d) The Law gives more autonomy to the universities. In this regard, the ***universities choose among the ITS subjects*** the ones to be eligible in applying for a certain specialty. That's why, the same specialty at different universities may require ITS certificates in different subjects; e) providing every graduate with an opportunity to have tests in 3 subjects (the Ukrainian Language and Literature, Mathematics, Foreign Language), each of ***two differentiated levels***. A university will define kinds of ITS certificates (and the levels) to be required for this or that specialty; f) in the future, the Graduate Tests at schools and ITS exams will take place at the same time; in the process of admittance competition each ITS certificate will count at least 20% of the entrant's final score points, School Graduation certificate – not more than 10% of the final score, awards in various Olympiads and contests – not more than 5% of the final score, creative assignments and/or physical training at some universities – not more than 50 %. By submitting the original documents an applicant confirms the destination

university and specialty and thus no longer participates in any admittance competition, since all his/her applications at this time are automatically cancelled; priorities and privileges in admission of rural youth according to the new Law are no longer provided. Perhaps it is right, especially when it becomes a feeder for educational officials. On the other hand, the target method greatly simplified employment of university graduates; in the list of documents to be attached to the application, there will no longer be a medical certificate (086-o); admission at Master's program on obtaining Bachelor's degree will be carried out according to the results of entrance examinations.

The Law gives a new, slightly different interpretation of the term ***"state scholarship"*** – it is not purely a means of state regulation in meeting the needs of the economy and society for qualified workers, but also a tool to enhance the educational and scientific potential of the nation, a way to ensure citizens' constitutional right to get education in accordance with their issues, interests, and, what's of biggest priority, skills.

School graduates will choose a specialty and the university at the stage of passing ITS. The rating of applicants will be made according to the ITS results. Top applicants in such rating will get the opportunity to study for free, since the state will pay the university they enter for their professional training. Thus, the ratings of professions and universities are determined automatically according to the preferences of applicants. *Higher educational establishments will compete to admit as many top students as possible, and in this way to get more funding from the state.* Herewith, private universities will also have and opportunity to get scholarships financed by the state. Up to 5% of state scholarships in every specialty will be given to school graduates who have legal privileges. In the mentioned context, there should also be mentioned some risks: – it is ***not always an objective school graduate's choice***, since it is often made due to an image factor, rather than real indicators of the quality of an institution; the distribution of the quantity of state scholarships among the specialties and fields of study is centralized. Besides, ***medium-term forecast of Ministry of Economy concerning the needs of the labor market are also not*** objective enough, ***because*** they are based on current figures, which come from employment services, without taking into the account any prospects. In their turn, employers are naturally not able to predict future situation in this regard. Another weak point of the new system may be ***benefits for research universities.*** The questions about the amount of money, which the state will pay for one student, remain unresolved.

Position 2. **Provide students and teachers with academic mobility,** which universities should have guaranteed as members of the Bologna process. In this regard, the Law makes possible: 1) the choice of subjects provided by educational program and curriculum, in an amount, which is not less than 25% of ECTS credits, determined for certain level of higher education; 2) simultaneous studying at several educational programs, as well as at several universities. State scholarship can be granted only once to one and the same student; 3) academic mobility, home and abroad; 4) insurance period, according to the Law of Ukraine "On Compulsory State Pension Insurance", will include periods of full-time study at higher educational institutions, postgraduate and/or doctoral studies. This will be a case, providing the voluntary insurance payments are made; 5) participation in the formation of individual study curriculum; 6) free of charge internships at enterprises, institutions and organizations, and payment for carrying out professional duties, in accordance with the law; 7) appeal against the actions of the management of higher educational institutions, and their staff; 8) students, entering the university in 2015, will study not more than 6 subjects (now they do about 11) per semester.

Paragraphs 4, 6 and 7 of Article 62 very clearly and unambiguously declare students' rights to get a stipend and other issues in this regard. It concerns students who have their study paid by the state. Unfortunately, the appropriate working conditions for teaching and research staff have not yet been provided. Enormous workload, low salary – it all makes our professors and associate professors in advance uncompetitive in the global education and research environment. Rare exceptions still prove the rule. The law prohibits the Ministry of Science to intervene the regulation of matters within the autonomy of higher educational establishments and strongly defends the rights of teachers, such as limiting academic workload. Starting with 2015 the teachers' load will be decreased from 900 to 600 academic hours. At the same time teachers and staff salary will not be changed. This will give teachers more time for scientific work, and reduce the amount of additional subjects, which were necessary to simply "fill the missing hours".

Position 3. **Decentralization of management and implementation of real academic autonomy.** According to the new law, every university gets a right to implement its own educational and scientific programs. Higher educational institutions will award scientific degrees to scientists. State will only accredit specialized scientific council and examine appellations (if any) against their decisions. Universities will decide whether or not

foreign diplomas and degrees are recognized and thus valid in, for example, applying for a job at their departments. Students of higher educational institutions will be able to obtain a university and state diplomas.

Scientific Council will be able to carry out the procedure of notification. Up to now it has been very difficult to invite a visiting professor, or even a laureate of the Nobel Prize to teach at a university, since it implies a long-term bureaucratic procedure.

New mechanisms in universities' self-governance are suggested. For example, *the direct election of the rector*. Thus, all members of the staff and representatives of the student's self-governance (up to 15%) will have a right to vote. ***The role of the student's government*** will significantly increase. Not only will it protect the rights and interests of students, but also students will get a right to come out on strikes, suggest changes in the curriculum. The students' self-governance will get access to 0.5% of the total financial income of a university.

Position 4. **Financial autonomy of universities.** Under the new law universities can open their own accounts, take loans, manage property, including land. They will be able to establish Science Parks and enterprises, dealing with science and/or innovations. Universities will manage their own income, tuition, which will no longer be sent to the state or local budgets. Each university will be able to establish sustainable fund and use passive income from it, transfer money abroad to participate in scientific and educational associations.

Position 5. **External independent evaluation of the quality of higher education.** Along with increasing the autonomy of universities the system of independent evaluation of the results of their work will be introduced. In particular, instead of the Ministry of Education and Science of Ukraine, regulatory functions will be performed by a collective body – **the National Quality Assurance Agency for Higher Education.** The idea is that higher educational institutions should be licensed and accredited by carefully selected professionals with an impeccable reputation. For evaluation and providing a quality higher education new independent institutions will be established.

Position 6. **Return science to higher educational establishments.** A lot has been said about university science, but in the first 20 years of the Ukraine's independence universities, generally, didn't become powerful research centers. In such situation they will not be able to get to the top position in the international ratings. New mechanisms for fair competition in scientific work will appear on condition that, in terms of financial

autonomy, a reactor has a possibility to invite a world-known scientist for a joint scientific research, gets a right to provide a leading scientist at his/her university with a decent salary, reduce his/her teaching workload. By 2018 the state must implement a guaranteed target funding for scientific research at universities with a status of national or research ones.

Conditions of ***doctoral thesis defense will be changed.*** The results of scientific articles and opponents' reviews will be placed on the university's website before the thesis defense. The defense will be public, and anyone will be able to make a video or audio recording of the procedure. In accordance with paragraph 2 of Part 6 of Article 6 of the Law, detection of ***academic plagiarism*** in a doctoral thesis or scientific report will be a reason to cancel a decision of the Scientific Council on awarding an academic degree or diploma.

Position 7. **The integration of the Ukrainian universities into the world educational environment.** Ukraine should be a desirable place for studying, teaching and scientific research, but to get this we should be recognizable and use clear terminology. The law suggests removing barriers of bureaucracy in the process of foreign diplomas and academic degrees recognition, and authorizes the scientific and educational institutions to run this procedure. Thus, they will compare learning outcomes, amount of academic hours, credits etc. at other higher educational establishments, including foreign, to those in their curriculum. The prerequisites for internationalization of higher education in Ukraine are the following: an ability to accumulate and transfer credits; compatibility of curriculum; financial support. The mechanisms of internationalization are: the European system of credits' transfer and accumulation; Qualifications Frameworks in the EHEA; Supporting programs (ERASMUS, TEMPUS, ERASMUS Mundus, DORL). The advantages of internationalization of higher education are the following: increase of access to higher education, introduction of international quality standards; expanding and strengthening of international cooperation, activation of academic mobility. The forms of internationalization are: the convergence of higher education and mechanisms of international mutual recognition (ECTS, Diploma Supplements) ; integration of educational standards (cultural studies, foreign languages, comparative studies, comparative pedagogy, etc.) into the curriculum in the international dimension; institutional and program mobility - transnational education (virtual universities, joint programs, internship programs, practice, programs of summer language schools, distance learning programs, franchising programs, writing a

research work at a partner university).

Position 8. **Optimization of the higher educational institutions' network**. The current network is much bigger than it is needed by the state (there are 96 universities in the UK, 78 – in France, 65 – in Italy, 47 – in Spain and 325 – in Ukraine).

In the process of ***natural optimization*** of the network of higher educational institutions and improvement of its management it will be possible to provide a single common state approach to development of a level system of education, national system of monitoring the quality of higher education, increasing students' mobility and their competitiveness at labor market.

Position 9. **Improvement of quality of educational work at universities.** Higher education system in Ukraine nowadays is often called "a system of awarding diplomas to citizens", and university graduates are often called "people with a diploma", rather than "a qualified specialist". Implementation of credit and modular learning system hasn't reached any success yet. Ministry of Education and Science of Ukraine has recently canceled its Act #774 of December 12, 2005, which ordered all universities to implement credit and modular learning system in educational process of certain specialties and other documents that had been defined by this Act. The Ministry of Education and Science of Ukraine states, that final assessment is unreasonable, (especially when the study of a course ends with examination) when it is made only by summing the grades, a student gets during the term. Thus, the Ministry recommends to distribute points, which make the final grade in the way, that a number of them will be left to get at an exam. The correspondent ratio will be up to teachers. For example, test papers (seminars) will make 60% of the final grade, whereas 40% will be left for an exam.

Educational standards are treated in terms of learning outcomes. ***Individual learning trajectory*** – it is not a choice of certain subjects. Nowadays we talk about the European transfer and accumulation system, which consists of ***credit and transfer*** (transfer of educational content, transfer of the amount of training, transfer of assessment results) and ***credit and accumulation*** (accumulation of learning outcomes, accumulation of credits) ***systems***. The processes of accumulation of learning outcomes and accumulation of credits are differentiated.

The complex of problems of higher education quality assurance, and thus the competitiveness of the Ukrainian universities involves ***modern teaching methods***, including *learning through research and effective individual*

work, foundation of new, virtual laboratories, gradual decrease in reproductive component of teaching (for example, by locating educational resources in the university's intranet) and increase in requirements to students' individual work (for instance, a student must come to any kind of classes, having previously read the necessary material). In the process of the development of new elective courses, spheres of teachers' scientific interests may be taken into account, but they can not be predominant. ***The curricula and programs should be focused*** on a student rather than a teacher. ***Such is one of the ways to apply a student-orientated approach in*** the curriculum formation.

The ***assessment procedures*** should follow the following requirements: they should be performed by more than one teacher (especially, when this is an exam), have clear and transparent grading criteria, which are known by students in advance, consider clear regulation of student's absence for various reasons; be comparable within the University; easily be subject to internal (and, if necessary, external) expertise; provide students with feedback (every student should be able to find out what, when and how made his/her grades); formation of a set of tasks to monitor students' knowledge of subjects, studied in the previous semester(s). Thus, these tasks should check students' professional skills and competences. It is necessary to conduct ***minimization of content,*** which in terms of curricula, implies singling out an educational core, containing obligatory subjects, which are to be studied in any foreign country. Only in this case can mutual recognition of basic, common component of education be made. Also, national and regional components should be included into curriculum. In this regard, minimization of academic workload in development of new standards should be supplied by means of the following: a) ***reduction by 3*** times the number of ECTS credits for studying subjects ***of social and economic cycle***, reduction by their number; b) ***reduce the number of theoretical disciplines of professional training***. Qualitative knowledge is not possible, if students study 10-15 courses in one term. In-class work should take approximately 15-22 hours per week (on average 3-5 hours a day), and its part reduces with the transition to senior courses (first year – 22 hours, second year – 20 hours, third year – 18 hours, fourth and fifth years – 15 hours). Another part of student's training should be done in libraries, computer classrooms, enterprises, etc. c) amount of hours in one ***ECTS credit*** reduces from 36 to 30; d) rejection of ***disciplinary thinking*** in curriculum development. In this regard, ***teacher's readiness to innovative changes should be formed.***

Position 10. **Improvement of licensing and accreditation system.** Regulatory framework **for licensing** has undergone significant changes in the light of the Law**.** In particular, requirements for scientific work of teachers and their involvement in international research projects increased. Instead, number of required for licensing documents will be decreased.

Position 11. **The development of new educational standards**. In the light of the law ***standards of higher education will only present learning outcomes, that is a set of graduate's knowledge, skills, and competences, expected to be formed in the course of study***.

Position 12. **Transition to a new structure of professional training.** Under the new law, training of specialists in higher education will be held on the following levels: 1) the initial level (short cycle) of higher education; 2) the first level (Bachelor's); 3) the second level (Master's); 4) the third level (educational and research); 5) scientific level. Accordingly, there will be 5 degrees: ***Bachelor Jr.*** (90-120 ECTS credits); ***BA*** (180-240 ECTS credits); ***Master's*** (90-120 ECTS credits); ***PhD*** and ***Doctor of Sciences***. The specialist's degree will be canceled. All current PhDs (former Candidates of Sciences) will be able to obtain new, Doctor of Philosophy diplomas. Bachelor's, Master's and PhD are relevant to the European classification of scientific degrees. This fact will promote mobility of the Ukrainian students and scientists. Higher educational institutions will no longer have levels of "accreditation", since they will be divided into the following types: ***universities*** (universal educational establishments), ***institutes, academies*** (providing education in certain field(s)) and colleges (providing training for a junior bachelor's degree).

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Abstracts

ВОЛОДИМИР КРАВЕЦЬ. **Закон України «Про вищу освіту»: шляхи інтеграції у європейський освітній простір.** *Проаналізовані основні позиції нового закону України «Про вищу освіту» і зміни в змісті та методах роботи національних університетів, детерміновані ним. Особлива увага приділена проблемі імплементації закону в роботі вишів, шляхам інтеграції вищої освіти у європейський освітній простір.*
Ключові слова: *закон, університет, якість освіти, оптимізація, стандартизація.*

WOŁODYMYR KRAWEĆ. **Ukraińska ustawa „O szkolnictwie wyższym": droga integracji do europejskiej przestrzeni edukacyjnej.** *W artykule przeanalizowano podstawowe założenia nowej ustawy Ukrainy "O szkolnictwie wyższym", w tym zmiany w działalności uniwersytetów narodowych. Szczególną uwagę zwrócono na problem implementacji prawa w pracy uczelni w celu integracji szkolnictwa wyższego Ukrainy do europejskiej przestrzeni edukacyjnej.*
Słowa kluczowe: *prawo, uniwersytet, jakość edukacji, optymizacja, standaryzacja.*

ВЛАДИМИР КРАВЕЦ. **Закон Украины «О высшем образовании»: пути интеграции в европейское образовательное пространство.** *Проанализированы основные позиции нового закона Украины «О высшем образовании» и изменения в содержании и методах работы национальных университетов, детерминированные ним. Особое внимание уделено проблеме имплементации закона в работе вузов, путям интеграции высшего образования в европейское образовательное пространство.*
Ключевые слова: *закон, университет, качество образования, оптимизация, стандартизация.*

VOLODYMYR KRAVETS. **The law of Ukraine "On Higher Education": problems and ways of integration into the European Education area.** *In the article the main items of the new law and the changes in the content and working methods of the Ukrainian universities determined by it are analyzed. The particular attention is paid to the problems of implementation of this law in the work of educational institutions by means of integration of the higher education into European Higher Education Area.*
Key words: *law, a university, the quality of education, optimization, standardization.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Tetyana Borova

Monitoring of Higher Educational Establishment Researching and Teaching Staff Professional Activity

Introduction.

A new dimension of the education modernization stems from humanistic paradigm in educational process organization, opening up new option possibilities of self-determination and the subject-subject mutual relations for each participant. Undoubtedly, this form of education can be provided only by a highly qualified, creative, socially active, oriented humanistic values teacher. Hence, the issues of research and teaching staff effective professional skills formation, their updating and evaluation remain of interest. Considering the above mentioned facts, it is reasonable to study general characteristics of professional academic staff activity to specify some key factors of their development, assessment and self-evaluation.

Literature review.

The essence of educational work has been studied by such scholars as

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V. Blum, N. Bordovska, A. Rean, O. Galus, N. Guziy, T. Guskey, I. Zimnya, N. Kuzmina, A. Kuzminskiy, Z. Kurlyand, A. Markova, V. Semichenko, V. Slastonin and others. Monitoring has been studied in the works of many researchers. For example, a Russian scientist A. Orlov considers monitoring to be an innovative process in education [7]. A Ukrainian professor H. Yelnykova, studied educational monitoring, determining it as that accompanying evaluation of any process in education, to substantiate further decision making and thus ensuring a certain goal achievement [1]. Researchers V. Repkin and G. Repkina believe that the concept of 'monitoring' is close to such widespread scientific and pedagogical concepts as feed-back, reflection, control and current evaluation [8]. D. Whilliams, professor of Canadian British Columbia State University, describes different types of monitoring and the 'entry-exit' model [11]. The educational monitoring on the factor-criterion model basis was developed by the leading Ukrainian scientists such as: H. Yelnykova, V. Luniachek, Z. Riabova and others.

The research papers analysis has revealed that the issues related to research and teaching staff professional activity evaluation on the permanent monitoring and objective assessment basis, were taken no notice of attention by researchers.

The aim, tasks and methods of the work.

The objective of the article is higher educational establishment research and teaching staff professional activity analysis. To achieve this aim, the following tasks are pursued: to determinate the higher educational establishment research and teaching staff professional activity elements; study the ways of monitoring technology implementation; specify the tools of higher educational establishment research and teaching staff professional activity evaluation. The basis of this research was furnished by theoretical analysis next to some educational experiments which have been conducted. The work has been fulfilled according to the S&R plan of Simon Kuznets Kharkiv National University of Economics.

The methods, applied in the work, included a problem-solving, logical and systematic, as well as structural and functional analysis of resources; a modeling method; empiric methods of the research, comprise diagnostic ones; experimental ones based on the use of qualimetric as well as mathematical and statistical processing of the obtained data.

Research findings.

It is generally acknowledged that social conditions determine the surroundings that stipulate professional conduct of research and

teaching staff, regulate their purposeful actions. Any society has to realize its educational and educative functions. Research and teaching staff contribute to meeting the society's demands, actively participating in creating certain fundamental social relations and hence enabling their further development. Research and teaching work is a process that unites members of the society. Society needs stimulating the creativity of teachers and thus becoming the driving force of their development. It is important to emphasize that research and teaching faculty play a privileged role as they are knowledge carriers. A higher educational establishment is the environment which accumulates, translates the existing knowledge, thus creating new knowledge (or brining about new ideas). The quality of knowledge provided by an educational establishment depends on the proficiency level of its staff.

It is known that any activity is a specific human form of active attitude to the world around. V. Semychenko underlines that in psychology the activity is defined as 'the process of human work aimed at achieving certain consciously set goals. The goals themselves are defined as one's immediate interests and needs, or the requirements of the society, the state or a particular organization' [10, p. 3].

Scientists consider various aspects of activity. Thus, S. Rubinshtein, describing the activity structure, emphasizes that it comprises the following elements: motive –aim − means − a social situation – results estimation [9]. O. Leontyev believes that major activity determinants are as follows: motive − aim – condition; these components, in their turn, form corresponding levels: the activity, actions and operations [6]. In the context of educational activity analysis researchers use the following component set: need − motive − task –mode of operation. Taking into consideration that different components have different functions at various activity levels, as well as actions and operations, to analyze a mental activity type G. Shchedrovitski applies a multy-component structure: aim − task – source/material − means − method − procedure − product [5]. With the account taken of the above-mentioned, it is possible to determine the structure of an educationalist activity as follows: needs − aim − task – mode of operation − procedure − result. This structure has both a systemic and cyclical character. Thus, the activity is the end result of personality activity in any professional field, especially at higher educational establishments.

Research of organizational and professional activity comprises the scope of academic staff educational work. Let us consider the specifics

of these activities. Encyclopedia of Education defines 'an educational activity' as 'a complex organized interrelated system of activity, including: teachers' practical activities related to teaching and education of an individual; the methodical activity of specialists teaching pedagogics to the academic staff of various institutions; management activity of principals, as well as scientific, educational and research work' [3, p. 640]. It is clear that, the latest interpretation of educational activity is wider as it includes not only teaching and educational activities, but also a research one, which fully discloses the essence of teachers' activity at higher educational establishments. Therefore, we believe that it is the research component that reveals the scientific nature of any educational activity, brining to the fore its dual scientifical and educational character.

To act effectively it is necessary to constantly analyze and improve the activity performance. Monitoring is a productive technology to achieve these aims. Monitoring is a reliable instrument of the holistic educational process analysis too. Monitoring is related to the evaluation of aims as well as plans realization. Its basic task is to reduce to the difference between the standard and the current level of individuals' activity development. Monitoring reveals certain deviations from the set standard thus forming the basis for reflection. Reflection is the personality characteristic that affects one's professionalism and assists with successful implementation of any activity, directing a mental process, organizing and managing it. The system of research and teaching staff professional activity evaluation monitoring contains such elements as: standard establishment as well as standard operationalization determination; working out the criteria, according to which we can make a judgment on the standard achieved; proper data acquisition as well as results and actions assessment, related to the compliance of the appropriate measures, the implemented results evaluation in accordance with standards.

A monitoring process consists of such stages: aims determination (what it is necessary to achieve); measuring of the program realization effectiveness (why everything takes place this or that way and what can take place in future); the program correction (what can be changed). While applying the monitoring procedure, the tools using qualimetric measuring is essential. Qualimetry is a science that unites the methods of products quality quantitative evaluation [4, c. 34]. A diagnostic goal setting determines the application of qualimetric tools. The factor-criterion models furnish the base of the educational monitoring realization.

Considering the above-mentioned, we implemented the system

of research and teaching staff professional activity evaluation. The qualimetric model of higher educational establishment research and teaching staff professional activity evaluation includes such components as: research and teaching staff needs analysis according to their functions, their professional development aims determination on the basis of activity content, study activity according to the set goals, actions plan design in relation to teachers professional development, research and pedagogical activity and the attained results effectiveness [2].

Let's consider a fragment of the table describing the qualimetric model of higher educational establishment research and teaching staff professional activity evaluation (table 1).

Let's view the process of working with the qualimetric model of higher educational establishment research and teaching staff professional activity evaluation [2]. According to the qualimetric model, its components were specified as the factors of this model, that were indicated as $F_i, i = 1,...,6$, and value of these factors were indicated as $f_i, i = 1,...,6$: F_1 – research and teaching staff needs analysis according to their functions, $f_1 = 0.15$; F_2 – their professional development goals determination on the basis of one's activity content, $f_2 = 0.2$; F_3 – one's study according to the setting goals (in

Table 1.
The Qualimetric Model of Higher Educational Establishment Research and Teaching Staff Professional Activity Evaluation (fragment)

Factor – F	value – m	Criteria content	value – v	conformance index–K	conformance index value	Partial criteria assessment	Partial factors assessment
…							
5. Research and pedagogical activity	0,20	21. Teaching activity	0,30	K21		0,00	0,00
		22. Methodology activity	0,20	K22		0,00	
		23. Research activity	0,30	K23		0,00	
		24. Organizational activity	0,20	K24		0,00	
….							
Total assessment in a unit parts	1,00						0,00

F_2), $f_3 = 0.15$; F_4 – actions plan design in relation to teachers professional development, $f_4 = 0.15$; F_5 – research and pedagogical activity, $f_5 = 0.2$; F_6 – result effectiveness, $f_6 = 0.15$.

The above mentioned factors and their values are given in the two first columns (table 2). As an example let's take factor F_1. Five criteria of this factor are presented in the second line and the third column (table 2).

The criteria value are defined by the experts and determined as m_i, $m_i = 0.2$, $i = 1,...,5$. The second factor – F_2 comprises five criteria, the third one F_3 – includes seven, the fourth one F_4 – comprises three, the fifth factor F_5 – includes four criteria and the sixth one F_6 – three criteria. Altogether there are 27 criteria. The criterion with index i from the third column corresponds to value m_i with the same i from the fourth column.

The teacher who evaluates him/her activity with the help of this qualimetric model has to assess one's activity according to each 27 criteria. Conformance index value is k_i for criterion i.

The experts suggest to give k_i the following value: 0.00 – a teacher doesn't correspond to a certain level; 0.25 – a teacher corresponds to a certain level around 0% to 40% of requirements; 0.50 – a teacher conforms to this level around 40%–60% of requirements; 0.75 – a teacher corresponds to this level around 61%–75% of requirements; 1.00 – a teacher conforms to this level around 76%–100% of requirements.

Table 2.
The Qualimetric Model of Higher Educational Establishment Research and Teaching Staff Professional Activity Evaluation

Factor F_i	Factors' value f_i	Criteria content	Conformance index m_i	Conformance index value k_i	Criteria assessment	Factors assessment
F_1 – research and teaching staff needs analysis according to their functions	f_1=0.15	1. Goal setting 2. Planning 3. Organization 4. Control and Analyses 5. Correction and summarizing	m_1=0.2 m_2=0.2 m_3=0.2 m_4=0.2 m_5=0.2	0.75 0.5 0.75 0.75 0.75	0.15 0.1 0.15 0.15 0.15	F_1=0.105

After a teacher has completed the table by putting his mark in the fifth column i conformance index value k , $i = 1,...,27$. The factors assessment is calculated. The factors assessment corresponds to the numbers that characterize the conformity of a teacher to the defined factors, these numbers are given the same letters F_i, $i = 1,...,6$, as the factors are calculated using the formulas:

$$F_1 = f_1 \sum_{i=1}^{5} k_i m_i \,,\ F_2 = f_2 \sum_{i=6}^{10} k_i m_i \,,\ F_3 = f_3 \sum_{i=11}^{17} k_i m_i \,,\ F_4 = f_4 \sum_{i=18}^{20} k_i m_i \,,\ F_5 = f_5 \sum_{i=21}^{24} k_i m_i \,,\ F_6 = f_6 \sum_{i=25}^{27} k_i m_i$$

So, the factor value F_i, $i = 1,...,6$ is the sum of this factor value f_i, $i = 1,...,6$ on the paired sum of the total value sum of its criteria as well as on their conformance index value.

If the sum of every criteria conformance index value is 1, so the factor index is less or equal to the factor value.

$$F_1 \le f_1 \,,\ F_2 \le f_2 \,,\ F_3 \le f_3 \,,\ F_4 \le f_4 \,,\ F_5 \le f_5 \,,\ F_6 \le f_6 \,.$$

The sum of factors indexes F_i, $i = 1,...,6$ is considered to be equal to the level of research and teaching staff professional development and is marked as: $r = \sum_{i=1}^{6} F_i$. If we sum every component of the last inequality it will be: $r = \sum_{i=1}^{6} F_i \le \sum_{i=1}^{6} f_i = 1,\ r \le 1$, so the level of research and teaching staff professional development is always less or equal to 1, and is 1 exactly only in case when all conformance indices values are $k_i = 1$, $i = 1,...,27$. The questionnaire results have been calculated including such indexes as: age, work experience, position, self-assessment of one's professional development level, as well as expert assessment of teacher's professional development level. The calculation was carried out by the method implemented by G.Boroday. To calculate the factors value and the teachers' rate some pieces of software in EXSEL and PASCAL programming languages were applied [2].

The professional level of English teachers at the department of foreign languages of S.Kuznets KhNU of Economics has undergone a 15% increase due to the above-discussed singled out criteria. We believe that the presented English teachers' professional activity description provides a definite generalized view of the content of research and teaching staff professional development, since it is multidisciplinary in nature, with the account taken of the diversity of everyday activity in the taught areas of

specialization. The provided structure allows us not only to expand but also specify any area of research and teaching staff professional activity.

Conclusions.

Thus, while considering the professional activity of academic workers and teachers we have come to the conclusion that it is based on subject-subjective relations. A skilled, proficient, creative, socially active, humanistic value-driven teacher is considered a true professional. The level of higher school teachers' proficiency depends on their competence, on the level of their professional-pedagogical thinking development as well as on their educational and research work standards. Thus, the singled out functions and composition of academic staff and teachers' research and education work reveal the nature of their professional activity, emphasizing its peculiarities. Their activity monitoring meets the requirements of the permanent program evaluation. While applying the monitoring procedure, using qualimetric measuring tools, in particular, is essential. The factor-criterion models serve as an effective tools of the educational monitoring realization. The qualimetric model of higher educational establishment research and teaching staff professional activity evaluation gives the indices of teachers' proficiency and pinpoints the vectors of further development.

Opportunities for further findings in the research area.

In recent years, a competence approach has gained prominence. Competence has become the chief indicator of any activity effectiveness.

Therefore, providing further detailed estimate of research and teaching staff competence level formation is of paramount importance, especially in terms of their professional development.

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Abstracts

ТЕТЯНА БОРОВА. **Моніторинг професійної діяльності науково-педагогічних працівників ВНЗ.** *У статті подано результати аналізу сутності професійної діяльності науково-педагогічних працівників ВНЗ. Визначено детермінанти, функції та компоненти науково-педагогічної діяльності, які розкривають змістову сутність і складають особливість праці викладачів ВНЗ. Показано методику використання моніторингових технологій. Описано кваліметричну модель оцінювання професійної діяльності науково-педагогічних працівників ВНЗ.*

Ключові слова: *діяльність, науково-педагогічна діяльність, рефлексія, моніторинг, кваліметрична модель, науково-педагогічний працівник.*

TETIANA BOROWA. **Monitorowanie działalności zawodowej pracowników naukowo-dydaktycznych uczelni wyższych.** *Artykuł przedstawia wyniki analizy aktywności zawodowej pracowników naukowo-dydaktycznych szkół wyższych. Przedstawiono determinanty, funkcje i komponenty działalności naukowej i dydaktycznej, które stanowią istotę i specyfikę pracy nauczycieli szkół wyższych. Przedstawiono metodę monitoringu. Opisano kwalimetryczny model oceniania działalności zawodowej pracowników naukowo-dydaktycznych.*
Słowa kluczowe: *działalność, działalność naukowo-dydaktyczna, refleksja, monitoring, model kwalimetryczny, pracownicy naukowo-dydaktyczne.*

ТАТЬЯНА БОРОВАЯ. **Мониторинг профессиональной деятельности научно-педагогических работников вуза.** *В статье поданы результаты анализа профессиональной деятельности научно-педагогических работников вуза. Определены детерминанты, функции и компоненты научно-педагогической деятельности, которые раскрывают смысловую сущность и составляют особенность труда преподавателей вуза. Показана методика использования мониторинговых технологий. Описана квалиметрическая модель оценивания профессиональной деятельности научно-педагогических работников.*
Ключевые слова: *деятельность, научно-педагогическая деятельность, рефлексия, мониторинг, квалиметрическая модель, научно-педагогические работники.*

TETYANA BOROVA. **Monitoring of higher educational establishment research and teaching staff professional activity.** *The article discuses the results of the higher educational establishment research and teaching staff professional activity analysis. Teachers' professional activity determinants, functions and components that reveal the essence and form the research and teaching staff professional characteristics are distinguished. Methodology of the monitoring technologies implementation in the higher educational establishment research and teaching staff professional development process is shown. The qualimetric model of higher educational establishment research and teaching staff professional development is carried out.*
Key words: *activity, research and pedagogical activity, reflection, monitoring, qualimetric model, higher educational establishment research and teaching staff.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

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The Specialist's Professional Mobility as a Trend in Developing Higher Engineering Education in the Conditions of Globalization

Topicality. Socio-economic changes in Ukrainian society which are connected with the globalization of all the spheres of human activity have significant influence on the state of the labor market and the requirements that are set up for professional and personal characteristics of a future specialist. The experts assure that a young specialist who will work on a modern enterprise of the 4th or even 5th type of technological organization has to be a specialist of a new kind who is a poly-professional of a high level technological culture and is also capable to adapt to quickly changing conditions of modem manufacturing as well as to competitive relationships on the labor market. Taking it all into account the problem of developing the professional mobility of a future specialist, in particular, a specialist of Engineering and Technology becomes topical. It should be noted that the problem of professional mobility is relatively new for pedagogical

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studies, that's why it is thoroughly being studied by a number of native and foreign researchers (S. Zeyer, B. Ygoshev, L. Merkulova, R. Pruma, L. Sushentsova and others). Within the field, there exist several tasks that are important in the conditions of modernization in the system of education, in particular, the research into professional mobility in the context of the processes of globalization in the system of education, and this accounts for the topicality of the article. It should be noted that the problem of mobility is closely connected with a number of contradictions where the contradiction between the tendencies of fast developing modern society and the readiness of modern specialists to work in the market conditions is of paramount importance.

The investigations analysis and publications testifies to the fact that the research into adaptation strategies of educational modernization as a social institution on which the process of development of intellectual potential in Ukrainian society definitely depends is quite a difficult problem. That's why this solution is the only possible one to the integrative efforts of researchers of different branches. V. Astakhova, K. Astakhova, M. Zgyrovskiy, V. Kremen', V. Andruschenko, V. Bakirov and others define the potential of modern education and those directions of its development which are topical in the conditions of globalization. Philosophical problems of the dynamics of educational processes in the conditions of globalization are dealt with in researches of such philosophers as P. Bourdieu, F. Matarasso, V. I. Baydenko, M. S. Konokh and others. Essential contribution to the solution of the problem has been made by the works of native and foreign researchers as L. Horyunova, R. Pryma, T. Sushentsova where the issues of training professional mobile experts in the conditions of globalization and integration processes are directly examined. However, as some representatives of management structures state, in modern conditions educational establishments "react as slowly as they did before to social changes that have occurred and they are as poorly adapted to new realities and tasks as they were before" [3].

The objective of the paper is to specify the factors that predetermine the requirements for training a modern competitive expert in Engineering and Technology.

The body of the article. The genesis of modern society that has acquired the name of information society is accompanied by a number of interrelated globalization, integration and information processes that cause essential changes in organizing public institutions functioning, in particular the system of education, and predetermine new requirements to

professional and personal qualities of a modern specialist.

The British scientist M. Waters defines globalization as a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding [8]. This characteristic feature of globalization indicates the emergence of new social relations, new concepts of interaction and a new system of interdependence in the global social space.

The British sociologist A. Giddens recommends to view globalization as the intensification of worldwide social relations which link distant localities in such a way that what happens locally is shaped by events occurring many miles away and vice versa [9]. In this interpretation globalization promotes a new type of society based on knowledge and a new system of social relationships that produce and support it. In the mid-80s of XXth century a famous American sociologist and one of the authors of "Information Age" A. Toffler emphasized that tendency of society development. The scientist pointed out that most 'the third wave' companies are no more increasing their profits by 'squeezing the sweat' out of their employees but by acquiring the value of information and creativity [6]. Accelerating of the knowledge transformation into a direct productive force in economic and social development especially in the second half of XX century marked the formation of a coherent system of scientific views that gained the name "knowledge economy". The Russian economist and mathematician Academician V. Makarov suggests interpreting the economy based on knowledge as a new type of economy for which the knowledge sector plays a significant role, and the production of knowledge becomes the source of economic growth [4]. According to Doctor of Economics L. Fedulova, the Professor of Economics and Forecast Institute of the Ukrainian National Academy of Sciences "… now the concept of knowledge has become the main theoretical basis of development policy, it reveals a new role and a place of human intelligence in society". Also, the scientist points out to the fact that there are some fundamental changes in social and economic sectors of different countries due to a synergistic effect of globalization and the technological revolution; such changes as the decrease of a part of the manufacturing sector and the growth of the service sector, deconcentration of industrial production, changes in its industrial structure etc. testify to that. The above-mentioned changes lead to the changes in the structure and nature of employment, significantly affect the Labor Market, and form new tendencies of its development [7]. Both native and foreign scientists believe that in the conditions of globalization and technological revolution

the problem of reduction of unskilled employees is becoming more urgent. For instance, high-tech mass production requires the increase of the share of engineering work compared to the proportion of the worker's labor in manufacturing products. "According to economic surveys that have recently taken place in some countries, the level of unemployment among the least skilled people is significantly higher than among more educated people" [2].

In general, the systematization of modem scientist researches shows that to understand the process of globalization one must distinguish 3 basic vectors which are important in interpreting its transformational impact on the educational systems and the requirements for future specialists.

First, globalization is accompanied by some 'erosion' of economic, cultural and other borders, which promotes the active exchange of human resources within the international community. The development of international labor market contributes to the significant changes in labor relationship. A new type of international employee is being formed, the one who is quite flexible and able to adapt quickly to the increasing demands of modern production, is easy to migrate, is flexible in communicating with other groups of workers, can work in a team and communicate effectively. It is this new type of workers that constitute the army of employed in the internationally-oriented production, which has been developing continuously under the influence of a number of economic and political factors. Therefore in the conditions of globalization the migration is increasing significantly and it leads us to the problem of workers' mobility.

The next feature of globalization that is of a particular interest within our research work is the appearance of new social relationships, new principles of interaction and a new system of interdependence in global social space. A. Belyayev and V. Livshits admit that "... organizations of XXI century will not have a strict hierarchy. They will consist of mobile units that form the conglomerates of temporary nature. These structures can be rebuilt if necessary, and this trend is called "adhocracy" (in Latin ad hoc means for 'this purpose')" [l]. A. Toffler also concluded that "in post-industrial society the bureaucracy will be slowly replaced by adhocracy that is a type of holding structure which coordinates the work of many temporary working groups that appear and cease their activity in accordance with the rate of environmental changes that surround the organization". The future adhocracy will require the workers who possess completely new qualities. New people who are able to reeducate quickly and who have good imagination will be needed. A coworker of a future

corporation will act not like "a book says" while solving problems which are completely new or unique. He should be able to judge and make evaluative decisions but not mechanically follow the given instructions, be able to freely navigate among the multiple tasks and organizational situations as well as to learn to cooperate with constantly changing groups of coworkers. Under such circumstances, the ability of an individual to adapt to temporary cooperation is of special importance [6].

The global economy also determines the tendency to the new forms of employment, to virtualization and intellectualization of labor, ownership, manufacturing that demands creativity, flexibility, and adaptability from a future professional. We emphasize the fact that the use of the INTERNET has provided some specific features to the production functioning. Therefore the professional mobility of a future specialist can be of not only physical nature but also virtual, so called "telecommuting", when the worker's location does not matter any longer.

Another characteristic of globalization is its all-embracing and system-forming role in the process of developing "knowledge economy" with its "cascade" increase of the amount of information and the fast "aging" of knowledge typical for "intellectual society". That is why staff qualification, professionalism and creative activity are of prior importance. These processes demand the ability to life-long learning and skills upgrading, and the ability to be ready to retrain in those cases when the production methods or products get outdated. According to the statistical data, a special feature of information civilization is doubling the information every 3 years as well as making up a 50% new list of professions every 7 years. Hence, to become successful an average person has to change the place of work 3-5 times during their professional career. It should be pointed out that scientists have developed a system of indicators that characterize the "knowledge economy". One of these indicators is the increased scientists and experts' mobility, especially of those of high qualification, as well as students' mobility.

The increase in the educational potential of employees required by any branch of human activity in Information society is called "technologization" in scientific publications; it is directly accompanied with the "technocratization" of the society that creates special requirements for employees with engineering education. First of all, it is connected with the development of professional functions of engineering activities. Even nowadays the professional activity of engineers combines many functions such as: to create projects, to study the market, to negotiate, to find the

market for products, to buy raw materials, components and equipment, to manage the production and people, etc. The share of professional competence has increased dramatically: the functions of designers and technologists are often performed by the same person, the menial worker is often absent in the production chain, because, as a rule, production processes with automatic equipment is performed by the engineer or a technician who have performed in advance the full range of design and technological preparatory work for new products production. The integration of elements of physical and mental labor took place in the activity of a synthetic professional worker long ago, and the proportion of mental and creative work has been constantly growing. In our opinion, this fact certifies to the necessity to train engineers capable of mobility within the framework of their professional sphere. This conclusion is confirmed by V. A. Dtsov who writes about the "professional polyphony" or the mixture of a number of jobs in one general area. The professional polyphony is characterized by blurring an area of knowledge by a variety of specialties. As the scientist thinks, it all leads to the fact that in Information society one should talk not about a profession but about a job, an activity, or a vocation.

The "poly-professionalism" of engineering activity that replaced the "mono-professionalism" has greatly influenced specialists' behavior in social and professional space. In their social life a person usually performs several social parts which constitute, in R. Merton's words, "a repertoire". In his research V.A. Yadov notes that objective social and economic patterns determine certain changes in people's behavior, i.e. the change of roles. The ex-minister of Education of Ukraine D. Tabachnyk says, "The production that is changing rapidly leads to the fact that every member of the society is to be able and ready not only to perform a specific set of social functions and role responsibilities in the system of social relationships but is to be able to have the proper level of qualification and proper specialization that gives them an opportunity to increase the level of their professionalism according to the production requirements of the future" [5]. We completely support this thought and consider that engineering activity being multifunctional contributes to the extension of the professional's social "repertoire", and we believe that this process can be considered as a separate type of engineer's professional mobility.

Hence, it is required today that a professional should possess not only thorough knowledge and appropriate skills but also be ready and be able to navigate the information flows, to master new technologies, to self-educate, to search and apply the missing knowledge or other resources, i.e. to be

professionally mobile, thus professional mobility must be a part of the 'ideology' of professionalism, especially that of a future engineer.

The conducted theoretical analysis allows us to distinguish certain factors that determine the need for training professionally mobile specialists in Engineering and Technology. As we know, it is factors as reasons or driving forces of any process that determine its character and its properties.

Empirical research data suggest that the factors of individual mobility in the social space are being formed within the existing institutional differences of a particular society and they can be conventionally divided into objective and subjective factors (A. A. Heras'kova).

Among the external objective factors the following ones should be distinguished:

- the formation of information society and the 'knowledge economy';
- the formation of the global labor market and liberalization of social relations;
- the emergence of new principles of professional cooperation and the system of interdependence in global social and professional space;
- the emergence of new forms of employment, virtualization and intellectualization of labor;
- the development of production dominated by the V-th level of technological organization and transition to realizing some scientific trends of the VI-th level aimed at developing and applying biotechnologies, nanotechnologies, genetic engineering, membrane and quant technologies, photonics, micromechanics, nuclear energy and other scientific advances.

Objective factors of individual character include demography indices (gender, age, physical abilities), educational level, professional qualifications (the status of a profession, job experience).

On the subjective level (micro-level) mobility depends on a person's attitude to mobility formed by their needs, interests, and values.

Taking into consideration all the groups of factors that predetermine the necessity of training professionally mobile future engineers, we believe it possible to differentiate its main types. First, it is professional mobility within one profession – that of an engineer. Modern educational and qualification requirements to an engineer include their ability to perform project and design functions, organizational and management functions, technological and productive functions, and research functions. Another type of professional mobility includes mobility in the sphere of engineering activity. In information society engineering activities expand

due to such new directions as system engineering and sociological and technological projects. Moreover, the development of modern systems of telecommunication determines the appearance of a completely new type of mobility – virtual mobility. These essential changes in the engineer's activity lead us to distinguishing the third type of mobility – professional mobility in upgrading professional skills (continuous upgrading of one's knowledge and skills, the ability to retrain and master new technologies).

Thus the conducted theoretical analysis allows us to claim that a future engineer must be ready for life and activities in distant future when professional development is self-guided, i.e. a person is to be ready to change. In this case the task of education is to create the conditions that will let a student to develop this readiness to change which will serve as the basis for their professional mobility.

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Abstracts

СВІТЛАНА ДАНЬШЕВА, ДИМИТРІЙ ЧЕРЕДНІК. **Професійна мобільність фахівців як тренд розвитку вищої інженерної освіти в умовах глобалізації.** *У статті розкрито актуальність дослідження феномена професійної мобільності як невід'ємної складової професіоналізму фахівця XXI століття. Обґрунтовано перспективність підготовки професійно мобільного майбутнього інженера в умовах глобалізації різних сфер життєдіяльності людини. Проаналізовано вплив процесів глобалізації на розвиток системи освіти. Визначено зовнішні фактори, які впливають на професійну мобільність. Доведено необхідність проведення досліджень особливостей цього процесу в умовах технічного університету. Виділено закономірності теоретичної основи створення педагогічної системи формування готовності до професійної мобільності у студентів в освітньому процесі технічного університету.*
Ключові слова: *глобалізація, формують чинники, професійна мобільність, технічний університет.*

SWITŁANA DAŃSZEWA, DYMYTRIJ CZEREDNIK. **Mobilność zawodowa specjalistów jako trend rozwoju edukacji inżynierskiej w kontekście globalizacji.** *W artykule opisano fenomen mobilności zawodowej jako integralnego składnika profesjonalizmu specjalisty XXI wieku. Uzasadniono*

perspektywiczność przygotowania inżyniera, gotowego do mobilności zawodowej szczególnie w warunkach globalizacji. Przeanalizowano wpływ globalizacji na rozwój systemu edukacji oraz określono czynniki, wpływające na mobilność zawodową. Pokazana konieczność tworzenia w procesie kształcenia na wyższej uczelni technicznej systemu profesjonalnej gotowości studentów do mobilności zawodowej.

Słowa kluczowe: *globalizacja, mobilność zawodowa, czynniki mobilności, wyższa uczelnia techniczna.*

СВЕТЛАНА ДАНЬШЕВА, ДМИТРИЙ ЧЕРЕДНИК. **Профессиональная мобильность специалистов как тренд развития высшего инженерного образования в условиях глобализации.** *В статье раскрыта актуальность исследования феномена профессиональной мобильности как неотъемлемой составляющей профессионализма специалиста XXI века. Обоснована перспективность подготовки профессионально мобильного будущего инженера в условиях глобализации различных сфер жизнедеятельности человека. Проанализировано влияние процессов глобализации на развитие системы образования. Определены внешние факторы, которые оказывают влияние на профессиональную мобильность. Доказана необходимость проведения исследований особенностей этого процесса в условиях технического университета. Выделены закономерности теоретической основы создания педагогической системы формирования готовности к профессиональной мобильности у студентов в образовательном процессе технического университета.*

Ключевые слова: *глобализация, формирующие факторы, профессиональная мобильность, технический университет.*

SVITLANA DAN'SHEVA, DYMYTRII CHEREDNYK. **The specialist's professional mobility as a trend in developing higher engineering education in the conditions of globalization.** *The article deals with the relevance of the study of the phenomenon of professional mobility as an integral part of the professionalism of the XXI century. Perspectivity of professional mobility of the future engineer training in the conditions of globalization of various spheres of human activity is grounded. The influence of globalization on the development of the education system is analyzed. External factors that have an impact on professional mobility are determined. The necessity of carrying out of studies of this process in a technical university is proved. Regularities theoretical basis for the creation of pedagogical system of readiness formation of students to professional mobility in the educational process of technical university are obtained.*

Key words: *globalization, forming factors, occupational mobility, Technical University.*

2.
MULTICULTURAL EDUCATION

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Ivan Bakhov

Principles and Functions of the University Polycultural Education

Multicultural education is a relatively new branch of scientific knowledge, which attracts not only professionals but also the wider public, because it is rather adequate educational response to such pressing problems of the modern world as globalization, interpersonal, intergroup and interethnic conflicts, various discriminatory phenomenon class, political and religious controversy. The development of this direction of modern pedagogy and educational practice is due to the very essence of democratization and humanization of modern life, the desire to create a society in which are cultivated an attitude of respect to personality, the protection of the dignity and rights of every person [1].

Multicultural education is a democratic teaching reaction and the response multicultural and multi-ethnic societies, one of the priority and urgent educational problems facing the world civilization.

Multicultural pedagogy can be considered one of the main tools for overcoming the crisis in education and training that promotes harmonization of the relations among different civilizations and cultures.

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The essence of multicultural education consists in the dominance of the cognitive nature of the activity. In pedagogy and psychology activities are considered the leading means of forming a human. If activities include, for example, those highlighted by the Russian scientist M. Kagan – transforming, communicative, cognitive, value-oriented, artistic, it can be argued that the mastery of all these species is a precondition of the comprehensive personality development. [5]

The system of values of the social subject may contain different values:

- sense-vital (notions of good and evil, happiness, purpose and meaning of life);
- universal (life, health, personal safety, well-being, family, relatives, education, law and order);
- public recognition (hard work, social status etc.).
- interpersonal communication (honesty, selflessness, kindness);
- democratic values (freedom of speech, conscience, national sovereignty, and so on).

Axiological attitude is a necessary component in the formation of value orientation, activities and relationships that are expressed in the axiological setting. And the values directive is the acts a kind of anticipatory program of activities and communication related to the choice of activity and communication options. Values directives are elaborated by the society in the socio-historical activity, transmitted to individuals and future generations in the process of socialization, training and education.

Under conditions of economical and political integration an increasingly more important is the problem of preserving national specificities, including in education. Multicultural education is designed to support the diversity of large and small nations in the context of globalization of the modern world. It is a means of preservation and development of ethnic cultures, involving their values in the education and training practice, thus to address the pressing issues of pedagogy.

Commitment and interest in multicultural education is caused by the expansion of international cooperation, strengthening of the fight of ethnic and racial minorities for their rights in societies with a multi-ethnic composition.

In the world of pedagogy is being developed the overall strategy of multicultural education. The report of the International Commission on Education of UNESCO in 1997 stressed that education and training should contribute on the one hand that the individual himself would be aware of his/her roots and origins, thus could determine his/her place in

the modern world, on the other hand need to cultivate his/her respect for other cultures [3]. The paper emphasizes on the dual problem, which involves younger generation in mastering of cultural treasures of their own people, education and respect for cultural values of other nationalities.

Countries in which one way or another is anticipated the multicultural education policy, can be divided into several groups:

- countries with ancient historical and deep national and cultural differences (Spain, India, Russia, et al.).
- countries which became multicultural due to their historical past of colonial metropolises (UK, France, Netherlands, Spain);
- countries which became multicultural as a result of voluntary and forced immigration process (US, Canada, Australia).

Multicultural education of the world leading developing countries in the following areas:

- pedagogical support of ethnic minorities;
- bilingual education;
- multicultural education in conjunction with measures against ethnocentrism.

In line with these directions were created special educational programs.

The ideology of ethnocentrism, nationalism and racism is a substantial threat to multicultural education [1]. German scientist F. Mitter, former president of the World Council of Comparative Education, at Teachers Symposium in Tokyo in 1993 suggested that this ideology primarily afflicts the right to education and training of ethnic minorities [2].

Multicultural education is based on several pedagogical *principles*:

- training human dignity and high moral qualities;
- training for coexistence of different social groups, races, religions, ethnic groups;
- building tolerance, readiness for mutual cooperation.

The *functions* of multicultural education include:

- forming ideas about cultural diversity and their relationship;
- awareness of the importance of cultural diversity for personal self-actualization;
- forming positive attitudes towards cultural differences;
- developing skills of media interaction of different cultures on the basis of tolerance and understanding.

Multicultural education faces three groups of objectives that can identify as concepts of “pluralism,” “equality,” “union”:

- respect and preservation of cultural diversity;
- support of equal rights to education and training;
- formation and development in the spirit of national, political, economic, spiritual values.

Thus, the content of multicultural education is built on the following guidelines:

- socio-cultural identification;
- development of system concepts and ideas about multicultural environment;
- training positive attitudes towards cultural environment;
- development of social communication skills.

In this context, problem of multicultural education is becoming an essential one. One of the main ways of such organization is the proper study of various disciplines. Availability of the multicultural component in educational disciplines can solve twofold: to stimulate pupils' interest in new knowledge and simultaneously offer different perspectives on the world.

Bilingual and multilingual education remains leading in this respect. Special attention is paid to the cultural orientation of humanities in general. Scientists rightly argue that learning foreign languages is not only communication, but also allows you to take up different ways of thinking and behavior.

It can be obviously argued that in the multicultural education hardly are proposed any original pedagogical forms and methods: are used traditional active methods that have proven effectiveness and found recognition in pedagogy, like a dialogue, discussion, simulations, role plays, reflective methods. Similar methods are appropriate to apply considering the goals, functions, content of multicultural education [7].

For example, in the social and cultural identification of a personality more effective are historical narratives, studying manners and etiquette; in the development of multiculturalism concepts are effective lectures, heuristic conversation; and a dialogue effective is effective in the development of intercultural skills.

Multiculturalism problems are solved both within the school system and in the continuous training and education. Multicultural education has affected primarily students of secondary schools. But awareness of the need for its large-scale implementation in higher education is growing.

University education at the beginning of the XXI century is a synthesis of knowledge of multicultural characteristics (quality). The specifics of

the university education are that education is not monocultural, it is multicultural. Multicultural education reflects specific multicultural reality. University broadcasts more than one culture, and its peculiarity is that it translates the multicultural reality of the individual making personality ascent to cultural values [1; 6].

One of the conditions of multiculturalism in higher education is the consideration of racial and ethnic diversity and differences in student composition. Multicultural education in higher education should be aimed at creating conditions for overcoming barriers in communication and normal development of students from different ethnic and cultural groups, and establishing humanitarian relations between them as an important condition for human progress.

Multicultural aspect of education is a communication aspect, that involves the formation of communicative ability; language level that contributes to the definition of national cultural specificity of the native speaker verbal behavior in the process of intercultural communication, communication is based on the social, historical and social factors in the language and language world change; informational process of accumulation and processing of linguistic information associated with the means of preserving knowledge, information availability, mental representation, system ordering. This aspect is used to simulate the transmission of language and other substantial material through information channels, including a computer [8].

Increasingly is distributed the view of education as the intrinsic value that promotes self-actualization in culture, and which increases the proportion of human, cultural and intercultural meanings in modern civilization. Information civilization doubles the real world, and the ability to control the world media is the condition of the individual self-realization. As noted by L. Barsalou, this way people learn new things in this world, and as the world is constantly changing, human knowledge should have a form that can quickly adapts to these changes, the basic unit of transfer and storage must be sufficiently flexible and mobile [9, 10].

The problem of multicultural education is naturally closely related to the problem of language, as people are born in a certain language environment of the certain culture, and mastering language skills is the ability to use the values of culture. Language is not only a means of communication and expression thoughts, but it is also a means of accumulating knowledge of the culture. Language reflects the experience

of the people, its history, its material and spiritual culture. It promotes accession to the achievement of national and universal culture, realizing themselves as members of the international community.

According to Leo Weisgerber, [4] language serves as the foundation of human existence and is connected to all life forms of the individual and linguistic community, therefore, accordingly, there are three main areas of the relationship between language and general culture:

- language impact on linguistic similarities and results this action;
- the impact of community and culture on the language;
- development parallels between language and other cultural events.

The researcher believes that these interactions occur in three main areas: in the language area as a form of knowledge, and form of learning knowledge; in the linguistic community and other major forms of community; in language area and material culture [5].

Foreign languages are a constituent component of the university education as a part of the multicultural education, which create communication, information, dialogue, and value-exchange field of cultures.

Multicultural education in the context of the university education system implies the existence of two parties, it has two faces: the outer face, providing conditions – human resources, programs, plans, information and material security training, and the second, inner bordering, that provides a result in personality development in the university education system; in this case, we mean polycultural education of a person, we understand as a particular step in draw a human to culture, which is characterized by a distinct integrity level of several structural components.

In the multicultural reality, where people contact, belonging to different lingvo-cultural communities, mutual interpenetration of cultures and leads to acculturation of the society members that combine in their minds different cultures oriented to another person, inclined to dialogue with him. Teaching language combined with familiarity with cultural and social values, can and should serve as a powerful tool for mutual understanding between peoples. Formation of linguistic competence and culture-oriented linguistics competence, a value in enriching one' own culture as a whole, communication culture, speech and mental activity.

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Abstracts

ІВАН БАХОВ. **Принципи і функції університетської полікультурної освіти.** *Стаття присвячена обґрунтуванню педагогічних принципів і функцій університетської полікультурної освіти. Аналізуються напрямки розвитку полікультурної освіти, акцентується на підвищенні ролі університетів у становленні полікультурної освіти. Визначено зв'язок полікультурної освіти з проблемою вивчення мови як передумови залучення до цінностей культур.*
Ключові слова: *полікультурне виховання, полікультурна освіта, вищий навчальний заклад, особистість, спілкування, толерантність.*

IWAN BACHOW. **Zasady i funkcje wielokulturowej edukacji uniwersyteckiej.** *Artykuł poświęcony jest zasadom i funkcjom akademickiej edukacji wielokul-turowej. Zostały przeanalizowane kierunki rozwoju edukacji wielokulturowej. Szczególną uwagę zwrócono na podniesienie roli uniwersytetów w rozwoju edukacji wielokulturowej. Określono związek edukacji wielokulturowej z badaniami lingwistycznymi jako przesłanki dla przyciągnięcia do wartości różnych kultur narodowych.*
Słowa kluczowe: *wychowanie wielokulturowe, edukacja wielokulturowa, szkoła wyższa, osobowość, tolerancja.*

ИВАН БАХОВ. **Принципы и функции университетского поликультурного образования.** *Статья посвящена обоснованию педагогических принципов и функций университетского поликультурного образования. Анализируются направления развития поликультурного образования, акцентируется внимание на повышении роли университетов в становлении поликультурного образования. Определяется связь поликультурного образования с проблемой изучения языка как предпосылки привлечения к ценностям культур.* ***Ключевые слова:*** *Поликультурное воспитание, поликультурное образование, высшее учебное заведение, личность, общение, толерантность.*

IVAN BAKHOV. **Principles and functions of the university polycultural education.** *The article is devoted to substantiation of pedagogical principles and functions of the university multicultural education. It also analyzes directions of development of multicultural education, concentrates the attention on increasing role of universities in developing multicultural education. It defines connection of multicultural education to the problem of learning language as precondition for attracting to cultural values.*
Key words: *multicultural upbringing, multicultural education, high educational establishment, personality, communication, tolerance.*

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Natalia Aljochina,
Tatiana Lutaieva

Psychological and Pedagogical Conditions of Multicultural Competence of Future Specialists in Medical and Pharmaceutical Industry

In modern conditions of integration into all areas of human activity, employees of medical and pharmaceutical industry must be prepared to communicate with foreigners, to have thorough knowledge of world's most modern scientific achievements, to be able to inform the patient about the traditions of Health preservation in different regions of the world, to make an idea of properties of the foreign pharmaceutical product, to learn and implement international experience in providing medical provision for population. But today we can say that there is a contradiction between deepening and expansion of multicultural environment and unpreparedness of students for these changes which makes the topic of the research actual.

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Modern psychological and educational research highlights approaches to determining the content of the concepts of «competence» and «multicultural competence,» examine intercultural subjects of educational process (Ivanyuk [1], Yaks [8] and others), the ways of forming multicultural competence of teachers (Kuzmenko, Goncharenko [2], Lutaieva [3, 4] and others), the method of teaching intercultural communication (Sadohin [6] and others). To investigate the tolerance, the questionnaire «tolerance index» developed by Soldatova [7] can be useful. The method for determining the social distance between ethnic groups was developed by scientists of Kyiv International Institute of Sociology on the basis of Bogardus' scale [5]. Despite the abundance of research on multicultural education, a systematic review of psychological and pedagogical conditions for formation of multicultural competence of future specialists in the medical and pharmaceutical industry is absent in scientific journals.

The purpose of the article is to highlight the psychological and pedagogical conditions for multicultural competence formation of future specialists in medical and pharmaceutical industry by studying the scientific literature and empirical research data analysis.

Modern medical and pharmaceutical education is received in three stages. They include undergraduate medical education, postgraduate medical education, continuing professional development. Unfortunately, multicultural competence is not recorded in the educational qualification characteristics of future employees of medical and pharmaceutical profile, while training at the undergraduate stage should be held with considering the integration of psycho-pedagogical and professional component of continuous professional education.

Ukrainian scientists analyzed international approaches to the definition of «multicultural competence» concept. It is established that Thomas defines multicultural competence as the ability to «help shape the process of intercultural cooperation to avoid or contextualize confusion, and at the same time create opportunities to address common challenges in a way that is acceptable and productive for all participants» [1, p. 142]. Scheglova considers multicultural competence as a complex, personal quality that is formed in the process of training on the base of tolerance [1, p. 144].

According to Kuzmenko and Goncharenko, multicultural competence is the ability of the individual to live and work in a multicultural environment [2, p. 48]. Ivanyuk understands multicultural competence

as an ability to change the knowledge, attitudes and behavior so as to be flexible and open to other cultures. In the structure of multicultural competence the researcher identifies knowledge (of foreign languages and culture of the country, the processes of migration and integration, the concept of cultures), skills (communication, conflict management, ability to solve critical situations, the strategy of working with culture shock) abilities (observation, awareness, adequacy, self-reflection, the capacity for empathy, flexibility, openness, tolerance) [1, p.145].

Most researchers identify three components in the structure of multicultural competence of a future specialist, namely: cognitional; value and motivational; action-behavioral [1]. Scientists connect the concept of «multicultural competence» with the term «tolerance» [8, p. 145]. Tolerance (from Lat. Tolerantia – patience) is recognition of other's right to respect for their personality and identity [8, p. 146]. It is important to identify the psychological and pedagogical conditions for formation of multicultural competence, meaning the features of organizing the educational process that determine the results of training, education and human development and objectively provide the ability to achieve them. To create a diagnostic tool for monitoring the process of formation of multicultural competence of future specialists it is advisable to turn to established by scientists diagnostic methods that have been tested and confirmed their validity and reliability. First of all, we mean rapid questionnaire «Index of Tolerance» by Soldatova and a modified version of the social distance scale by Bogardus.

During the period from May to October 2014 we conducted a survey among full-time and distance learning students of National Pharmaceutical University (Kharkiv), who study at the «Pharmacy» specialty. It should be noted that external students during the survey already had higher medical education. The total number of respondents is 198 people, including 118 women and 80 men. The sample included 60 students aged from 17 to 20 years, 90 students aged from 20 to 30 years and 48 students aged from 30 to 40 years. Students who participated in the survey, are residents of Kharkiv, Lugansk, Donetsk, Dnipropetrovsk, Sumy, Chernihiv, Poltava, Odessa, Kirovograd, Mykolaiv, Zaporizhya, Vinnytsa, Zhitomyr, Kyiv and Crimea regions. The sample is representative for the students of higher educational institutions (HEIs) of pharmaceutical and medical profile.

The level of tolerance of the pharmacy students was examined by the method of G.Soldatova. This questionnaire consists of statements, which reflect the general attitude to the surrounding world and other people

and social attitudes in different areas of interaction where the apparent tolerance and intolerance rights are shown. The questionnaire contains three subscales: 1) «ethnic tolerance» – allows to determine the relation of a person to members of other ethnic groups and units in the field of cross-cultural interaction (the maximum score is 42); 2) «social tolerance» – reveals tolerant and intolerant manifestations in relation to different social groups as well as individual settings for certain social processes (the maximum score is 48); 3) «tolerance as a trait of personality « – diagnoses personality traits, beliefs, attitudes that define man's relationship to the surrounding world (the maximum score is 42). The evaluation of the tolerance level was carried out as follows: low level – 22-60 points; average level – 61-99 points; high level – 100-132 points. We conducted processing, analysis and interpretation of the data at the final stage of the study, which enabled us to make empirically grounded conclusions about the level of tolerance among students of different age groups (see. Table 1).

The indicators of all kinds of tolerance of students are average, but

Table 1.
Indicators of tolerance index of pharmacy students (by Soldatova's questionnaire)

Age group	Tolerance index, in points			
	ethnic	social	as a personality trait	general
Up to 20 years	26,9	27,9	29,7	84,6
20-30 years	25,3	27,8	29,3	82,3
30-40 years	25,8	27,3	26,6	83,4

respondents of 20-30 years have the lowest indicator of ethnic tolerance – 25.3 points, and representatives of the age group of 30-40 years have the worst indicator of tolerance as a personality trait – 26.6 points. The highest index of overall tolerance stands for the students under the age of 20 years, namely 84.6 points. The quantitative distribution of students in low, medium and high levels of tolerance is shown in Table. 2.

Thus, the empirical study of tolerance showed that the vast majority of students (92.9%) have an average level of tolerance; high level of tolerance was obtained by 4.04% of the respondents, and low – by 3.03%. Our data

Table 2.
Distribution of respondents by level of tolerance (by Soldatova's questionnaire)

Tolerance levels	The amount of students, in %		
	Up to 20 years	20-30 years	30-40 years
Low	3,3	4,4	0,0
Middle	90,0	92,2	97,9
High	6,6	3,4	2,1

shows that the acquaintance with the method of determining the social distance between ethnic groups contributes to self-identification of future specialists of medical and pharmaceutical industry. Students received a job where using Bogardus' scale they had to try to test their index of social distancing concerning representatives of certain nationalities. This method allows to determine the integral index of national distancing (IIND) – the average value in respect of all ethnic groups. The social distance between ethnic groups is understood as the degree of preference for a national group of different ethnic groups as partners in interpersonal communication and readiness to contacts with specific ethnic groups. Bogardus' scale is a series of statements of this kind: «I agree to admit a representative of the ethnic group ...», as a family member so that the person him/herself, and his/her children could theoretically get marriage to him/her, see as relative, close friend, neighbor, co-worker, the inhabitant or visitor of Ukraine. It is also possible to say: «I would not like to let ... into Ukraine».

The students determined their index of social distancing, integral index of national distancing and at the same time trying to make self-esteem, compare reality with their system of norms and values, choose a certain role, position in society, and that are the stages of the process of self-determination.

Using Bogardus' scale revealed the following result. In respect of such ethnic groups as Belarusians, Poles, Russians, French, tolerance is shown (representatives agreed to allow this group to a circle of friends and neighbors). With respect to the Americans, Georgians, Jews, Crimean Tatars, Moldovans, Germans, Romanians, Serbs, Slovaks, Hungarians, Czechs the situation of isolation was found (only agreed to see them among colleagues and residents of Ukraine). Representatives of such

Table 3.
The results of a students survey by the Bogardus' scale

National distancing of Ukrainians from	The index of national distancing			
	Students of age			Total
	up to 20 years	from 20 to 30 years	from 30 to 40 years	
Azerbaijanis	4,6	5,4	5,4	5,1
Americans	2,9	4,9	4,8	4,2
Arabs	5,3	5,7	5,4	5,5
Afghans	5,4	5,7	5,6	5,6
Belarusians	3,3	3,3	2,8	3,1
Georgians	4,2	4,8	4,6	4,5
Jews	4,1	5,0	4,2	4,4
Chinese	4,6	5,4	5,2	5,1
Crimean Tatars	4,4	4,2	4,3	4,3
Moldovans	4,1	5,3	4,6	4,6
African Americans	4,1	5,5	5,4	5,0
Germans	3,4	4,8	4,4	4,2
Poles	3,2	4,3	4,4	3,9
Russians	2,8	3,2	2,4	2,8
Romanians	4,1	5,0	4,7	4,6
Serbs	4,3	5,3	5,0	4,9
Slovaks	3,8	4,9	4,2	4,3
Turks	4,8	5,4	5,1	5,1
Hungarians	3,6	5,1	4,7	4,5
Ukrainians	1,3	2,0	1,7	1,6
Russian-speaking Ukrainians	1,5	2,1	1,5	1,7
Ukrainian-speaking Ukrainians who live in other countries	2,0	2,5	1,9	2,1
French	3,3	4,4	4,3	3,7
Gypsy	6,2	6,2	6,0	6,1
Czechs	3,4	4,8	4,3	4,2
Chechens	5,5	6,1	5,9	5,8
The integral index	3,8	4,6	4,3	4,2

ethnic groups as Azeris, Arabs, Afghans, Africans, Chinese, Turks, Chechens, are in a situation of isolation; Respondents, as average, did not want to see them as residents of Ukraine. The attitude of students surveyed to Roma representatives can be defined as xenophobia. It should be noted that 50.5% of respondents showed an extreme degree of intolerance (xenophobia), ie, in this case, a total ban on entry to the country in respect of a particular ethnic group was chosen. Analysis of xenophobia in different age groups showed the following results: extreme degree of intolerance was found among 35% of students under the age of 20 years, 57.7% of students aged 20 to 30 years and 56.3% of students aged from 30 years. The overall index of national distancing among students was 4.2, that is an average for all other ethnic groups (except Ukrainians and Russians) to be in a typical attitude of isolation (see. Table. 3).

Analysis of the index of national distancing received by Bogardus' scale shows that students in different age groups have unequal attitude towards people of other nationalities. The greatest tolerance is shown by the students under the age of 20 years, the worst – college students from 20 to 30 years. The findings suggest the need for creating the psychological and pedagogical conditions for multicultural competence formation of students in the educational environment of universities.

Multicultural education of future workers in the health sector, in our opinion, primarily promotes the study of foreign languages, psychological, educational, historical and cultural subjects. We believe that an important pedagogical condition of multicultural competence formation of youth is including courses and topics related to the study and analysis of the nature of multicultural environment, and incorporating the method of forming multicultural competence into the educational process of training the future specialists of medical and pharmaceutical industries.

Sadohin A. highlights several proven ways to prepare the individual to cross-cultural interaction. These include didactic teaching methods (education, guidance and modeling) and empirical – training. Education means gaining knowledge about the culture. Orientation – providing recipes behavior in situations that most often occur. Simulation – teaching method that focuses on gaining knowledge through research of artificial models (conventional designs, patterns and processes) that reflect the intercultural communication. Training as a method of training sessions is the program of various exercises systematically carried out in order to develop and improve skills in any area of human activity [6, p. 250-251].

Our experience shows that training develops the ability to listen to the interlocutor, keeps yourself confidently with others, publicly perform, to build an effective model of relations with partners in communication, prevent and eliminate conflicts constructively, to overcome those habits and mannerisms that impede communication. It is useful to engage professionals who have experience with foreigners into the communication training. As part of the extracurricular educational work it is important to hold cultural events such as weeks of culture, festivals and quizzes. The formation of value orientations of future specialists by organizing educational tourism is also effective.

Effective means of forming multicultural competence of specialists is to organize real interaction of students with outstanding domestic and foreign scientists, representatives of world cultures within webinars, educational telecommunication projects.

It is also important for the teacher of higher medical and pharmaceutical school to be multicultural, as the teacher should also take into account the experience of the outstanding teachers of the past for effective intercultural communication. A great example in the process of intercultural communication for modern teachers can be lives and careers of the founders of the national medical and pharmaceutical education of the late nineteenth – early twentieth century (Beketov, Valyashko, Grube, Krasnov, Danilevsky, Hirschman, etc.). The study of historical and pedagogical literature allows to claim that the scientists' articles were published in foreign scientific journals and their long creative journeys abroad provided an opportunity to get acquainted with the system of teaching in European universities, contributed to the formation of pedagogical skills and introduction of advanced foreign teaching experience in higher education [3]. Understanding the value and intercultural adjustment by Kharkiv teachers of higher medical and pharmaceutical schools of imperial period, their interest in the results of the latest research in foreign scientific and educational centers encouraged future medical and pharmaceutical experts to study directing special scientific literature in translation as well as in the original.

In the reviews of medical scientists of Kharkiv University 19th – early 20th century for students' scientific works, the thorough study of literature that was published in French, German and English in relation to a particular issue was evaluated very positively [4].

Nowadays, the teachers' knowledge acquired during international travel can promote the ability to work effectively with other countries

among students. For this purpose training teachers abroad, participation of teaching staff in international educational and research projects, promoting their own education services at the international market is effective. Lectures of teachers from other countries within exchange programs of teachers, students, postgraduates are effective. It is becoming more and more actual to read lectures for Ukrainian undergraduates, graduate students and interns in foreign languages.

An example of setting up cross-cultural communication with foreign colleagues can serve educational and professional activities, which in the years 2011-2014 were attended by scientific and teaching staff of the National Pharmaceutical University. These are international congresses and forums, exhibitions, fairs, trainings, seminars, organized in Austria, Italy, Poland, France, Turkmenistan, Kazakhstan, Tunisia, China and other countries [9].

Analysis of psychological and educational literature suggests that there are different approaches to defining the essence of multicultural competence. We agree with the statement of scientists that multicultural competence should be seen as the ability of the individual to live and work in a multicultural environment.

In our opinion, the unity of external teaching conditions and psychological factors of personality formation provides the formation of multicultural competence of the specialist. The internal factors of development are connected with the process of self-determination of the student.

The study reveals that students of different age showed unequal attitude towards people of other nationalities. The greatest tolerance is shown by students under the age of 20 years, the worst – by college students within the age from 20 to 30 years. This phenomenon can be explained by long orientation of the national system of training future specialists for the so-called educational paradigm of knowledge.

Research shows that the formation of multicultural competence of future employees in medical and pharmaceutical industry should be provided already during training at the university for undergraduate stage of vocational education.

We believe that the new generation of educational standards within the branch of knowledge "Medicine" and "Pharmacy" has to orient teachers and students to focus on understanding the nature of multicultural competence, put forward a number of requirements to professional knowledge and skills of the specialist who will be able to work in a

multicultural environment. Preparing to work in multicultural conditions should be formed upon the content of education of future specialists and find reflection in some special courses, in diverse systemic relationship among courses, research work of students and graduate students.

We consider it necessary to organize systematic work focused on upbringing intercultural tolerance as a professionally meaningful personality trait of a future specialist, providing for strengthening the role of the teacher as a key figure of modern education system and the complexity of his/her professional functions as a mediator in intercultural communication.

The training of future specialists for intercultural interaction is possible, subject to communication trainings. Extracurricular educational work with students (weeks of culture, festivals, quizzes, educational tourism, introduction of appropriate pedagogical traditions of higher medical and pharmaceutical schools) will also help prepare future workers of medical and pharmaceutical industry for life and professional work in conditions of pluralism of cultures.

Thus, external pedagogical conditions for multicultural competence formation are appropriate direction of educational content, the willingness of teachers of higher medical and pharmaceutical schools to operate in a multicultural education and introduce appropriate teaching methods and traditions of training to the educational process of universities. Internal psychological conditions are the adoption of tolerance as a value by students, formation of standards of tolerant behavior and awareness of its benefits in the multicultural environment.

For the research perspective, we see further wide comprehensive study of different ways to prepare future workers of medical and pharmaceutical industry for cross-cultural interaction.

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Abstracts

НАТАЛІЯ АЛЬОХІНА, ТЕТЯНА ЛУТАЄВА. **Психолого-педагогічні умови формування полікультурної компетентності майбутніх фахівців медико-фармацевтичної галузі.** *У статті на основі вивчення наукової літератури та аналізу даних емпірічних досліджень висвітлено різні підходи щодо визначення поняття «полікультурна компетентність», охарактеризовано психолого-педагогічні умови формування полікультурної компетентності майбутніх фахівців медико-фармацевтичної галузі.*
Ключові слова: *полікультурна компетентність, толерантність, студент, фахівець, медико-фармацевтична галузь, освітній стандарт.*

NATALIA ALOCHINA, TETIANA ŁUTAJEWA. **Psychologiczno-pedagogiczne warunki kształtowania kompetencji wielokulturowej przyszłych specjalistów w dziedzinie medycyny i farmacji.** *W artykule na podstawie analizy literatury teoretycznej przedstawiono różne podejścia do definicji pojęcia «kompetencje wielokulturowe», opisano psycho-pedagogiczne warunki kształtowania wielokulturowych kompetencji przyszłych specjalistów z branży medyczno-farmaceutycznej.*
Słowa kluczowe: *kompetencje wielokulturowe, tolerancja, student, branża medyczno-farmaceutyczna, standard kształcenia.*

НАТАЛИЯ АЛЬОХИНА, ТАТЬЯНА ЛУТАЕВА. **Психолого-педагогические условия формирования поликультурной компетентности будущих специалистов медико-фармацевтической отрасли.** *В статье на основе изучения научной литературы и анализа данных эмпирических исследований освещены разные подходы к определению понятия «поликультурная компетентность», охарактеризованы психолого-педагогические условия формирования поликультурной компетентности будущих специалистов медико-фармацевтической отрасли.*
Ключевые слова: *поликультурная компетентность, толерантность, студент, специалист, медико-фармацевтическая отрасль, образовательный стандарт.*

NATALIA ALJOCHINA, TATIANA LUTAIEVA. **Psychological and pedagogical conditions of multicultural competence of future specialists in medical and pharmaceutical industry.** *The article highlights the different approaches to the definition «multicultural competence». On the base of nonfiction and empirical research it was allocated the main psychological and pedagogical conditions of multicultural competence of future specialists in medical and pharmaceutical industry.*
Key words: *multicultural competence, tolerance, student, professional, medical and pharmaceutical industry, educational standard.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Svitlana Fedorenko

Liberal Arts as Broad Integrative Learning in the Usa Undergraduate Education

Topicality. The foundations for general knowledge are laid in the Liberal Arts Education and should be acquired to a higher level so that graduates can participate in work, life, and citizenship both at home and in the world. The "Liberal Arts" is a traditional name in the USA higher school curriculum embracing natural sciences, sociocultural courses, and humanities taught by all the undergraduate students in the course of the first two years of their undergraduate study irrespective of their professional choice. In general, the Liberal Arts provide a context for the students' further specialized studies. Integrative learning in the sphere of the Liberal Arts should involve students in the practices of core fields ranging from the sciences to the humanities and the arts on the basis of developing global, cultural, and democratic perspectives.

Contents of the Liberal Arts Education have always been aimed, in the course of the whole history of American higher school, at fulfilling intrinsic human needs in freedom, free choice of their views on the world, and self-actualization. The latter entails discovering the world of their personality and learning to manage it.

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Different aspects of implementing the Liberal Arts Education and strategies for its reforming are highlighted by such American scholars as: A. Astin, E. Boyer, R. Clewett, J. Gaff, A. Leskes, C. Lopez, R. Newton, J. Ratcliff, C. Schneider, V. Smith, and others.

The objectives of the article are to consider the peculiarities of implementing the Liberal Arts Education as a basis for undergraduate study in the USA higher school.

Main part. Nowadays, it is recognized that there is a number of capacities of the Liberal Arts Education that not only contribute to personal success but also to the success of the society and the organizations within it. It should be observed that the Liberal Arts Education facilitates linkages by stressing the development of competencies rather than content knowledge. The Program in Liberal Arts (General Education) in Temple University provides opportunities for students to engage in:

Critical Thinking includes the evaluation of evidence, analysis and synthesis of multiple sources, and reflection on varied perspectives. Critical thinking generates a well-developed investigation that incorporates supporting and countering claims.

Contextualized Learning is based on understanding and integrating historical, contemporary, and cultural phenomena and their underlying principles in two broad applications. First, students recognize the interaction of complex forces that give rise to specific phenomena. Second, students understand and analyze related events, artifacts, practices and concepts across geographic, chronological and cultural boundaries.

Interdisciplinary Thinking presupposes understanding and applying knowledge in and across disciplines. Interdisciplinary thinkers apply multiple perspectives, paradigms, and frameworks to problems, topics, or issues.

Communication Skills help to communicate effectively orally and in writing. Students who communicate effectively use spoken and written language to construct a message that demonstrates the communicator has established clear goals and has considered her or his audience. Effective messages are organized and presented in a style appropriate to the context.

Scientific & Quantitative Reasoning. Students who exercise quantitative and scientific reasoning use and apply these reasoning processes to explain phenomena in the context of everyday life. Quantitative reasoning includes statistical and/or logical problem-solving, the relationships between quantities, and the use and misuse of quantitative data. Scientific reasoning introduces students to the evolution and interdependence of

science and technology and includes problem identification, hypothesis evaluation, and experimentation, interpretation of results and the use and misuse of scientific data.

Civic Engagement. As a special case of applied learning, it is an integral part of Liberal Arts Education. Meanwhile, preparing students for responsible democratic citizenship is a widely acknowledged purpose of the USA higher school. Civic engagement encompasses the integration of knowledge as well as intellectual skills acquired in the curriculum through different classroom strategies and various forms of out-of-classroom learning which promote developing civic insight, competence and prepare students to be effective citizens in a diverse democracy and the global community.

Information Literacy entails a broad spectrum of abilities, including the ability to recognize and articulate information needs; to locate, critically evaluate, and organize information for a specific purpose; and to recognize and reflect on the ethical use of information.

Lifelong Learning promotes a lasting curiosity though readings, discussions, activities, and classes of Liberal Arts [Temple University].

The Liberal Arts Education program attempts to foster the development of such skills through its curriculum by providing students with multiple opportunities to exercise, in multiple contexts and settings, their communication, critical thinking, and problem-solving skills [5].

The noteworthy experience at Wesleyan is worth considering. It involves ten essential capabilities which were selected by the faculty as representing the goals of the Liberal Arts Education. By gaining strength in these capabilities, students will be better equipped for the various social, intellectual, and ethical challenges that they will encounter in their lives. The ten capabilities are as following:

Writing (this skill implies the ability to reflect on the writing process and to choose a style, tone, and method of argumentation appropriate to the intended audience).

Speaking (this skill involves the ability to articulate and advocate for ideas, to listen, to express in words the nature and import of artistic works, and to participate effectively in public forums, choosing the level of discourse appropriate to the occasion).

Interpretation (the ability to understand, evaluate, and contextualize meaningful forms, including written texts, objects, practices, performances, and sites. This includes (but is not limited to) qualitative responses to subjects, whether in language or in a non-verbal artistic or scientific

medium).

Quantitative Reasoning (it embraces skills such as making reliable measurements, using statistical reasoning, modeling empirical data, formulating mathematical descriptions and theories, and using mathematical techniques to explain data and predict outcomes).

Logical Reasoning (this skill involves extracting or extending knowledge on the basis of existing knowledge through deductive inference and inductive reasoning).

Designing, Creating, and Realizing (this skill can be demonstrated through scientific experimentation to realize a research endeavor, a theater or dance production, or creation of works such as a painting, a film, or a musical composition).

Ethical Reasoning (it is the ability to identify, assess, and develop ethical arguments from a variety of ethical positions).

Intercultural Literacy (it is the ability to understand diverse cultural formations in relation to their wider historical and social contexts and environments. It also implies the ability to understand and respect another point of view. Study of a language not one's own, contemporary or classical, is central to this skill).

Information Literacy (it is the ability to locate, evaluate, and effectively use various sources of information for a specific purpose. It also involves the ability to judge the relevance and reliability of information sources as well as to present a line of investigation in an appropriate format).

Effective Citizenship (it is the ability to analyze and develop informed opinions on the political and social life of one's local community, one's country, and the global community, and to engage in constructive action if appropriate) [1].

On the grounds of the mentioned above we can infer that liberally educated students are intellectually curious, self-actualizing with the capacity for attaining personal growth and spiritual well-being. They value the rights and singularity of other individuals, the richness of diverse cultures, the need for community, and the common well-being. As lifelong learners and citizens, the liberally educated students are actively engaged with the world in all of its complexity, diversity, and dynamism.

In the broadest sense, as a result of the Liberal Arts Education, students become intentional learners (intentionality refers to an alignment of action with desired aims) – self-aware about the reasons for their studies, adaptable to new environments using knowledge, able to integrate knowledge from different sources as well as connect seemingly

various experiences and continue learning throughout their lives. "More specifically, to thrive in a complex world intentional learners are: *empowered* through the mastery of intellectual and practical skills; *informed* by knowledge about and forms of inquiry from the natural and social worlds; *responsible* for their personal actions and for civic values" [2].

American scholars argue the Liberal Arts Education focuses on four major outcomes:

- *"integrative learning* (the ability to connect knowledge across fields, experiences and levels) is a central characteristic of the intentional learner;
- *inquiry learning* (the ability to formulate and answer complex questions) is a vital tool of the empowered learner;
- *global learning* (the ability to understand and interrelate among the world's communities) is a resource for the informed learner; and
- *civic learning* (the ability to understand and participate in decisions that shape and influence a diverse democratic society) is a fundamental foundation for the responsible learner" [3, p. 2].

The basic principle of the Liberal Arts Education is founded on personal development rather than preparing students for a particular professional activity. If we turn back to the Greek roots of this institution, we can see that its main purpose was to educate citizens as active participants in a democratic society. These days it should be much broader – to prepare students for different activities in a dynamic social environment. Supporters of the Liberal Arts Education believe that critical thinking, creativity and the ability to express their thoughts are of great value to life than the depth of knowledge in one subject. These qualities are of great importance because they allow students to develop as well as adapt to constantly changing socio-economic conditions after many years after graduation.

A mention should be made on the three models of the Liberal Arts Education in the USA higher school which are discussed by R. Newton: the Great Books Model, the Scholarly Discipline Model, and the Effective Citizen Model [4].

Through *the Great Books Model* students become familiar with classic works and grapple with the issues of human existence. It strives to provide a context within which students confront fundamental questions of life the perennial questions of humanity. These questions are introduced through in-depth historical review of the works of thinkers whose ideas changed human history. "Emphasis in the Great Books Model is on the

breadth of student learning while avoiding premature concentration on one discipline. Students are allowed to immerse themselves in specialized learning only after they possess the broader context provided by an integrated general education curriculum" [4, p. 170].

"*The Scholarly Discipline Model* proposes that general education should be basically an introduction to the disciplines that comprise and give shape to the college. The scholarly disciplines are the storehouses of human knowledge and the ways which humanity has developed over the centuries to understand the world. The emphasis of the Scholarly Discipline Model is based on a number of discrete disciplines. Through the model in question the students, with a solid grounding in the fundamental concepts and scholarly methods of the individual disciplines, can reflectively make their own connections by themselves" [4, p. 172]. Thus, the students emerge from the general education program with thorough knowledge of the most important Liberal Arts courses.

"*The Effective Citizen Model* is based on preparation of students for today's world, and even more for tomorrow's, which demands that the curriculum reflect the multicultural reality of American and global society. This model promotes the attitudes and values needed to address societal problems in the areas mentioned" [4, p. 174].

The implementation of any particular Liberal Arts Education program is of mixed character, which presupposes the elements of the three models being selected in idiosyncratic ways. The Liberal Arts, providing knowledge about the world, the ability to train the mind through any subject of study in terms of the unity of a person and the world. This trend is based on the principle of universal higher education humanization, which updates its social and cultural perspectives.

In general, the Liberal Arts curriculum is that vital component of undergraduate education which provides the comprehensive context for more specialized study in the major as well as further professional activity. The Liberal Arts courses, in their turn, are designed to prepare students for challenges in different spheres of modern society.

It should be also observed that the Liberal Arts Education is based on the principles of humanism and creates favorable conditions for a more complete manifestation of students' abilities in different forms of activities organized in accordance with their values and interests. It is aimed at their self-expression and self-realization.

Conclusion. The Liberal Arts Education helps students become adaptive, creative, and develops the capacity to identify and apply

various cultural, political, and technological perspectives. This education represents the kind of intellectual students' activity which promotes the development of their inner world, shaping their views on the world and value-normative foundations of their life. The capacities, the intellectual skills, and the knowledge students develop through the Liberal Arts Education provide the students with mental agility needed in an increasingly complex world and prepare them for work, life, and responsible citizenship. It is really useful training that yields a comprehension of general principles with a thorough grounding of the world perception.

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Abstracts

СВІТЛАНА ФЕДОРЕНКО. **Вільні мистецтва як сфера інтегрованого навчання у післядипломній освіті США.** *У статті висвітлено особливості запровадження загальної гуманітарної підготовки студентів бакалавріату в закладах вищої освіти США. Розглянуто загальну гуманітарну освіту як цілісний процес особистісного розвитку студентів та підґрунтя для їхнього професійного становлення. Окреслено ключові цілі гуманітарної підготовки бакалаврів. Охарактеризовано три основні моделі реалізації змісту гуманітарної складової вищої освіти в США, а саме: модель, що ґрунтується на вивченні найкращих зразків класичної літератури різних культур; модель, що базується на певному комплексі навчальних дисциплін; модель, що спрямована на формування активної громадянської позиції .*

Ключові слова: *бакалавріат, вища освіта США, гуманітарна освіта,інтегративне навчання.*

SWITŁANA FEDORENKO. **Sztuki wyzwolone jako sfera edukacji zintegrowanej w kształceniu podyplomowym w USA.** *W artykule opisano szczególne cechy ogólnego przygotowania humanistycznego studentów studiów licencjackich na uczelniach w USA. Przedstawiono ogólne przygotowanie humanistyczne jako całościowy proces rozwoju osobistego studentów oraz jako podstawa do ich rozwoju zawodowego. Określono główne cele przygotowania humanistycznego licencjatów. Scharakteryzowano trzy podstawowe modele realizacji kształcenia humanistycznego na studiach wyższych w USA.*

Słowa kluczowe: *studia licencjackie, kształcenie wyższe w USA, edukacja humanistyczna, integracyjne nauczanie.*

СВЕТЛАНА ФЕДОРЕНКО. **Свободные искусства как сфера интегрированного обучения в последипломном образовании США.** *В статье освещены особенности внедрения общей гуманитарной подготовки студентов бакалавриата в высших учебных заведениях США. Рассмотрено общее гуманитарное образование как целостный процесс личностного развития студентов и как основа для их профессионального становления. Определены ключевые цели гуманитарной подготовки бакалавров. Охарактеризованы три основные модели реализации содержания гуманитарной составляющей высшего образования в США, а именно: модель, основанная на изу-*

чении лучших образцов классической литературы разных культур; модель, базирующаяся на определенном комплексе учебных дисциплин; модель, направленная на формирование активной гражданской позиции.

Ключевые слова: *бакалавриат, высшее образование США, гуманитарное образование, интегративное обучение.*

SVITLANA FEDORENKO. **Liberal arts as broad integrative learning in the USA undergraduate education.** *The article deals with the features of the implementation of the liberal arts education of undergraduate students at higher school in the USA. We consider the liberal arts education to be a holistic process of personal development of students and as a basis for their professional development. Core objectives of liberal arts undergraduate education are identified. The three models of implementation of the liberal arts program in the undergraduate study in the USA are highlighted: the great books model, the scholarly discipline model, and the effective citizen model.*

Key words: *undergraduate study, USA higher education, liberal arts education, integrative learning.*

3.

INNOVATIONS IN PEDAGOGICAL ACTIVITY

INNOWACJE W DZIAŁALNOŚCI PEDAGOGICZNEJ

www.ehs-ss.pl

Tatyana Husieva, Olena Venher, Lesia Sas

Modern Approaches to Integrating Innovative Pedagogical Technologies into the Medical Educational Environment

Introduction. Developing alongside with the civilization, education creates favorable conditions for human adaptation to reality as response to the need of finding one's own place. It also provides plenty of opportunities for self-realization in new global environment. The requirements of our informational society call for the necessity to reform the medical field integrating higher medical and pharmaceutical education of Ukraine into the European educational environment [5]. Nowadays, we face the problem of a crucial reformation in the field of educating modern youth with the aim of shaping an intellectual and creative person. The student's personal development and forming his or her readiness to the future professional activity are two major factors of improving the performance of a higher medical educational establishment. The want to constantly optimize our educational process considering the peculiarities of introducing the Bologna Process into the higher education demands new educational technologies.

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We need to find out the approaches, technologies and modes of work that would be able to fulfill the objective of the modern higher education regarding the issue of shaping the personality of students who are future specialists in the medical field. We believe that the implementation of a personality-oriented approach in the educational process and usage of innovative pedagogical technologies focusing on respect to the unique character and dignity of every person, development and self-development of every person's talents and abilities as well as creating a safe and supporting atmosphere are the most effective ways to reach it.

In his works S. Podmazin treats the personality-oriented approach in the context of educational technologies. He focuses on methodological aspects of the personality approach, traces their mechanisms and their practical usage in education. The scholar considers that some effective means are: personality-oriented classes, monitoring of education systems and well thought-out educational environment. S. Podmazin offers a methodology that suggests creating a situation of success that provokes positive emotions from the learning process [6].

Due to the fact that most studies focus on the implementation of the personality-oriented approach in comprehensive schools, there are not many works and scientific articles on the issue of using these innovative technologies for teaching the youth in higher educational institutions [3]. This testifies to the significance of prospective scientific research conducted by psychologists, educators and philosophers who are trying to solve this problem.

Another relevant issue is the relationship between teachers and students in the process of their pedagogical communication. This problem is paid a lot of attention in the studies by O. Bodaliova, V. Kazanska, V. Kan-Kalyk, V. Kessel, Ya. Kolominskyi, S. Kondratieva, N. Kuzmina, O. Leonteva, A. Rean.

The objective of this article consists of explaining the problem of implementing new educational technologies in the professional training of future medical field experts and analyzing the possibilities of the personality-oriented approach in the educational process.

The body of the article. The personality-oriented approach is the reflection of humanistic philosophy, psychology and pedagogy.

The fundamental idea is the movement from clarification to understanding, from monologue to dialogue, from social control to development, from management to self-government. The teacher's main aim is not the perception of an object, but communication, mutual

understanding between the teacher and his students, the freedom for creativity. The personality-oriented education is to provide development and self-development of a student's personality with regard to his or her individual traits. To implement this technology one should be aware of the initial level of the person's development: the peculiarities of his or her cognitive abilities, volitional traits and morality. Creativity and research abilities are crucial for existence in the personality-oriented educational environment. Personality is in the center of such educations [8].

The arrangement of such an approach to education calls for refocusing from direction to memorizing the ready knowledge and information to development of personal new formations, the ability to be creative in the process of studying, analyze scientific works and acquire social experience related to practical needs. The principal factors that should be considered while implementing this approach among the youth in higher educational establishments are a dialogue, mutual understanding between the student and the teacher, professional support of the youth and cooperation.

The personality-oriented approach means the activity of every student on the basis of a multilevel approach to the content, methods and forms of the educational activity organization and brings this activity to the level of cognitive self-consistency raising the student-teacher relations to the level of equal-right cooperation. This educational technology is based on the principle of a humanistic approach in psychology and pedagogy developed by C. Rogers [1]: the individual is in the center of attention; a person perceives the environment in light of their attitude and understanding; every individual strives for self-understanding and self-realization and has an ability to self-actualization; the mutual understanding that is crucial for development can only be reached as a result of communication; no self-actualization occurs without interaction with the environment and other people around.

Innovative interactive group methods of teaching are becoming more and more popular and acknowledged for successful implementation of the personality-oriented approach. The aim of these innovations lies in bringing the quality of education to a higher level, activating self-education of the future medical workers, spotting and developing students' creativity and creating favorable conditions for the personality-oriented approach.

They are to ensure the integration of the system of medical education into the global educational environment and create the starting conditions

for effective professional self-realization of future medical doctors.

The objective of these innovations consists in bringing the education quality to a higher level, activate the future medical workers' self-education, find and develop the students' creative potential and create favorable conditions for the personality oriented approach [4].

The interactive methods of studying provide for activating the educational activity of students in the process of studying psychological subjects, add to the humanization of education and personal self-affirmation. They also give students the possibility to thoroughly work on shaping their own ideas; enable them to overcome certain stereotypes, develop their skills of self-presentation; make them more adept at understanding their emotions, being able to effectively interact in micro groups and having self-understanding [7].

With the usage of new informational technologies and multimedia means the role of interaction with the teacher is also undergoing certain changes [2]. The search for the most optimal means of activating the intellectual activity of students compels teachers to use new lecture modes. They include the following ones: a multimedia lecture, a problem-based lecture and a lecture-conference. A multimedia presentation of a lecture improves the perception of the learning materials due to usage of various forms of presentation (i.e. text, graphics, animation, video pieces) and contains the basic elements of the lecture inscribed on the slides. A problem-based lecture deals with creating a problem situation when the students' cognitive process is similar to research activity: there is a situational problem, the students get into groups for discussion and try to understand and solve this problem by themselves.

However, even the Internet and modern informational technologies cannot replace the live interaction between the student and the teacher. As it is testified by the practical experience, at the very first minutes of a lecture most students make their conclusions about a lecturer: they think he or she presents the information in a mysterious language; the other students are observing the lecturer paying attention to his or her speech, typical mistakes made and behavior. Some get easily bored because they are quick at understanding what the lecturer has said, the others do not find this information so easy because they have already got tired. That is why the teacher's task lies in overcoming the possible barriers between him/her and the students and drawing their attention.

The methodology of a single day claimed to be a positive one.

The methodology of "a single day" promotes active in-class work,

improves attention and enhances the student's learning activity. This methodology involves 6-hour lessons comprising a workshop, seminar discussion of the material learnt and a test. The important point is clarity and quality of the educational information that is provided on the web-portal of Ternopil I. Horbachevskyi Medical University.

When studying clinical subjects the students have an opportunity to attend training lessons in comfortable environment that helps overcome any communicative barriers, develop perception, sociability and effective interaction.

During one "single day" the teacher has a chance to constantly watch and control the process of the students' learning. Due to this fact, we can observe a better direct "teacher-student" interaction, an opportunity of permanent consultation and the teacher's regular control over the fulfillment of tasks set. The last one can be referred to as an opportunity to get a more stable feedback.

For our future medical workers we organize a detailed study of certain theoretical issues; build skills of their practical application by means of the students' fulfillment of individual tasks. The practical workshops also involve acquiring a system of psychological knowledge, development of skills of effective communication and interaction as well as students' self-regulation of their mental state. During these lessons our future doctors learn how to be creative and use unconventional modes of work, develop cooperation in our students' micro groups. The peculiarity of the personality-oriented approach during such lessons is the individual approach to the students with the aim of developing their inner potentioa. During the clinical subject workshops our students demonstrate their practical skills according to the lesson and its theme. These practical skills will make the young specialists more confident about what they do and give them an opportunity of individual responsibility for certain procedures. They will also add to his or her respect among colleagues.

During the workshops our students are divided into micro groups. Such a form of work enables them to build up the understanding of cooperation, develop communicative skills and critical thinking that is of utmost importance for medical students. The students can autonomously acquire some knowledge in dialogues, fulfill certain tasks with their colleagues, present them and learn how to effectively interact with others.

During the seminars the teacher controls how the students understood the theme according to the specific objectives set and during the final seminars the teacher checks modules. The workshops are needed

to create favoravle conditions for the students' creative self-realization, their professional training and preparation for their future medical work. These classes are of a nontraditional and research character.

Simulation studying is used for better understanding and learning practical skills without harm done to patients, enabling replacement of real experience and involves interactive learning of the nature of certain processes, procedures and phenomena due to modeling important aspects of the real world.

The usage of simulators, manikins and phantoms enables a numerous repetition of certain exercises and actions with following timely and detailed professional instructions in the process. Simulators can help us to accurately represent some clinical scenes for many times and give us the opportunity to adjust the educational situation to every student.

The orientation to multifunctional nature of communication enables the teacher to create favorable conditions for exchange of emotions, feelings as well as ensure cooperation within the students' group during the classes. In the process of organizing the students' interaction during the workshops based on the methodology of a "single day", the following most effective methods of teaching are used: communicative skills training, interactive group methods, free discussions. The key characteristic of the pedagogical communication is an individual approach to students with the aim of developing their inner potential. The students' intellectual activity demonstrating the medical student's interest in the educational process plays an important role here [9].

We consider that the effective pedagogical communication is to combine openness and pedagogical tolerance; establishing a personal contact for every student to feel he is special and creating the situation of success via encouriging the students' potential [10].

Conclusions. There are no standards in the practical implementation of the personality-oriented education. That is why it mostly depends on the teacher's creativity, strategy of the studying process and the peculiarity of the teacher-student cooperation.

Thus, the usage of innovative means of studying as a part of the personality-oriented approach enables us to ensure the medical students' effective learning and acquiring knowledge and skills as well as activating their intellectual and personal potential, and as a result preparing the high-quality specialists for working in the medical field. Since any pedagogical process involves the teacher-learner interaction, the ability to communicate and the personality-oriented innovative

educational technologies are indispensable for pedagogical mastery. Finally, the system of medical education under modern circumstances is to extensively use the innovative technologies that help achieve a high level of professional competence.

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Abstracts

ТЕТЯНА ГУСЄВА, ОЛЕНА ВЕНГЕР, ЛЕСЯ САС. **Сучасні підходи до інтеграції інноваційних педагогічних технологій в медичне освітнє середовище.** *В даній статті висвітлено нові підходи та форми роботи в навчальному процесі, які можуть задовольнити сучасну вищу освіту. Акцентовано увагу на особистісно-орієнтований підхід та використання інноваційних педагогічних технологій, що сприятимуть формуванню інтелектуально творчої, конкурентно спроможної особистості.*

Ключові слова: *особистісно-орієнтований підхід, Болонський процес, навчальний процес, педагогічна взаємодія, інноваційні засоби педагогічного спілкування.*

TETIANA GUSJEWA, OLENA WENGER, ŁESIA SAS. **Współczesne podejście do wprowadzania innowacyjnych technologii pedagogicznych do medycznego środowiska edukacyjnego.**

W artykule przedstawiono nowe podejścia i formy pracy w procesie dydaktycznym odpowiadające wymaganiom współczesnego kształcenia wyższego. Szczególna uwaga koncentruje się na podejściu indywidualnym oraz wykorzystaniu innowacyjnych technik pedagogicznych sprzyjających kształtowaniu się kreatywnej, zdolnej do konkurencyjności osobowości.
Słowa kluczowe: *podejście indywidualne, proces boloński, proces dydaktyczny, współdziałanie pedagogiczne, innowacyjne środki komunikacji pedagogicznej.*

ТАТЬЯНА ГУСЕВА, ЕЛЕНА ВЕНГЕР, ЛЕСЯ САС. **Современные подходы к интеграции инновационных педагогических технологий в медицинскую образовательную среду.** *В данной статье рассматриваются новые подходы и формы работы в учебном процессе, которые могут соответствовать современному высшему образованию. Акцентировано внимание на личностно-ориентированный подход и использование инновационных педагогических технологий, способствующих формированию интеллектуально творческой, конкурентно способной личности.*
Ключевые слова: *личностно-ориентированный подход, Болонский процесс, учебный процесс, педагогическое взаимодействие, инновационные средства педагогического общения.*

TATYANA HUSIEVA, OLENA VENHER, LESIA SAS. **Modern approaches to integrating innovative pedagogical technologies into the medical educational environment.** *This paper highlights new approaches and ways of working in the learning process that can meet modern higher education. Attention is focused on student-centered approach and the use of innovative pedagogical techniques that promote forming a creative intellectual, competitive capable individual.*
Key words: *student-centered approach, Bologna educational process, pedagogical interaction, innovative pedagogical means of communication.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Olena Kaidanovska

Innovative Vectors of Architectural Education: Creativity Technique

Formulation of the Problem

In the context of renovation, national renascence of the Ukrainian society, a strategic direction of development of the continuous architectural education is the formation of an integrated open system, universal and democratic at the root, being able to respond flexibly to changing external and internal factors, to transform and develop. The latest post-modern understanding of the pedagogical process focuses on innovation by introducing new teaching techniques that can change the stereotypes, renew traditional approaches to getting a professional occupation and provide a new quality of specialist training. Modern understanding of innovative education techniques puts emphasis on a professional component of the educational content, taking into account the nature of labor activity.

The logic of mastering the architectural profession shall develop not so much due to the complication of programs, but due to the «deepening of the system understanding of architecture, deployment of its composition content, and aesthetic principles of harmony and unity, visual balance of

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forms, rhythmic constructions, and plastic qualities» [4,140]. Formation of creative individuality of a student-architecture in integrating scientific and artistic aspects, education of personal creativity, and ability to invent original solutions shall be recognized as the primary one. Introduction of innovative techniques of the educational architectural design prepares students for a productive professional activity, increases the motivation for learning, educates independence and the need for self-improvement, as well as develops creative thinking of students.

The basis of modern innovations in architectural education is the pedagogical inheritance of many schools in Europe, America– Bauhaus (Germany)[1], Russian artistic movements of the early twentieth century, and methods of the universities of Amsterdam, Rotterdam, and latest experience of the Ukrainian universities. Constant updating of information in the spheres of science, construction technologies, pedagogics and art makes the problem under consideration open to further development, finding ways to build new theoretical and practical training models.

Purpose of the Article

The purpose of the Article is to analyze the innovation potential of professional training techniques of architects according to the objectives of the graduates' creativity development.

Analysis of Latest Researches and Publications

In the context of the problem under consideration that the study of scientific and practical aspects takes a special importance:

- definition of "creativity" and its psychological models (G.Altshuller, J.Guilford, S.Mednick, R.Sternberg, E.Torrance), modern techniques of students' creativity development (R.Fisher, A.-K.Herbert, D.Trevor);
- theory and practice of innovative pedagogical techniques(B. Albero, J-P. Béchard, B.Charlier & D.Peraya, F.Cros, A.Hannan, D. Hérbert, L.Kairisto-Mertanen, A.Nisimchuk, F.Stoller, A.Walder) within the framework of the synergetic development of the educational system;
- theory and methodology of architectural creativity(A.Gaudí, Le Corbusier, K.Tange, F.L.Wright), in particular, project methods potential (O.Akin, K.Aleksander, L.Archer, Z.Gideon, Ch.Jencks, J.Johns);
- historical inheritance of architectural education(W.Gropius J.Itten, W.Kandinsky), modern methodical search(S. Ashraf, P. Galloway, R. Lewis, M. Malecha,D. Melodynskyi, A.Pressman, V.Shymko, N.Wilkinson) and practical experience of the Ukrainian universities(O.

Bodnar, Y. Pundyk, S. Rybin, S. Shapoval).

Basic Material Exposition

Based on a systematic and structural methodology(L. Bertalanffy, É.Durkheim, E. Laszlo,J.Piaget, M.Weber, N.Wiener), synergetics theory (H.Haken, R.Graham), architectural education shall be considered as a complex system education, composed of a set of multiple subsystems that are united in a certain way with each other, forma relatively stable integrity, have a hierarchy of internal communications and relations with the outside world. Educational system is characterized by the existence of common (stable) and invariant characteristics–flexibility, dynamism, variability, adaptability, stability, hierarchy, and integrity.

Methodological installations of synergy fundamentally change classical ideas of cognitive process within a higher educational establishment, treating it as a system capable of self-correction and search for new alternative ways of development on the principles of self-organization, self-structuring, resonance control and multiple ways of the system evolution. In the professional training of architects the synergetic approach in conjunction with the principles of individual and oriented learning can provide the conditions for a full development of the personality, formation creative critical professional thinking.

A sign of a new concept of architectural design is a professional creation with the lack of professional counterparts, high a esthetic requirements for the result, possibility of continuous development of the idea that provides training of specialists ready to work productively in the new environment. It is also important to take into account long-term goals of subject oriented education in the implementation of the economic state strategy, resolution of the environmental, national, and cultural problems. The main contradiction of the system is that now the architectural practice is far ahead of the architectural education, althought here is some interaction, but it has an unordered nature, which negatively affects the quality of graduates' preparation. The solution to this contradiction shall be the education professionalization under the concept of "architect's creative method", which becomes a central component of the content and techniques of professional training and further professional development of an architect[4; 5].

Modern social dynamics, dispersion changes in the architectural education actualize the need of a system consideration of problems and definition of the principles of transformation of traditional training model into an innovative one:

- establishment of a system of high-quality professional training;
- increase of the training professional orientation, using interdisciplinary and problem-oriented techniques;
- use of innovative and information technologies, as well as creative educational methods;
- formation of a corporate professional culture;
- involvement of social motivation, and creation of a competitive environment;
- integration of scientific, educational and innovative activity of teachers;
- expansion of the innovation infrastructure and information base.

In the process of searching for new ways of development there are two main paradigms: traditional scientific and natural vector aimed at fundamental training according to the requirements of the architectural production, and innovative humanities oriented vector self-development education system, aimed at training on the basis of the latest techniques of the student creative development[3]. The process of training of students-architectures reached bifurcation–the essence of the problem is that in choosing a model for further development of the system you should either develop the traditional historical line, although it mostly does not meet modern requirements for uniformity and universalization of approaches, or change the guidelines in favor of new and unusual ways, rejecting certain techniques non capable of working for decades.

However, you should ensure stability of the system. The signs of stability of an open system are its ability to return to its original state after a short-term external impact, and willingness to further changes. Positive sustainable development of architectural education is provided by a combination of external and internal resources. The external resources include: social and economic conditions; territorial coverage; costs for updating of material support, and educational management. Internal resources are as follows: preservation of the best traditions of architectural training; potential of creativity pedagogy; organizational and methodological integrity of education; aim to improve the quality of professional training and personal approach to each student.

Pedagogical innovations meet the requirements of time and overcome the inertia of the educational system, support new ideas, provide self-determination of a future architect, constant self-development, integration of art and design aspects of academic work. Pedagogical influence shall be aimed at education of student creativity, motivation, individual achievement, and independent search for original artistic and

architectural images.

We understand the creativity of a future architect as an ability for professional creative work and representation of its results with the help of specific graphical methods, condition of formation of the individual technique of creating architectural composition, willingness to make own decisions and to bear relevant responsibility, reasonable choice of necessary ways to perform production actions and estimated attitude to the results, as well as the ability to step back from a given algorithm.

Relying on modern scientific concepts, the pedagogy of creativity in the architectural sphere provides for creating a culture of student thinking: ability of system vision, understanding of dialectical development of problems, synthesis of the material and spiritual, rational and irrational, unity of contradiction of parts and the whole, integrated approach, emotional relationships, ability to think abstractly at the level of the noospheric approach, understanding of the nature and content of the architecture and potential of the architect's creative method [2]. It is important to raise the speed of thought-ability to generate the maximum number of ideas, flexibility – ability to multi-dimensional ideas, originality in the selection of non-standard solutions, accuracy – ability to complete the products of thinking.

The nature of the creative architectural activity in the synthesis of logic and imaginative components requires combining analysis, transformation and creative use of the acquired artistic knowledge during training, generating new ways of learning at the level of images and emotions. Training design provides primary experience of creative independent solution to professional tasks, ability to invent variant design models, make an original strategy and tactics of own actions. It is possible provided that the students master the advanced design methods -abstraction; conceptual; scenario modeling; variability of composite solutions; and stylization. In combination with traditional methods of learning they aim at inventing the original technique of creating an architectural composition, and, gradually, at the formation of personal creative method.

Pedagogy of creativity takes a strategy of problematic, active learning, selection of such techniques that are aimed not at providing the students with ready knowledge, their memorizing and reproduction, but organize the independent acquisition of knowledge, skills in the process of obtaining active scientific and cognitive, as well as practical activities. Basic techniques–forced activation of thinking, when a student has to be

active, regardless of the fact whether he/she wants it or not; increased motivation of own creative generation of solutions; dialog interaction of a teacher with students, and others. Let's place special emphasis on the group discussion of the problem (50%of digestion of knowledge), training by practice (70%), taking a role of a tutor (90%). It is illustrated by the following theses: a student forgets what he/she hears; a student remembers what he/she hears and sees; and what he/she hears, sees, ask questions and discusses–provides knowledge and skills; all what he teaches others–masters; all what the student operates–changes him/her.

Let's consider the combination of competent and activity approaches, based on a predictive analysis and identification of the knowledge and skills needed as a minimum for successful implementation of production functions, and as a maximum, for achieving creative extraordinary results to be the most effective one. Professional competence of an architect is an integrated, step wise formed system of knowledge, skills, personal qualities, and experience, general human and professional values that form the basis of its professional culture, professional and personal readiness for creative and effective solutions to problems of real architectural practice. Components of the system are the general competence which establish the modern requirements to the creative level of activity: social and cultural– ability to system understanding of social and professional problems, willingness to preserve cultural values, to bear responsibility for their preservation, understanding of social purpose of a specialist in the development of the society, culture and science; professional competence is a high motivation for improving professional skills, ability to use creatively the acquired knowledge in future work, ability to business communication in the scientific, social and production areas, ability to organize the work of the team, to adapt to the change in the profile of professional activities. Creative competence of an architect is outlined separately -constructive thinking, leadership skills and initiative; willingness to solve problem situations, ability to self-development, critical analysis of one's abilities; ability to use information and computer technologies in work and self-studying.

Innovative requirements for a graduate are reflected in the special competences: design and compositional one(ability to develop and manage the development of architectural projects for the creation and development of the environment, including the innovative, conceptual, specialized and interdisciplinary projects; to generate creative project ideas, to form and present a concept, a theoretical model, project proposals related to the

improvement of the environmental aesthetic and technological qualities of the environment); scientific and analytical(ability to make basic and applied research in architecture, to give grounds for new project ideas and strategies, to identify and to solve scientific problems according to the architectural specialization; to analyze ,critically evaluate architectural solutions, to implement and to evaluate interdisciplinary scientific research); communicative(ability to represent architectural plans and projects in professional and public communities in a creative and diverse way, and to communicate productively at different levels); organizational(ability to organize a project process, to coordinate the work of specialists; to develop a strategy of actions of the creative team, and to monitor the situation); education (ability to transfer architectural knowledge and experience, to carry out educational activities, to develop innovative methods of architectural training and education of creativity, willingness to improve a professional qualification, and to continue education).

According to these requirements, the educational process focuses on targeted education of creativity of a future architect. The first stage is a heuristic learning -teaching methods of problem and exploratory nature integrate various ways of stimulating creative actions in the emotional perception of art, motivation of imagination and fantasy; formation of skills of creative thinking, development of creative activity and strong-willed traits of a personality. Further development of creativity provides for the intellectual development of a personality by analytical methods of studying architecture- study of the dynamics of historical and cultural development, awareness and identification of composite regularities of the architectural form, its functions, aesthetics and logic, invention of own style of composite search and visualization techniques for the author's ideas. Training practice includes methods of combinatorial modeling, and different methods of organizing architectural for mind space.

Activity training develops special training and communication skills of future architects, skills of self-organization and design of own actions in the game, simulation, projective techniques, close to the real conditions of the design. For example, simulation of various problem situations that clearly demonstrates the diversity and social significance of a professional occupation, during the performance of a particular role (designer, educator, organizer, researcher, etc.) by students and rapid decision-making.

The methods of conceptual modeling are important at the final stage of professional architectural training. It develops integrity and synthetic

perception of reality, problem vision, and important creative skills - ability to make hypotheses, original ideas, identifying contradictions, and overcoming the inertia of thinking. In the course of solving problem learning tasks that are relevant to the real architectural practice, students embody a system of social, cultural, myth-poetic, aesthetic sense, personal spiritual and emotional images and values in the composite model, generate a concept idea of the future work, develop it consistently, and foresee the consequences of the concept implementation. This method creates a creative atmosphere, attracts students, and allows applying innovative forms of the educational process organization, in particular, participation in social and creative educational projects.

Syllabus targeting at the architectural activity, highly problematic of educational tasks, individualized choice of strategy of independent actions, structuring of information materials; efficiency of interactions "teacher-student", dynamic and multi-variant of the educational process - all these have a positive impact on the results.

Consistent use of students' creativity development methods provides innovative renovation of architectural education, a new quality level of training under the rapidly changing social, scientific and technical conditions, will promote a comprehensive readiness to successful creative self-realization of a graduate in all sectors of the real professional activities - educational, scientific work, and architectural design. The objective of the further study is a system development of didactic and methodological foundations of art education of future architects, grounding and practical implementation of creative techniques.

Conclusions

Architectural education functions as an integrated complex synergetic system with stable and invariant and qualities. According to promising social tendencies, the innovative development of the education system determines the priority of education of a graduate's creativity and motivation of self-development in accordance with the nature of the future professional life. Creativity of a future architect determines the ability of a professional creativity, willingness to make own decisions, to choose effective ways of taking productive actions, and to critically evaluate the results. According to the new requirements for the professional competence of a graduate, priority innovative directions of development of architectural education is competent and activity approaches, active problem-based learning, which positively influence the creative features of a student, and form an individual creative design method.

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Abstracts

ОЛЕНА КАЙДАНОВСЬКА. **Інноваційні вектори архітектурної освіти: креативні техніки.** *У статті розглянуто ідеї модернізації синергетичної системи архітектурної освіти, обґрунтовано доцільність інновацій відповідно задачам виховання креативності студентів, проаналізовано сучасні педагогічні підходи до професіоналізації навчання з визначенням ключових компетентностей, надано рекомендації щодо відбору і застосування інноваційних розвивальних технологій фахової підготовки майбутніх архітекторів, спрямованих на творчий особистісний розвиток.*

Ключові слова: *інновації, архітектурна освіта, креативність, педагогічні методи, професійна компетентність.*

OLENA KAJDANOWSKA. **Innowacyjne wektory edukacji architektonicznej: techniki kreatywne.** *W artykule opisano idei modernizacji synergicznego systemu edukacji architektonicznej; uzasadniono potrzebę wprowadzenia innowacji zgodnie z zadaniami kształtowania kreatywności studentów; przeanalizowano nowoczesne metody dydaktyczne profesjonalizacji nauczania z uwzględnieniem kompetencji kluczowych oraz przedstawiono rekomendacje dotyczące*

doboru i stosowania innowacyjnych technologii przygotowania profilowego przyszłych architektów zorientowanych na twórczy rozwój osobisty.
Słowa kluczowe: *innowacje, edukacja architektoniczna, kreatywność, metody nauczania, kompetencja zawodowa.*

ЕЛЕНА КАЙДАНОВСКАЯ. **Інновационные векторы архитектурного образования: креативные техники.** *В статье рассмотрены идеи модернизации синергетичной системы архитектурного образования, обоснована целесообразность инноваций в соответствии с задачами воспитания креативности студентов, проанализированы современные педагогические подходы к профессионализации обучения с выделением ключевых компетентностей, поданы рекомендации по выбору и применению инновационных развивающих технологий профильной подготовки, направленных на творческое личностное развитие.*
Ключевые слова: *инновации, архитектурное образование, креативность, педагогические методы, профессиональная компетентность.*

OLENA KAIDANOVSKA. **Innovative vectors of architectural education: creativity technique.** *The Article deals with the idea of modernization of the synergetic system of architectural education, gives ground to expediency of innovation according to the tasks of educating students' creativity, analyzes modern pedagogical approaches to the professionalization of teaching with the definition of key competencies, gives recommendations for the selection and application of innovative developing techniques of professional training of future architects aimed at creative personal development.*
Key words: *innovations, architectural education, creativity, pedagogical methods, and professional competence.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Olga Oleksyuk

Prolegomena of Innovative Space of Art Education in Classical Unversity

The formulation of problem. Designing a strategy to modernize arts education as a classical university substructure updated influenced social order that directs the teacher community to meet the objectives of training specialists of new formation with a high level of professional competence. The main mission of the classic university - to bring domestic education to the world of university educational standards, to create a unified cultural and educational space, which is consistent with the values and meanings of modern higher education.

In order to integrate arts education at the University of space, it is necessary to understand the essence of the concept of "art education university type." Summarizing sources that reflect many aspects of interpretation of the concept of "art" philosophical plurality of views on its functioning in society and hierarchy of artistic and educational functions, the researchers describe their art education as a sociocultural phenomenon aimed at the general artistic and aesthetic personality development and entry into the complex basic competencies that provide artistic and creative self-commitment to artistic self, the ability of spiritual self during

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life [5, 8]. Professional art education is aimed to train professional artists: painters, sculptors, composers, performers, actors, directors, architects, designers, theorists, art historians, critics and teachers of artistic disciplines - in different areas - music, art, theater and more. Art Institute opened in classical teaching, as well as some technical universities (e.g., design and advertising). Network listed schools and institutions of different objectives set and the amount of artistic disciplines, character training and education, institutional forms (organizational) framework arts education, in which an important role is played at all levels of self-education.

To solve the problem of creating the education based on art for academic studying we need to answer the question what kind of system of training experts for the developed society should be worked up in order to be in congruence with economic and democratic institutions of Europe.

Analysis of recent researches and publications. Modern scientists (N.Bibik, A. Verbytsky, O. Ermakova, B. Kraevsky, B. Kremen, B.Lugovy, O.Savtchenko) fairly note the successive modernization and reforming of education on capacity basis will show a real way to the new studying system, because we need to provide essential changes concerning values, aims and results of education and bringing up, as well as the contents of education, teaching practice, cognitive operations of children and technical support.

One of the highest tasks of modern musical pedagogics is to search patterns of art education corresponding to the modern culture and the new level of civilization. We also base our study on the scientific researches of the scholars who were the first to build national artistic education. (L.Masol, O. Rostovsky, O. Rudnytska, G. Padalka, O.Scholokova). There are some foreign scholars (E.Abdulin, I. Revichas, L.Maykovska, A.Scherbakova) having key statements concerning the consistent patterns of identity formation of young people in the sphere of music.

Object and tasks.

The formulation of purpose and targets of the article. The purpose of the article is to justify methodological functions, principles and sources of innovative space for art education in classical university. Targets: to expose the essence and the matter of methodological functions of art education: characterize the sources and models of innovative space of methodological functions in classical university.

Exposition of the main material. Universal tendencies of the development of the world education confirm the necessity of projecting

new forms of arranging the unitary space in classical universities. Higher art education as a substructure of classical university is bound to effectuate the progressive function in its cultural and educational space. The necessity to justify new models, principles and forms of education arrangement in an innovation-directed art education stipulates it. Subsystem of art education is characterized by awareness and reflection of social control, determination of art culture principles and contents. Thus, other substructures of classical university are influenced.

In our opinion, art education in cultural and educational spheres of university develops on the basis of four methodological functions.

Transdisciplinary, the first function, performs in the content of social and liberal, scientific and methodical, professional and other aspects of a future art expert's schooling. Transdisciplinary is characterized by actual expression of systemforming function of art education in schooling of a future expert. Disciplinary built art education is in conflict with its innovation, so far as new knowledge appears only in the space of its general bounds and relation, in those transdisciplinary centres, where a lot of disciplines collide.

The second methodological function of art education is the spirituality of cultural and educational space. Its substance lies in the direction of future expert's professional schooling toward the formation of spiritual and creative potential and to the creation of humanizated surroundings in classical university.

Third methodological function, prognosticity, orients university education at the future via the integration into the universal educational space. It is indispensable to provide forestalling development of art education, to introduce new forms of effective integration of fundamental science and art education.

Technologicity is the fourth methodological function. Innovative space is based on the integration of the most up-to-date education technologies with intensive scientific and experimental activity; on the link of students' researches hold on the cutting edge of science and technology to the education and society's needs. Performing of research projected tasks, participation in scientific researches, holding of educational probations in the form of pedagogical expeditions, partnership in social project and students' social and cultural activity belong to the kinds of future art experts' innovative activity in classical university.

Our concept of future music teachers' professional probation offers the model of modern expert that combines professional competence and

personal professional culture. The projecting of the innovative art space is based on the following principles:

The principle of integrity reflects the inner unity of life space and human spirit. An ontological basis for the integrity of educational space is subjectivity due to which the establishment of constructive human connection with being remains possible.

The principle of culture suitability involves the formation of the educational space according to the cultural model embracing its multilayers, internal ambiguity referring to the modern social and cultural tendencies.

The principle of integration and differentiation unity stands for the interaction of different subspaces and provides autonomic existence of the parts in the limits of the whole.

The search for the sources of innovative space projecting in the depth of the environmental interactions becomes more and more popular. It is reasonable to define educational process in classical universities as a dialogue between student's personality and educational surroundings. In this case we support Orlov's idea [7, 47 – 57] about the appropriateness of phenomenological type of dialogue/polylogue in the educational space of classical university which enables the exchange of values and the understanding of The Other. The author accents the spatial and temporal parameters, historical, cultural and regional contexts of educational space as well as its inclusion in a wide social system that, according to the dialogic approach, evokes the world of many others. Spatial, temporal and human components of the cultural and educational space in the university as an open system stipulate its intercultural particularities - between generations, professional, ethnical, political, social, racial, gender, etc. In the époque of globalization and informatization of the humanity these peculiarities become an inalienable asset of every university thus causing the need in the upgrading of targets, content and technologies of the modern professional education. Orlov's theoretical items [7, 47-57] foresee diligent propaedeutic studies of subcultural student's features, in particular, asceticism as a non-coordination in the system of person's relations, social ethnical groups with culture, natural and social surroundings. It is worth taking into account when solving important issues of innovative educational space projecting in classical universities.

Let us note that in the system of the culture there are subcults as well as various dynamic subcultural formations of a mixed type. They combine the cultural environment of the social and national groups not

according to the social and demographic belonging but *on the grounds of* social and psychological, religious and cultural context. It is a question of trans subcultural environment that encompasses the international communication, layering the subcultural spaces, mixing and permeating them. This is a macrocultural space which offers a variety of cultural context (regional, interethnic and international), and from which come the intersubjectivity and the panhuman ideals.

In the light of the aforesaid, the innovative space of the esthetic education has its own peculiarities. It is related to the fact that, on the whole, the youth subculture is characterized by the intensive search of the sense of life. The image of the ideal hero within this culture who personifies the extent of confrontation relative to the modern society and culture becomes important for the youth subcultures. Its typical signs are: innovative search of the cultural archetypes, appraisal of the new cultural norms, concepts and beliefs. To these social innovative groups belongs creative youth, which constructs intellectual and artistic environment and contributes to the search and adoption of the new cultural norms, concepts and beliefs.

It should be kept in mind that, on the one hand, the evolution of the student's personality is a social process causing the approach of his behavior to the requirements of society. On the other hand, it is an individual accumulation of life and cultural experience, a special entering into the culture and participation within it. The last-mentioned is related to the mentalization phenomenon (spiritualization, self-actualization), which is manifested in generation and functioning of the person's value-semantic consciousness and determines the features of its self-determination. The crucial role in this process belongs to consciousness of the personality whose level reaches a stage of world outlook understanding, includes ideology. The starting point in the analysis of the consciousness may be 'one's self-concept' which is a collection of beliefs about oneself and includes such elements as persuasions, estimations and behavior tendencies.

In our opinion, the self-education as a universal source of creative self-development is connected with self-improvement and cultural identification. It is based on the formation of individual attitude towards social and cultural environment – the closest subcultural and the farthest trans subcultural surroundings. The level of the self-reflection determines student's attitude towards a certain group, social and cultural environment, subcultures, and, after all, specifies the manner of inclusion

in the cultural activity.

The subcultural and national environments create the conditions for the direct impact of the social institutes, especially media and familly, on the formation of person's spiritual potential. As N. Krylova points out [4], this is the reality itself and the *empirism* of cultural context, in other words, the connections and relations between of cultural fields, subcultural and trans subcultural spaces that create a single whole.

It is very important to lay emphasis on the fact that innovative cultural and educative field in university simulates sequence of interrelated educational fields, thus guaranteeing the level of theoretical knowledge which affords to use it as categorical system. Speaking about the question is important to pay attention to Daniluk`s integral educative conception [3], according to it, the integration comes out of transfusion of knowledge and consciousness. Obviously, transdisciplinary connections are crucial for this question, they give a possibility to use knowledge of one discipline while studying the other. The mentioned field may be considered as a peculiar educative sphere, which is appropriate for multiple one discipline knowledge application beyond the discipline [9, 40-44.].

Accepting without reserve the analyzed conceptions of professional education integral knowledge is important to highlight that the problems of scientific reality demand the development of scientific approaches oriented on revelation of main directions of scientific – pedagogic activity, taking into consideration cardinal changes, which can essentially influence on mankind community. Oppositional matches of empyrean globalization and preservation national cultures problems were created; tempo precipitation of *scientific-and-technological* progress – valuable status of art and science, etc. creates an object field for integrative knowledge. New, higher level of knowledge integration advances to the forefront, connected with laws of Universe self organization.

Evidently, scientific – pedagogic community is realizing the necessity of a lour on art and its educational potential in the situation of abandonment of progress linear concept and its classic philosophical interpretations. Thus, many problems appear which demand the investigation of art criticism, sociology, culturology, physics, mathematics and biology, etc. The common feature of these spheres is the fact that they study universal principles of complex systems, and transdisciplinarity is trying to explain its functioning.

There is an objective necessity of realization the socio-cultural potential of the country that creates a certain number of conditions for

the modeling of the innovative space within art education at the classical university. The reasonability of modeling is determined by the systemic of the human professional activity. The modeling of innovative space in the art education foresees the harmonization of content, technologies, views about the educational results, levels of involving the students into the cultural environment and so on. The integrative factor of the construction the educational space is the key and subject competencies.

Conclusions. Generalizing the results of the theoretic analyzing the essence of innovative space in the art education at the classical university, such main characteristic features can be marked out:

- It reflects the interconnection between the levels of involving the future art experts into the culture (mental, subcultural and transsubcultural);
- Characterizes the sources of the development of student spiritual potential (self-discovery, self-perfection and self-actualization);
- Realizes the transdisciplinary synthesis in the context of professional art education;
- Provides the organic involving of the educational process at the classical university into all the spheres of the vital activity of the art education subjects.

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Abstracts

ОЛЬГА ОЛЕКСЮК. **Пролегомени інноваційного простору мистецької освіти в класичному університеті.** *У статті розкриті резерви модернізації мистецької освіти на основі організації інноваційної діяльності класичних університетів. Висвітлені джерела, принципи і стратегічні напрями розвитку мистецької освіти як інноваційної структури класичного університету.*
Ключові слова: *інноваційний простір, мистецька освіта, класичний університет, методологічна функція, принципи, джерела.*

OLGA OLEKSJUK. **Prolegomeny innowacyjnej przestrzeni edukacji artystycznej w uniwersytecie klasycznym.** *W artykule opisano rezerwy modernizacji edukacji artystycznej poprzez zorganizowania działalności innowacyjnej uniwersytetów klasycznych. Przedstawiono źródła, zasady oraz kierunki strategiczne rozwoju edukacji artystycznej jako struktury innowacyjnej uniwersytetu klasycznego.*
Słowa kluczowe: *przestrzeń innowacyjna, edukacja artystyczna, uniwersytet klasyczny, funkcja metodologiczna, zasady, źródła.*

ОЛЬГА ОЛЕКСЮК. **Пролегомены инновационного пространства художественного образования в классическом университете.** *В статье раскрыты резервы модернизации художественного образования на основе организации инновационной деятельности классических университетов. Освещены источники, принципы и стратегические направления развития художественно-*

го образования как инновационной структуры классического университета.

Ключевые слова: *инновационное пространство, художественное образование, классический университет, методологическая функция, принципы, источники.*

OLGA OLEKSYUK. **Prolegomena of innovative space of art education in classical unversity.** *The main problem of creation of innovative space of art education in the classic university is to find the answer to the question: what should be the system of training specialists for modern innovative society, to bring the results of training to the needs of economic and democratic institutions of the European type. Higher art education as a substructure of a classical university aims to perform a progressive function in its cultural-educational space. This is due to the fact that the art education, focused on innovation, should receive scientific-methodical substantiation of new model, principles and forms of organization's education. It should be emphasized that innovative cultural and educational space in the University has the form of a sequence of interrelated educational spaces, providing a level of mastering the theoretical concepts, which makes it possible to operate them as a complex categorical systems. The objective necessity of realization's social and cultural potential of the country makes the modeling of innovative space of art education in classical University. The expediency of modeling is determined by the system of professional activity of a person. Modeling of innovative space in art education envisages harmonization of the content, technologies, ideas about learning outcomes, levels of involvement's students in the cultural environment, etc. Integrative factor of building educational space is the key and subjectcompetences.*

Key words: *innovative space, art education, classical university, methodological function, principles, sources.*

4.

PROFESSIONAL PREPARATION OF STUDENTS

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Andrii Kalensky

Contents Peculiarities of Special Subjects in System of Development of Professional and Pedagogical Ethics in Higher Education Students the Agrarian and Environmental Branch

Statement of the problem. During the future teachers preparation of special disciplines of higher education institutions in the agricultural and environmental sectors table of contents methodology as a system of knowledge and skills has a number of significant disadvantages: duplicates the General pedagogy, often turning into her artwork; has crushed the structure that does not reflect the holistic nature of future teachers of special disciplines of higher education institutions; not versed on the personal factor, does not take into account the individual characteristics of the future teachers of special subjects and new requirements to the professional activities of a teacher with an overwhelming focus on the development of vocational education of ethics, which provides for the formation of creative moral thinking and abilities to find non-standard decisions in situations of

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moral choice in a modern educational environment.

Analysis of recent studies and publications. Problems of content and the content of the disciplines were the focus of such scientists-teachers: S. Batysheva, A. Domina , N. Zhuravskoy, P. Luzana, P. Samorodskogo. However, the question of the development of vocational education of ethics in students in their writings was paid insufficient attention. The purpose of the article is the consideration of the substantive features of special disciplines in the development of professional education ethics in students of higher educational institutions in agricultural and environmental industries.

Summary of the basic material. As you know, under the occupation refers to the kind or the kind of employment that requires the person to certain general and special knowledge, abilities and skills, which exist in the process of General and special education and through practical work [7, s. 19]. The teaching of special subjects allows you to show the connection of science with practical life with the labour market, to support the interest of the profession (profession), solves the problem of competitiveness of those who are studying the labor market [1, p. 389].

On this basis, when special disciplines understand those that directly prepare a student for a future profession as a specialist agricultural and environmental industries (in this case the future teacher of higher education institution of these industries), i.e. it is a discipline of specialization.

Analysis of the curriculum at the National University of life and environmental sciences of Ukraine gives an opportunity to ensure that the structure of the curriculum "correlated" with the profile of the University. For example, at the National University of life and environmental sciences of Ukraine preparing teachers for 23 master's programs.

For future teachers of special disciplines that are trained in Nubip of Ukraine on speciality 8.18010021 "Pedagogy in higher school" for m.a. "Technique training cycle in the disciplines of basic training", disciplines of specialization is a cycle of disciplines of professional and practical training. According to the direction of basic training, the student chooses one of the master's programs with the appropriate disciplines of specialization. Pedagogical workload of learning cycles disciplines of specialization according to the plan of educational process is 234 hours.

Educational and methodical complex methodologies training cycle disciplines of professional and practical training (disciplines of specialization) are determined by the plans of the educational process future teachers of special disciplines and methodological provision of

education standards in specialties (disciplines). It needs to accumulate positive experience of teaching the subject, accumulated by the Department and be the property of all faculty members. Educational and methodical complex performs informational, organizational and controlling and administering functions. It appears in the text form of the basic provisions of the educational material, in the presence of structurally-logical schema showing the relationship of educational topics and availability of summary of conclusions for the sections.

Organizational control feature manifests itself during the transition to active forms of learning, promoting the development of skills for independent work, mental activity, its task is to accelerate the process of assimilation of the received information.

1-st part of the educational and methodical complex includes informational text, compiled on the basis of the program of academic discipline, identifying the amount required for the study. In the presence of the textbook (manuals, methodological guide) this part may be reduced.

2-part allows listeners to exercise self-control. Contains questions to the information text and sample answers to these questions that students analyze yourself. The question is only to test the control. Focuses attention on a particular part of the previously learned material (adjustment of previously acquired knowledge).

Methodical documents that have significance for discipline:

1. Training program guidelines for employment (by sections), the recommendations on the organization of work, guidelines for discipline, subject.

2. Methodological and didactic materials related to specific themes (public lectures, methodical to a variety of specific types of employment, sample handout) operated as a whole with discipline, and on each topic separately. In addition developed curriculums, plans seminars, workshops and other training programs, different kinds of control of knowledge, including the final exam. Separately added learning aids (recommendations) of the discipline. Of the individual topics fit text and/or abstracts of lectures, the work plan of activities (technical development), the recommendations of the study topics, sample handout, the list of technical means of teaching and didactic materials.

Effectiveness of learning is in direct dependence on the quality of educational and methodical complex. Scientific-methodical rationality makes perfection as some of its forms and methods of learning, and their population (the scholarly system), it must make to meet the needs

of the scientific organization of the educational process, promoting the implementation of the requirements of the educational standard.

It should be noted that teachers of special disciplines of agricultural and environmental sectors of higher education (bachelor, specialist, master) had received vocational training as specialists in these areas, and the pedagogical aspect – having finished a master's degree on a speciality "pedagogy in higher education", received the second higher education on speciality "professional education" EQL "Specialist", or after retraining courses training already being a teacher in high school or college. Therefore, to assess the substantive features of special disciplines need to consider the definition of vocational educational ethics.

In «The big dictionary definition of modern Ukrainian language» (Kyiv., 2002) is written: «Ethics, is - 1. The science of morality, its origins, development and role in public and private life of people; 2. the standards of conduct, a set of moral rules of any class, public organization, profession, etc. « [2, p. 267].

Professional ethics is a set of norms and rules that govern the behavior of the employee on the basis of universal human moral values, taking into account the features of its professional activity in certain conditions – occupies an important place in the system of ethical knowledge and education, being an integral part of the training and activities of specialist [6, p. 6].

Teaching ethics – covers socially meaningful elements of morality, speaks integration characteristic of the professional activity of the teacher determines the moral and ethical requirements, and reflects the degree of their transformation in consciousness and behavior teacher [4, s. 32].

Thus, vocational-pedagogical ethics is one of the elements of professional ethics, which, in turn, is part of the applied ethics and at the same time is a relatively independent section of ethics in General is studying the peculiarities of the morality of pedagogical and scientific-pedagogical employees, determines the specificity of the realization of the General principles of vocational education of morality in the sphere of labour, teacher, reveals its function, specificity, the content of the principles and ethical categories, taking into account the features of its professional activity in certain conditions. It defines moral and ethical requirements to pedagogical and scientific-pedagogical employees and reflects the degree of their transformation in consciousness and behavior of the teacher.

It should be noted that the development of vocational education of ethics master programmes corresponds to the principle of interdisciplinary

studies. The principle of interdisciplinary studies in the development of vocational education of ethics ensures the implementation of all other pedagogical principles in the common organizational and pedagogical requirements for the content and methods of teaching students, provides interaction, cooperation between teachers of different subjects in compiling and implementing the basic and functional training programs in groups, as well as their coordination.

Interdisciplinarity, as an independent principle, based on the intensified, optimization and formulated training future teachers of special disciplines. For the successful development of vocational education of ethics of future teachers of special disciplines of higher education institutions in the agricultural and environmental sectors of great importance is consideration of the mentality of general and educational culture, philosophy of student, as well as further innovative model of technological process of its development.

The development of vocational education of ethics on an interdisciplinary basis contributes to the implementation of such provisions [3]:

- negotiated in time to study specific subjects, in which each of them is based on the previous concept of the database and prepares those who learns to successfully further assimilation of concepts of vocational education ethics;
- the need the continuity in the development of concepts of vocational education ethics; concepts that are common to a number of disciplines have from discipline to discipline continuously evolve, filled with new content, enriched with new ties;
- the unity in the interpretation of general scientific and pedagogical-ethical concepts;
- exclusion of duplicating some of the same concepts of vocational education of ethics while studying various disciplines;
- implementation of a unified approach to the disclosure of the same classes of concepts of vocational education of ethics.

Methods and forms of organization of training in higher educational institutions in the agricultural and environmental sectors found reflected in the Guide "The methods and forms of organization of training of specialists of agrarian industry" [5]. Consider the contents of features of some master's programs (the training) in the development of professional education of ethics.

In the discipline of "Philosophical problems of scientific knowledge"

are considered such ethico-moral problems: the ratio of truth and values scientific results, the ratio of truth and goodness, truth and beauty; problem of correlation between freedom of scientific research and social responsibility of the scientist; the ratio of science and power, possibilities and limits of science; controversy of the consequences of scientific discovery and the development of science.

In modern conditions of successful development as moral qualities that increase the activity of the legal position and ideological and legal conviction students observed wherever in the teaching and educational work, great attention is given to the relationship between moral and legal education and upbringing, which is determined by the peculiarities of the relationship of morality and law, their unity and integrity in the spiritual life of society. The development of vocational education of ethics of the future teacher provides broad and adequate support to the legitimate social norms of behavior.

Learning of discipline «Legal principles of scientific and pedagogical activity « arming the future teachers of special subjects more accurate information about the standards of conduct, about the rights and obligations arising from legislation in pedagogical activity, about responsibility for their violation. The moral requirements of the wider legal, they condemn any form of dishonesty, deception, whereas legal norms repress only the most noxious variants of their manifestation in the relationship between people, between the individual and the state. Here it is also important to consider that in indissoluble combination of law and morality is a strong foundation for formation and development of highly moral people. Therefore, when studying this discipline to actively disclose the moral side of the legal position.

In a cycle of disciplines of professional and practical training («Introduction to speciality», «Pedagogy», «Developmental and pedagogical psychology», «History of pedagogy», «Bases of pedagogical skill», and «Theory and methods of vocational training», «Organization of educational work in University», «Educational Technology») in one degree or another dealt with questions related to the study of peculiarities of teaching morality, confined to the specifics of the implementation of the general principles of morality in the sphere of pedagogical work, disclosure of its functions, the specific content of the principles and ethical categoriesalso taught ethics and the study of the nature of moral activity of teacher and moral relationships in a professional environment, developing the basics of teaching etiquette, which is a combination of the teachers of

specific rules of communication, manners of behavior.

While studying the subject "Fundamentals of scientific researches in pedagogy" is a discussion of ethical problems of pedagogical science, ethical requirements to the teacher as the scholar, the problem of influence on the respondent, his awareness of the experiment, the problem of controlling threats to validity and ethical requirements of the experiment, the problem of personal exposure to the teacher on the test subject, problems of the prohibition on disclosure of confidential information.

Ethical problems in teaching activities: teaching in a self-affirmation student audiences; optimization of formal and informal relations between teachers and students; disagreement of a student from a teacher; in the discussion of a student from a teacher; discipline and etiquette (rules of conduct); promoting government students; the autonomy of the teacher; ethical paradox formation of the personality of the student; self-esteem teacher etc, coming their solutions in the disciplines of "Social psychology" and "Psychology of creativity".

In disciplines in which ethics do not stand straight, the development of vocational education of ethics in future teachers of special disciplines going on too. For this purpose in the classroom to pay attention to the following:

- awakening moral conscience;
- dialogical character, exchange thoughts, understanding, estimates;
- sincerity and truthfulness in the discussion of the problems of life and education;
- inadmissibility of formalization and boredom;
- reasoned feasibility discussion issues;
- discussion of ways to increase the personal moral breeding;
- discussion and underscore the significance of moral-psychological climate and relationships in the group;
- collective relationships is an exercise in developing the moral rules of different actions and professional action.

Moral and ethical knowledge must penetrate into various parts of the curriculum. Ideally, ethics should really become part of the social-humanitarian education and its teaching or teaching ethical themes in other courses should pursue three dissimilar tasks aimed at education and development:

- personality (focused on the good neighbor and its own perfection),
- the citizen (socially responsible and focused on the good of society)
- the specialist/professional (focused on professionalism and

professional dignity).

At the same time the order in the life of an educational institution must demonstrate practical realization of moral principles.

Conclusions. Thus, the contents of the peculiarities of the disciplines in the development of professional ethics education of students of higher educational institutions in the agricultural and environmental sectors must comply with the principle of interdisciplinary studies, and its development has become part of the professional education, aimed at the development of the individual, citizen and professional.

Reasonable directions of further research: review and analysis of the development of the skills of vocational education of ethics in the process of pedagogical interaction.

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Abstracts

АНДРІЙ КАЛЕНСЬКИЙ. **Особливості змісту спеціальних дисциплін у системі розвитку професійно-педагогічної етики у вищій освіті студентів аграрної та довкіллєвої галузей.** *В статті розглянуті змістові особливості спеціальних дисциплін в системі розвитку професійно-педагогічної етики у студентів вищих навчальних закладів аграрної та природоохоронної галузей.*
Ключові слова: *спеціальні дисципліни; професійна етика; педагогічна етика; професійно-педагогічна етика; принцип міждисциплінарності.*

ANDRIJ KALENSKI. **Osobliwości treści kształcenia w zakresie przedmiotów specjalistycznych w systemie rozwoju etyki profesjonalnej i pedagogicznej studentów kierunków rolniczych i ekologicznych.** *W artykule opisano istotne cechy przedmiotów specjalnościowych w procesie kształtowania postaw etyki zawodowej wśród studentów uczelni rolniczych i ochrony środowiska.*
Słowa kluczowe: *przedmioty specjalnościowe, etyka zawodowa, etyka pedagogiczna, podejście interdyscyplinarne.*

АНДРЕЙ КАЛЕНСКИЙ. **Особенности содержания специальных дисциплин в системе развития профессионально-педагогической этики в системе высшего образования студентов аграрной отрасли и отрасли окружающей среды.** *В статье рассмотрены содержательные особенности специальных дисциплин в системе развития профессионально-педагогической этики у студентов высших учебных заведений аграрной и природоохранительной отраслей.*
Ключевые слова: *специальные дисциплины; профессиональная этика; педагогическая этика; профессионально-педагогическая этика; принцип междисциплинарности.*

ANDRII KALENSKY. **Contents peculiarities of special subjects in system of development of professional and pedagogical ethics in higher education students the agrarian and environmental branch.** *The article examined contents of the peculiarities of the disciplines in the development of professional ethics education in university students higher educational institutions in the agricultural and environmental sectors .*
Key words: *special discipline; professional ethics; teaching ethics; vocational teaching ethics; the principle of interdisciplinary studies.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Galyna Cherusheva

Pedagogical Conditions of The Formation of the Psychological Readiness of Economists

Problem definition. The modern Ukrainian system of economical education has a significant socio-pedagogical potential which gives us an opportunity of creating a new kind of expert for the socio-economical reality of nowadays. All this need a deeper study, aimed on the discovery of the matter of the psychological readiness of the future expert for the economical activity, the reveal of innovational mechanisms of development and enhancement of the economical education, which will provide the integration and interaction of all its participants. In a concept of the educational activity with a specialization on "Applied statistics" it is highlighted that the need of specialists of this profile is determined by the necessity of solving economical problem during the crisis period; providing the informational support of market reforms in the economy; entering into the world information space. Economical information was always an effective way of assuring right administrative decisions, especially in the production management.

Bearing in mind qualification characteristics and the working experience of specialists in the sphere of Ukrainian statistics, we are

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able to determine certain requirements to their professional education. The realization of basic functions in terms of collecting, processing and analyzing the economical information creates an objective necessity of specialists that would be able to develop and implement statistic methods on all levels of economic management; use the statistic instrument in order to conduct a data analysis about events and processes in the economy of the state.

The creation of the system of the professional education needs, first of all, the determination of professionally important qualities of future specialists, which will permit us to determine the structure of the education process.

The solving of contradiction between preparation standards (even the most perfect) and individual personal development consists in the humanization of the education which is a complicated, opened and dynamic process. This process is to create favorable conditions, based on personal goals and tasks of the self-education which from their side are based on many examples which our society can offer, for every student to develop himself as an individual.

The concept of education of statistic specialists in a system of the higher economical education, developed by ourselves, is based on:

the determination of the main list of professionally important qualities, which the future specialist has to possess; construction on this basis the model of his psycho-professional readiness.

the study of the professional environment of the development; the formation of the specialist and conducting the information analysis of the professional activity so that we can develop informational and educational model of the system of the professional education.

the socialization of the personality of the student in the professional environment; the acquisition of the instruments of the interaction.

The realization of all professional functions demands the relevant level of the psychological readiness of the specialist. For that reason, the first priority step on the way towards the solution of the problem of the professional education of statistic specialists was to determine the matter of this phenomenon; to study the psychological readiness for the professional activity as the complicated psychological formation in its dynamic development. The process of the professional formation of the durable psychological readiness is the result of the steadily formulated psychological readiness for the profession choice; the studying process and acquisition of the appropriate skills in the higher education establishment;

the professional activity.

The objective of the article is to give the proper definition to the matter of the psychological readiness of the future specialist in the economical sphere, based on the analysis of the various scientific points of view, and to determine the psychological conditions of its formation.

First of all, the psychological readiness includes the positive attitude to the job, the awareness about the social and personal importance of the work. In addition, the educational and artistic activity, personal perception when choosing a profession based on the interest towards it, professional awareness, a decent level of the assurance of the motives are playing a big role in the structure of the readiness. Moral and professional qualities are said to be the dominating elements of the structure.

The results of the theoretical research

The problem of psychological readiness for the professional activity was widely covered in many fundamental researches of M.I. Diachenko, G.G. Fundamentova, L.A. Kandybovych, O.V. Kyrychuk, A.G. Kovaliov, A.N. Leontiev, V.O. Moliako, S.L. Rubinstein and others. Although, this problem takes one of the leading positions in the researches in the process of professional formation of the individual, the scientists have not reached a common point of view in terms of the proper definition of the conception, while the issue of components, which are forming its structure, is unclear as well. The scientists are trying to explain the matter of this phenomenon and making a model of its structure by looking through the prism of the certain professional sphere. They are also determining specific features, which are related mostly to this activity. From our point of view, the clearest explanation of the psychological readiness for the professional activity is given in scientific researches of M.I. Diachenko and L.A. Kandybovych, who were at the origins of the formulation of the problem. Authors are affirming that this phenomenon should be regarded not only as being the psychological state of the individual, but also as a professionally important trait in the form of the durable readiness. Motivational, educational, emotional and willing components are being highlighted in its structure by authors [2].

Creating the model of the psychological readiness we had a regard to the structural and functional specific of economy as a branch of science, which is an inseparable component of the social policy, the system of fundamental and applied disciplines and professions that is aimed on all spheres of living activities. The methodological base for the development of the concept of psychological and professional readiness is a statement

about the multifunctional sphere of the economist's activity, integrative property, well-being of the individual with its functional orientation on this activity.

The stable durable readiness can be considered as being the complicated individual quality and the condition of the personality, whose formation is performed during the activity process by the creation of the special developing situations and conditions for their multiple repetition. In addition to that, as the author highlights, simple psychological conditions and personal qualities are somehow connected with each other, integrate and create a new complicated structure. Assuming that the readiness, as a complicated psychological formation, is a result of a certain forming process, G.G. Fundamentova points out the following components which are, at the same time, the model of the readiness and the level of its structure:

- rationally-cognitive component (knowledge);
- the transformation of the knowledge into conviction, motives of the activity, the formation of psychological properties and personal qualities (orientation);
- the fixation of the knowledge and convictions; their practical realization (behavior) [10].

What is noticeable is that the majority of authors are considering all components of the structure of the readiness altogether as a system, where every element not only supplements each other, but can also be significantly changed, depending on them. The level of the final readiness of the applicant for the studying process is in the list of important factors of the successful adaptation of the student. It is determined by the following indicators: the level of the purposefulness of the motivation of the choice of the higher education establishment, the range and the quality of skills which are necessary for the successful didactical adaptation; the decent level of the development of the complex of socio-psychological qualities which are needed for the effective entrance into the system of interpersonal relationship in a student collective; the level of the development of intellectual and professionally-artistic abilities.

The analysis of the research results. The analysis of the scientific works showed that even within a certain sphere of the professional activity the scientists have not come to a unique point of view. It can be explained not by the contradictions of statements, but by the fact that the researches are conducted using different systems. Given structural components only characterize numerous aspects of the professional activity from different sides. What is common for all researches is the presence of the relative

motivation (socially significant) which determines the positive attitude to the sphere of the professional activity, chosen by the young man; the required amount of special knowledge, a certain level of formed skills and abilities. Moreover, the scientists are pointing out the complex of professionally important qualities and properties on the level of subsystem, including the character, temperament, the special features of the emotional and willing regulation.

This way, it is possible to observe in the list of traits of the five main features, which we used as a basis. These are ***motivational, educational, willing, emotional and operational*** components respectively. Thus, the transformation of the knowledge into conviction, motivation and the formation of the orientation occurs in a motivational component on the evaluative basis. The motivational sphere differs with a better order. Socially important components like the passion for the profession, its prestige and the possibility of realization of artistic and spiritual needs are predominating in the group of motives. The educational component includes the knowledge about the profession and perspectives of its further development; the need of human resources by concretizing the domain and economical areas; personal professional specialties and professionally important properties. The low level of the development of the educational component causes 'the non-critical acceptance of the stereotyped opinions about the professional activity which are functioning in mass media and the proximate social surrounding'. Due to this fact, the readiness for the professional choice often depends on the emotions of the individual. The emotional component is characterized by the readiness to solve the problems, connected with the activity; the satisfaction with the profession and the working process in a collective; confidence and so on. Strong positive emotions are stimulating, while the negative ones are suppressing or even blocking the professional orientation, they are also influencing the development of necessary skills, abilities and properties in terms of the chosen profession (emotional and willing components). The willing component includes the development of skills for the self-study work, self-analysis, self-improvement and self-realization. The demonstration of the willing component can help to resist doubts, accumulate efforts for different types of activities, including the education. The operational component provides the presence of skills and abilities, which are necessary to perform many different professional tasks, to make a model of the professional activity.

Researching the process of the formation of psychological readiness among young students for the future professional activity we agreed

with the statement of S.L. Rubinstein, who implied that results of the psychological development of the individual become the background for its further evolution [9]. This idea permits us to observe how the process of psychological readiness is being formed, by taking into consideration two aspects:

- the dynamic one, which determines the unity of the process of the formation of the durable psychological readiness and lasts in the next stages: professional orientation and the choice of the future profession; adaptation to the conditions of the studying process; the formation of the psychological readiness in the process of the obtaining professional skills; adaptation to the real life conditions of the working process after the graduation from the higher education establishment.
- the structural one, which implies a durable psychological readiness in the form of interrelated structural components. These include the psychological readiness for the self-determination, the psychological readiness for the studying and getting the appropriate skills for the future job, the psychological readiness for the professional activity.

The generalization of the results of the research permits us to give the definition for the psychological readiness as an integrative property and the condition of the individual with its functional orientation on the professional activity. Furthermore, the level of professional proficiency is determined by the presence of professional abilities, the system of knowledge (socio-humane, natural science, fundamentally-economical and special professionally-oriented), formed on the basis of skills, abilities, convictions, evaluative orientations and other moral and psychological qualities. Only in this case it is possible to judge whether or not the specialist is capable of performing a wide range of socio-economical tasks. The formation of the stable psychological readiness for the activity as the entire dynamic formation is anticipated on different stages and needs the integration of the efforts of many social institutes (a family, a school, a higher education establishment and staff members).

The analysis of the scientific works and researches, the experience of the education of specialists in the system of the higher economical education and the awareness of the state program of the socio-economical development of the society gives us the opportunity to draw the conclusion that there is a necessity of creating a principally new system of the professional education of the statistic specialists, assuming:

- the creation of the professional environment with its orientation on

the personality;

- the providing of the dialogue interaction of the main subjects of the system of the professional education; the use of different ways of their collaboration; the implementation in a practical sphere the ideas of the pedagogical collaboration. The democratization of the relations between student and the tutor is an important condition of the quality improvement of the studying process;
- the establishment of the interrelation and the correlation of the informative and innovative-artistic functions, theoretical and practical sides of the system of the professional education on the basis of specialties of the practical activity;
- the transition from the extensive-informative education to the intensive and fundamental education on the basis of the integration and interdisciplinary connection. This will help to determine the economic priorities (especially statistics) as an efficient factor of the social development;
- the providing of the phase sequence and succession when researching the problem of the character of the studying process;
- the implementation of the principles of differentiation and individualization during the organization of the studying process (by taking into consideration the individual specialties of the future specialist, his professional and life orientations);
- the providing of the wholeness of the studying process between the components of the general system of the professional education (higher and middle stages). It has also to fulfill the main requirements and the regularity of the internal connections of the certain education establishment (categories, levels, determined by the educational and qualifying characteristics of the specialist respectively).

This education system is capable of preparing the young generation for the acceptance of new ideas and social relationship.

Conclusions and the prospects of the further research. The theoretical analysis of the problem and results of the research permit us to make the following conclusions:

1. The readiness is a complicated stable psychological formation which is a dominating factor in terms of the influence on the human behavior in the process of solving contradictions on the personal level (I want – I must, I want – I can).
2. The problem of the readiness is considered as being the psychological

one. The readiness can help to realize the professional intentions of young people where social and individual interests become united.

3. The psychological readiness shows in itself essential and functional components. It is being formed during a large variety of socio-economical activities under the conditions of the professional environment. The core of this pattern is its humanistic orientation. We are talking about the orientation on the socio-economical protection and the support of personal initiatives. It also consists of the will for the financial independence and comfort, favorable conditions for the mental enrichment and cultural development, the artistic socio-cultural activity of every person and the society on the whole, the orientation on the formation of the ambition of the young individual for the self-improvement. As well as containing everything stated above, the psychological readiness means the self-care in terms of the intellectual and cultural issues of the future life.
4. The formation of the readiness in a system of the higher education needs the creation of certain psychological and pedagogical conditions, a principally new way of organization of the educational process with modern pedagogical methods and technologies being implemented alongside.
5. The formed psychological readiness in a system of the higher education is a condition of the future successful self-realization of the individual.
6. The formation of the psychological readiness is determined by the interrelation between theoretical and practical parts in the preparation system. They depend on specifics in the organization of the studying process.

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Abstracts

ГАЛИНА ЧЕРУШЕВА. **Педагогічні умови формування психологічної готовності економістів.** *У статті на основі аналізу різних наукових підходів розкрито сутність і зміст поняття «психологічна готовність» майбутнього фахівця економічної сфери, визначено структурні складові даного феномену, виявлені основні якості економіста, обґрунтовані педагогічні умови формування психологічної готовності до професійної діяльності в системі економічної освіти.*

Ключові слова: *економічна освіта, психологічна готовність, професійна підготовка.*

GALINA CZERUSZEWA. **Pedagogiczne warunki kształtowania psychologicznej gotowości ekonomistów.** *W artykule na podstawie analizy różnych naukowych podejść opisano istotę pojęcia «psychologiczna gotowość» przyszłego ekonomisty, określono strukturalne składowe danego fenomenu, przedstawiono główne cechy ekonomisty, a także pedagogiczne warunki kształtowania gotowości psychologicznej do działalności zawodowej.*
Kluczowe słowa: *edukacja ekonomiczna, psychologiczna gotowość, przygotowanie zawodowe.*

ГАЛИНА ЧЕРУШЕВА. **Педагогические условия формирования психологической готовности экономистов.** *В статье, на основе анализа различных научных подходов, раскрывается сущность и содержание понятия «психологическая готовность» будущего специалиста экономической сферы, определены структурные компоненты данного феномена, раскрыты основные качества экономиста, обоснованы педагогические условия формирования психологической готовности к профессиональной деятельности в системе экономического образования.*
Ключевые слова: *экономическое образование, психологическая готовность, профессиональная подготовка.*

GALYNA CHERUSHEVA. **Pedagogical conditions of the formation of the psychological readiness of economists.** *Pedagogical conditions of formation psychological readiness of economists. The article, based on the analysis of various scientific approaches reveals the essence of the concept of «psychological readiness» of the future expert in economic sphere, defines the structural components of this phenomenon , discloses the basic qualities of economist, pedagogical conditions of formation of psychological readiness for professional work in the system of economic education are grounded.*
Key words: *economic education, psychological readiness, professional training.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Nadiya Kolisnyk

Present Situation and Analysis of Professional Training Managers in Studying of Economic Subjects

Beginning. In the modern conditions in the system of higher education have been significant changes. The dynamic development of the economy, increased competition, reducing the scope of unskilled and semi-skilled labor required to focus on professional development and retraining of specialists of economics, increase their professional competence.

Initial conditions. Analysis Research (O. Babayan, N. Babkov-Pylypenko, I. Demura, L. Dibkova, N. Uysimbayeva) showed that in higher educational institutions of Ukraine accumulated some experience in preparing future professionals in the field of management. Unfortunately, the experience does not take full account of the requirements of modern socio-cultural situation: the need for modernization of the content and structure of professional education associated with improving their quality according to the needs of the labor market and in accordance with international trends, as well as the influence of demographic factors. Based updating education laid competentive approach, which provides a high demand for young professionals.

The primary task of higher economic education is the focus of future specialists in mastering basic competencies, signs which are, first, multifunctionality, allowing future manager solve various problems of professional life, and secondly, interdisciplinary training of the modern manager, thirdly, the core competencies required from the

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future professional a significant development of thinking, self-reflection, self-evaluation, determination of its own position, fourth, multi core competencies, that include a variety of mental and emotional and volitional processes, intellectual skills, reflective processes. However, in the modern theory of training future managers under this view the issue of professional competence in the field of Managers of experts did not receive adequate coverage.

The purpose of the article - to analyze current state of professional training of managers in the study of economic disciplines.

The main material. In order to solve mentioned problem of the theory and methodology of professional education was conducted an experimental research of formation professional competence of specialists in management in the study of economic disciplines and practical training. Organization of research carried out at the National University of Life and Environmental Sciences of Ukraine. The study covered 180 students of economic specialties, including 90 persons of experimental group and 90 control individuals. Total checking was performed in Poltava State Agrarian Academy and Kharkiv Petro Vasylenko National Technical University of Agriculture with a total coverage of 690 students.

In the experimental work the following methods are used: 1) empirical (observation, questionnaires method, diagnosing tests); 2) theoretical (analysis and synthesis, comparison, synthesis, induction and deduction).

To improve the efficiency of pedagogical experiments, we developed a program of research and experimental work, the creation of which was related to the definition of goals, objectives, stages, content and conditions of the organization, as well as criteria for problem studied study evaluated outcomes were chosen the best means of achieving the goal.

The aim of study was to check the efficiency of developed technique process the formation of professional competence of future managers.

Under the goal is to complete the task: 1) describe the output level of value-motivational sphere, its initial economic training, personal qualities students areas of training "Management" at the National University of Life and Environmental Sciences of Ukraine; 2) determine the structure of professional competence of future specialists in management in the study of economic disciplines of professional and practical training; 3) experimentally test the effectiveness of reasonable and developed pedagogical conditions of formation of professional competence of managers in the study of economic disciplines of professional and practical training.

As stated earlier, competence is regarded as an essential component of the economic content of vocational education as an integral characteristic of professional, consisting of general and professional competencies, ensuring the quality of professional activity.

The basis for the interpretation of the data were substantiated us terms of the quality of students: motivational-value treatment to the chosen profession (professional interest, ability to overcome barriers to professional activity); scope, depth, sturdiness, mobility, breadth of professional knowledge transfer; degree of skills of professional activity; readiness for professional collaboration; awareness of social status and image manager, the presence of significant existing professional and personal qualities manager needed for future careers.

Experimental activities included the presence of ascertaining, formative stages and control pedagogical experiment.

We have used a set of research methods such as pedagogical experiment; analysis of the educational activities of teachers; questionnaires; study the dynamics of formation of competencies students.

Diagnosis of development knowledge component of professional competence of students - future bachelors and masters - managers look as follows (Table. 1):

The most informative indicator of professional competence is a value orientation of the individual, the research program of which at the stage of ascertaining step includes pedagogical experiment using questionnaires, observation of individual conversations, interviews.

Research of formation motivational-value attitude of students to their future profession carried on the following criteria:

1) the presence of professional orientation, interest in the future of the

Picture 1. Survey results of students about their motivation

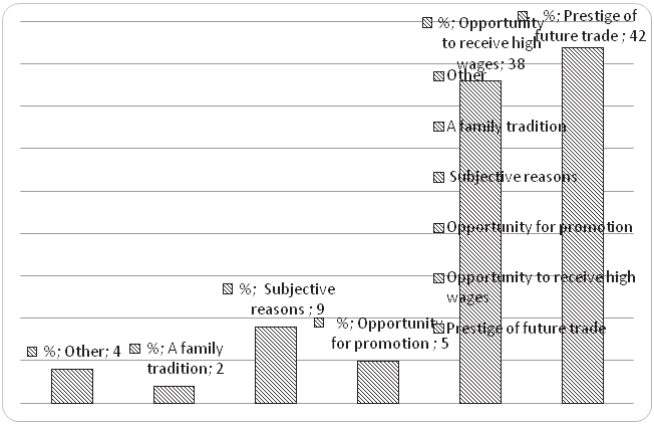
Knowledge	Levels of student achievement in%			
	Optimum (A)	productive (B,C)	Reproductive (D,E)	critical (F, Fx)
General cultural knowledge	***10,5***	***60,2***	***29,3***	**-**
Professional knowledge	***8,1***	***49,7***	***42,2***	**-**

profession, awareness of its importance, the need for mastery of it;

2) the degree of job satisfaction;

3) the ability to overcome difficulties in the work (look for errors, difficulties, striving to overcome them).

To identify the professional orientation of students they proposed the question "What are the reasons for your choice of profession?". However, under professional reasons understood those which promote the subject to improve their own work - it means, forms, methods and technologies. Professional motivation is defined as either a positive attitude to the profession as a whole or as a set of correlative reasons that motivate to work in any professional field.



Picture 1. Survey results of students about their motivation

Analysis of attitudes and orientations of the respondents showed that the main reason that motivate future students to enroll to study the field of "management" was "the possibility of higher payment" - 38%; "prestige of future profession" - 42%; "Opportunity for promotion" - 5%; "Subjective reasons (such as" penchant for science ")" - 9%; "Family tradition" - 2% of respondents. On the randomness of choice ("opportunity to pursue higher education," "deviate from military duty," "availability of a higher education institution", "not won the competition for the coveted profession") reported 4% of the subjects (Picture 1.)

The survey of working professionals economics correlate with the results of the survey students. Revealed similarities in the grounds career choices, a conscious choice economics profession did 78% of respondents.

The initial level of professional motivation is defined as students in the first year. According to the survey, some first-year students recorded a clear insight into selectable profession. 22% of their future work in the field of management, 45% - in public services, 16% - to work in the private business sector and on agricultural farms. This is dictated, perhaps, by pragmatic considerations.

Survey students of 4-5 courses revealed that there is a tendency reorientation of interest for research work. At the same time, a positive trend was observed: the absence of "not going to work according to their training." Thus, for all respondents the choice of future profession mainly due to interest and desire to live and work in it. In addition, the students of first years identified high levels of interest in wages, which is closely related to the prestige of the profession, and seniors - from social situations and the ability to gain personal independence.

Conducted interviews with students revealed an underestimation of the importance of the humanities, including ethics and psychology. The first place in the student's ranking is general professional discipline (Cycle professional and practical training), "The theory of organizations", "Management", "Administrative Management", "Personnel Management (73%). On the second place go "Operations Management", "Statistics", "Macroeconomics", "Strategic Management", "Innovation Management" (17%). Third place play "Higher Mathematics" and "Computer science" (4%).

The students training direction "Management" uniquely favored the study of special (subject) subjects. Only a small proportion of respondents (2%) thought was necessary to study general humanitarian and socio-economic disciplines, such as "Foreign Language", "Computer Methods in Economics", motivating it by possibility of further work abroad and with the computer.

Thus, students do not pay enough attention to such subjects as "Sociology" and "Psychology". 2% of respondents associated the study of these subjects only with their future parental function. Importance of studying psychology seen some students (2%) in the formation of professional communication skills (contact with the surrounding, with the staff, to establish business relationships, establish business). Not at all taken into account employment by physical training and sports.

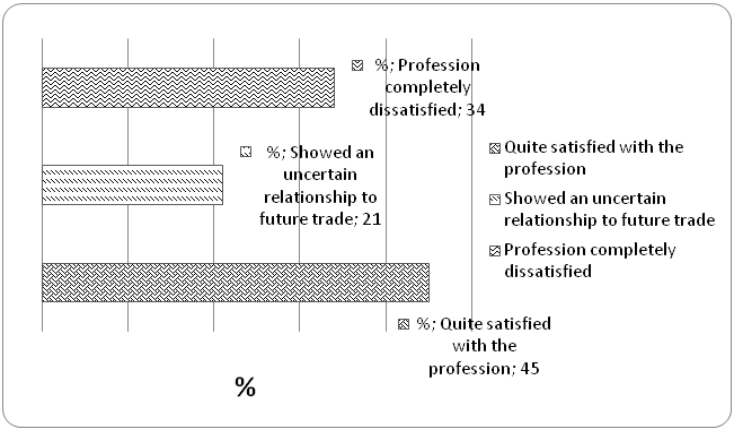
Investigating communication efficiency of future operations of the future program of self-development manager in higher education, students were offered a question: "Do you consider it necessary for a constant self-improvement? Do you practice self? "An affirmative answer

to this question 91% of respondents, with some doubts - 5% negative responses received 4% of recipients.

Quite satisfied with education that is acquired in high school, 45% of subjects. More than half of graduates for various reasons are not completely satisfied or not satisfied with the knowledge acquiring. The attitude of the students for future professional activity was determined by us according to the method of A. Kyssel. Processing of the results was counting Satisfaction Index profession that is between 7 to 23 points, 5 points - completely satisfied with the profession; 4 - a profession generally satisfied; 3 - uncertain attitude to the profession; profession was satisfying; 1 - the profession completely satisfied. Conditionally the method of ranking allocated to the positive - from 19 to 23 points, neutral - from 11 to 18 points or negative - from 7 to 10 points - the attitude to the profession.

In a survey of senior students of economic specialties, it was found that 45% of the students future profession fully satisfied, 34% - showed an uncertain relationship to future profession, 21% of students are completely satisfied with future profession.

Conclusions. Thus, students do not fully understand the importance of professional competence of the manager as a whole and its separate components. More attention is given to the theoretical training of students. Analysis of the results observations and questionnaires allowed to conclude that the traditional training provided by professional managers do not focus and interdisciplinary integration in teaching general scientific and special subjects. Was observed underestimation of the importance of the humanitarian component of economic education. Was observed lack



Picture 2. Satisfaction students of chosen profession

of some important professional and personal qualities, low formation of a positive image of specialist.

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Abstracts

НАДІЯ КОЛІСНИК. **Сучасний стан і аналіз професійної підготовки менеджерів у вивченні економічних суб'єктів.** *У статті аналізується проблема професійної підготовки менеджерів. Стаття присвячена визначенню основних мотивів студентів при воборі професії менеджера; визначено рівень задоволеності студентів обраною професією, за допомогою спостереження, анкетування та опитування.*

Ключові слова: *економічні дисципліни, менеджери, професійна компетентність, професійна підготовка, формування професійної компетентності.*

NADIJA KOLISNYK. **Współczesny stan i analiza przygotowania zawodowego menedżerów w zakresie nauczania przedmiotów ekonomicznych.** *W artykule analizuje się problem zawodowego przygotowania menedżerów. Artykuł poświęcony jest określeniu głównych motywów wyboru przez studentów zawodu menedżera. Na podstawie badań empirycznych przedstawiono poziom zadowolenia studentów z wybranego zawodu.*

Słowa kluczowe: *przedmioty ekonomiczne, menedżerowie, kompetencje zawodowe, przygotowanie zawodowe, kompetencje zawodowe.*

КОЛЕСНИК НАДЕЖДА. **Современное состояние и анализ профессиональной подготовки менеджеров при изучении экономических дисциплин.** *В статье анализируется проблема профессиональной подготовки менеджеров. Статья посвящена определению основных мотивов студентов при выборе профессии менеджера; определен уровень удовлетворенности студентов избранной профессии посредством наблюдения, анкетирования и опроса .*

Ключевые слова: *экономические дисциплины, менеджеры, профессиональная компетентность, профессиональная подготовка, формирование профессиональной компетентности.*

NADIYA KOLISNYK. **Present situation analysis and training managers in the study of economic subjects.** *This article analyzes the problem of training managers. The article is devoted to the definition of the main reasons students at vobori profession manager; The level of satisfaction of students of chosen profession, through observation, questionnaires and surveys.*

Key words: *economic disciplines, managers, professional competence, professional training, formation of professional competence.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Olga Krasovska

The Conception of Professional Training of Future Primary School Teachers in the Field of Art Education by Means of Information Technologies

Problem posing. At the turn of the centure 20-21st the system of higher education in Ukraine changed the valuable orientations under the influence of social-economic transformation in social life. This fact induces to search new ways and methods of formation of future specialists in different spheres of life. Modern school needs professional teachers. They must be competent, creative, communicative, with special system of valuable orientation and deep innovative pedagogical thinking. Modern teachers must have high professional culture and spirituality, tolerance, erudition and humanity. The necessity of working out of conception of professional training of future primary school teachers in the field of art education by means of informational technologies as a scientific grounds of improving the quality of training of primary school specialists [1, p. 7].

Initial conceptual propositions about professional training of future primary school teachers in the field of art education are in the articles of Constitution of Ukraine(1996), in laws of Ukraine "About education" (1996), "About higher education"(2014) . There are also in main theses of National doctrine of educational development (2002), State programme "Teacher"(2002), "Theses about stepped system of education in Ukraine" (1999).

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Purpose and task. The purpose of writing this article is a scientific development of conception of professional training of future primary school teachers in the field of art education by means of informational technologies.

It must be based on deep comprehension of actual aspects of philosophy education, history and theory of pedagogical thinking, theory and methods of professional education.

Main ideas. In pedagogical term "conception" is determined as a certain point of view. It is an invariant for solving pedagogical tasks and it is also a theory or the whole complex of theoretical theses, ideas or persuasions about essence, purpose of teaching and education, pedagogical activity on the whole.

It is formed in scientific and pedagogical association. It gives an opportunity of forming and introduction of models of pedagogical education [4, p. 20]. S. Gontcharenko says, that pedagogical conception is a system of views on this or that pedagogical phenomenon, process, interpretation of definite pedagogical phenomenon and events. It is a fundamental idea of pedagogical theory [2, p. 177].

The author's conception is built on basis of the main idea according to which the formation of professional competence of future primary school teachers in the field of art education will be more effective provided innovative technologies are introduced into the process of professional training of pedagogical subjects in art. They are directed at renovating of purpose, content, forms and methods of artistical-pedagogical training for new social-historical conditions in system of higher education in Ukraine.

Humanitarization and humanization, informatization, innovation, continuity and steppedity of art education in system of professional training of primary school teachers are the main propositions of the author's conception. These are the foundation for reformation of higher education.

The idea of humanization and humanitarization of professional training specialists with an aptitude to multiply social culture values and realization of person's spiritual potential is the main aspect of building the conception of professional training of future primary school teachers in the field of art education by means of informational technologies. The problems of education, humanization, individual approach, valuable orientation of students are investigated by famous Ukrainian scientists such as V. Andrushchenko, I. Bekh, S. Goncharenko, I. Ziaziun, N. Nychkalo, O. Otych, Y. Pelekh, V. Rybalka, O. Rudnytska.

Informatization is an important conceptual precondition for

effectiveness of professional training of future primary school teachers in the field of art education by means of information technologies**.** It has to provide a satisfactory level of informational culture of modern teacher and intensificate educational process on the basis of educational technology introduction of modern educational informational and communication technologies. Such scientists as V. Bykov, R. Gurevych, M. Zhaldak, Y. Zhuk, V. Lapinsky,Y. Mashbyts, S. Rakov, I. Robert accent this fact.

Innovatization is one of the necessary conditions for improving professional training of future primary school teachers in the field of art education. It provides the introduction of innovative technology of studying for improving of educational process. Innovatization provides innovative-creative atmosphere among the participants of training. It stimulates innovative, searching and creative professional activity.

These problems were investigated by famous native scientists such as G. Vasinovych, S. Goncharenko, O. Dubaseniuk, V. Kremen, S. Lisova, N. Nychkalo, V. Rybalka, O. Rudnytska, D. Stechenko, O. Chmyr.

Continuity of art education of future primary school teachers is one of the necessary conceptual conditions. Continuouty of professional pedagogical education provides multi-stage of educational training and improve scientific level of pedagogical programs, taking into account of modern life standards. It provides the integration of native pedagogical education into international and European space [3, p. 5].

The purpose of professional pedagogical training according to the speciality ”Primary education” in the field of art education by means of innovative technologies of all educational-qualification levels is in forming of professional pedagogical consciousness of primary school teacher and readiness for realization the process of art-aesthetic education of junior pupils. The purpose is also in activization of cultural–art process of self-actualization and self-perfection and capacity for creative work and innovation in professional activity.

The tasks of professional training of primary school teachers to art-pedagogical activity on condition of using innovative technologies.

1. Improvement of the system of professional training of future primary school specialists by means of renovation of the content, organizational forms and methods of informational support of the process of forming the future teachers readiness for professional art pedagogical activity in conditions of general education institution.

2. Intensification of educational process of preparing students of pedagogical faculties in the field of art education on basis of providing

modern educational informational-communicative technologies.

3. Formation of integral system of art-pedagogical knowledge and ideas. Determination of their extent in the meaning of professional training of the primary school teachers. Determination of educational contents of professional–oriented subjects of art pedagogical orientation.

4. Formation of system of valuable artistic orientation, emotional-valuable attitude to art and future professional pedagogical activity. It leads to successful self-actualization according to the specialty.

5. Formation of art-pedagogical skills and art-creative activity skill of future primary school teachers such as perception, emotional-aesthetic illation and creation of artistic image by figurative –expressive means of different kinds of art. They are directed to providing of forming of creative teacher's personality.

6. Accumulation of innovative potential of the process of pedagogical faculties students training to artistic- aesthetic education of pupils in modern educational conditions. Mastering innovative technologies of professional pedagogical activity. Formation artistic pedagogical activity, students self-dependence, creative innovative capacity.

7. Providing continuity and succession of art education students of pedagogical faculties on all levels of staging professional training. The forming of the necessity of studying and improving the professional life level, which corresponds to needs of constant social development.

8. Formation national and socio-cultural identity of future primary school teachers by means of art education. Development of national self-consciousness and tolerant attitude to culture and traditions of other people.

9. Introduction innovative methods and practical technologies in educational process of pedagogical faculty, which encourage students to cooperation, partnership, partner interaction. Formation of personal positive image, the ability to adapt for changing situations.

Main principles of conception realization.

1. General didactic principles: scientific character, systematic character, consistency, nature according, humanization, activity, self-dependence and creation, unity of study, education and development, obviousness and succession.

2. Principles of art education: integrity, culture dialogue, aesthetic direction, reflection, unity of theory and practice in art-aesthetic personal development, concluding teaching activity by educational one in pedagogical influence, principle of motive to creative self-expression, diversity of types and forms of activity in organizing of pedagogical

interaction of development of personal qualities on creating pedagogical situations; principle of emotional saturation of educational process.

3. Professionally-oriented principles: unity of educational and professional pedagogical orientation, intercommunication of pedagogical and professionally oriented sciences with art sciences; effectiveness of professional knowledge; direction at the development of pedagogical innovation in structure of art pedagogical activity of primary school teachers.

The conditions of conception implementation.

1. Standard providing means the necessity of development of a new sphere standard according to the specialty "Pedagogical education" "Primary education" and state programmes of primary school teachers training, approved of Ministry of educational science of Ukraine.

2. Scientific-methodical providing means creating of educational programmes of professionally-oriented subjects of art pedagogical specialty, text-books, teacher editions, reference books, encyclopedias.

3. Staff providing means the development of technological teachers' competence by means of deep acquaintance with scientific bases of different innovative technologies. It is a development of special skills of using these technologies and formation of psychological and moral qualities, which are necessary for work in innovative art pedagogical educational environment of pedagogical faculty. Staff providing means the modernization of higher education taking into account the necessity of pupils' aesthetical education.

4. Material and technical providing. Information and communication providing. It is a working out and using of didactic materials and technical equipment for art educational field. These are audio-visual facilities, qualitative complete sets of slides, video materials. It is also using of information and communication means of teaching such as educational and training, controlling and diagnostic, demonstrative, information and searching.

Forms, methods and technologies of professional training of future primary school teachers in the field of art education.

Effectiveness of professional training of future primary school teachers in the field of art education by means of information technologies depends on teaching techniques of art educational process solve important aims and tasks, such as creation of students integrate imagination about professional competence, their dynamics and place in real activity. They help to gain social skill of interpersonal cooperation for collaboration in sphere of pedagogical activity, to develop professional, analytical and practical

thinking and to form creative personality of future teacher.

In forms, methods and technologies the priority must be given to dialogic, diagnostic, intensive interactive, information-communicative and personal oriented teaching technologies. Realization of module-rating, distant forms of teaching is very priority. Lectures, seminars, discussions, group work, play projecting, teaching pedagogical aims, master classes, art workshops, scientific methodology conferences, festivals of art pedagogical skill must be the main forms of teaching.

Art pedagogical technologies take special place in system of art education of students of pedagogical faculties. The technology of "culture dialogue", facilitated discussion, verbalization of the content of works of art, artistic illustration of verbal explanation, demonstration phasing implementation of works of art, improvisational method and the method of art therapy as a suggestive component technology are in system of art education.

Main directions of realization of the concept.

1. Improving culture and art educational level of society. Augmenting the traditional Ukrainian art education.

2.Reforming of system of professional training of future teaching staff in the field of art education. The improvement of its quality in condition of the world public globalization. Creating of conditions for individual development of creative teachers personality.

3.Creation the dynamic system step training of the students of pedagogical faculties according to the process of art and aesthetic education of primary school pupils on all educational degrees "bachelor", "master".

4.Improving the quality of art education of future primary school teachers, renovating the content and forms of educational process.

5.Wide implementation of educational innovations and information communicative technologies of teaching in system of art pedagogical training of future primary school teachers.

6.Personal orientation of higher pedagogical education, humanization and humanitarization. Consideration personal peculiarities and art aesthetic tastes of students working out the curriculums, educational plans and technologies of formation of professional competence of future primary school teachers in the field of art pedagogies.

7. Improving of technological and scientific-methodological competence of high school teachers. Enriching of their art aesthetic and creative experience. Encouragement in self-perfection in the field of art education.

8. Integration of national training system of future primary school teachers in the field of art education into European and world educational space.

Conclusion. The conception of professional training of future primary school teachers in the field of art education by means of information technologies is a basis for modeling and conducting research and experimental work.

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Abstracts

ОЛЬГА КРАСОВСЬКА. **Концепція професійної підготовки майбутніх вчителів початкової школи в галузі мистецької освіти за допомогою інформаційних технологій.** *У статті розкриваються концептуальні засади професійної підготовки майбутніх учителів початкової школи у галузі мистецької освіти засобами інноваційних*

технологій. В основу концепції покладено положення, які є підґрунтям реформування вищої педагогічної освіти: гуманітаризація і гуманізація, інформатизація, інноватизація, неперервність та ступеневість мистецької освіти у системі професійної підготовки вчителів.
Ключові слова: *концептуальні засади, гуманітаризація і гуманізація, інформатизація, інноватизація, неперервність та ступеневість мистецької освіти.*

OLGA KRASOWSKA. **Koncepcja kształcenia zawodowego przyszłych nauczycieli szkół podstawowych w zakresie edukacji artystycznej przy pomocy technologii informacyjnych.** *W artykule przedstawiono założenie koncepcyjne przygotowania zawodowego przyszłych nauczycieli nauczania początkowego w zakresie edukacji artystycznej za pomocą technologii innowacyjnej. Podstawą tej koncepcji są: humanitaryzacja i humanizacja, informatyzacja, innowacyjność, ciągłość edukacji artystycznej w systemie kształcenia zawodowego nauczycieli.*
Słowa kluczowe: *założenia koncepcyjne, humanitaryzacja i humanizacja, innowacyjność, ciągłość edukacji artystycznej.*

ОЛЬГА КРАСОВСКАЯ. **Концепция профессиональной подготовки будущих учителей начальной школы в области искусства с помощью информационных технологий.** *В статье раскрываются концептуальные принципы профессиональной подготовки будущих учителей начальной школы в отрасли художественного образования средствами инновационных технологий. В основу концепции положены положения, которые являются почвой реформирования высшего педагогического образования: гуманитаризация и гуманизация, информатизация, инноватизация, непрерывность и степенность художественного образования в системе профессиональной подготовки учителей.*
Ключевые слова: *концептуальные принципы, гуманитаризация и гуманизация, информатизация, инноватизация, непрерывность и степенность художественного образования.*

OLGA KRASOVSKA. **The conception of professional training of future primary school teachers in the field of art education by means of information technologies.** *The article deals with the conception of professional training of future primary school teachers in the field of art education by means of informational technologies. Humanitarization and humanization, informatization, innovation, continuity and steppedity of art educating in system of professional training teachers are the main propositions of this conception. They are basis for reforming of higher pedagogical education.*
Key words: *conceptual basis, humanitarization and humanization, informatization, innovation, continuity and steppedity.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Yulia Rudenko

The Organization of Self-Guided Activity of Future Nursery Scholl Teachers on Developing the Speech Expressiveness

Setting the problem. Modern vector of professional growth of pedagogical faculties students, future teachers of pre-school educational establishments, is focused on "preparing the competitive human capital for high-tech and innovative development of the country, personal self-realization, supporting the needs of the society, the labor market and state for skilled workers" [5]. In accordance with modern educational requirements a significant place in the educational process of modern higher educational establishments is given to students' self-guided work. According to the Article 26 of the "Law of Ukraine on Higher Education" the primary goal of higher education institution is "supporting the creative activity of the educational process participants, the formation of personality through the ability of independent thinking and self-organizing in modern conditions" [5]. Self-guided activity and self-guided work stands as a source of forming future nursery school teachers'

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skills and habits of self-guided development of expressive speech at the classroom and extracurricular classes.

Analysis of publications on the topic of study. The issue of arranging self-guided activity in the system of higher education has been worked out in a number of studies (A.Aleksik, S.Arhanhelskiy, A.Ayurzanayn, N.Holub, M.Kniazian, O.Kopus, V.Liaudis, P.Pidkasystiy, M.Pentyliuk, M. Soldatenko, N.Sydorchuk, O.Savchenko, T.Symonenko etc.).

The article aims at justifying the expediency of organizing future nursery school teachers' self-guided activity to develop the expressiveness of their speech.

The main material research. Firstly, let's consider the essence of the concepts of «self-guiding», «self-guided activity», «self-guided work». The concept of «self-guiding» is interpreted as «one of the personality traits, characterized by two factors: first - the knowledge and skills held by the person, second - the attitude of the individual in the process of his activity, its results, conditions of realization» [3, s.297] . The scholars interpret self-guiding as «conscious validity of actions without anybody's assistance, the desire to act based on one's own beliefs» (S.Rubinshteyn); «Activity without instructions from outside» (A.Kodzhaspirov); «personal trait, expressed in the ability of thinking, analyzing the situation, developing one's own opinion, making decisions and acting on one's own initiative, regardless of other opinions and problems that do not relate to the outlined activity» (P.Pidkasystiy).

The problem of arranging students' self-guided work became the subject matter of a number of scholars' researches (L.Holovko, S.Zaskalet, I.Shevchenko, P.Pidkasystiy, T.Stepanov et al.). The term «self-guided activity» is defined by scholars as a «complex system of interaction between teacher, student and learning object, the main component of which is the students' self-guided work; active process of gradual transformation of an object into a subject of an activity, which takes place in certain circumstances and situations, provided it is needed.» [17, p.14]; «a form of cognitive activity: an initiative position of one's own opinion appearing opinions, and contains in its structure a self-guided work» [1, p 10]; «a complex system of relationships of the students, educator and the subject of study in the process of knowledge obtaining, skills and habits mastering, control and self-control over the training activity performed with different degree of self-guiding ... (N.Kachalov, S.Shatilov) [9, p.3]; and provides «self-determination, self-motivation, self-programming of students' cognitive activity» [6, p 7].

According to scholars (T.Stepanova, I.Shevchenko), self-guided activity is possible in case a subject has got specific knowledge and skills. Among them are the following: the ability of organizing their activity; performing self-control; making adjustments into their self-guided activity; analyzing its results; comparing the results achieved with the goal and defining the ways of further work [17]. A compulsory prerequisite of self-guided work is student's self-sufficiency. It is self-sufficiency that, in scholars' opinion (T.Stepanova, I.Shevchenko), enables self-guided self-educational activity.

The terms "self-guided activity» and «self-guided work» are often considered by scholars to be the same. Thus V.Chayka understands self-guided work as «any individual's activity on achieving the goal goals without a direct participation of the supervisor, any kind of which is related to the self-guided work» [20].

Self-guided work is considered mainly as a component of self-guided educational activity «…at first: the highest level of training activity, the fundamental of higher education;… extracurricular work of students, self-guided work with literature performed out of the timetable of classes of the main educational establishment; secondly: systematic, planned, purposeful work of a student carried out by him during classroom, core classes…which involves taking notes of lectures, seminars, practical or laboratory classes, participating in discussion of some issues ... «[2, p. 279]; «a means of organizing and managing students' self-guided activities in the training process, which involves a step-by-step mastering, repetition, consolidation and application of learning material» [16]; «complex pedagogical phenomenon, a special form of training activity aimed at developing students' self-sufficiency and acquiring the body of knowledge, skills, habits, which takes place on condition of the implementation of appropriate system of all kinds of classes organization" [4]; «a form of individual work, the basis of which is learning tasks with different levels of difficulty, which are done at the classroom and extracurricular classes to acquire an appropriate amount of knowledge, skills and habits of organizing and realizing their self-guide activity without external guidance and assistance, making adjustments, holding self-control and self-evaluation in the process of doing the tasks, and, most of all, to form such character's trait as subject's self-sufficiency» [17]; «a specific type of learning activity, whose main goal is to develop the learner's self-sufficiency, to form his abilities, knowledge and skills indirectly through the content and methods of all types of classes» [7, P. 14-15.]

«student's learning activity which is planned, performed according to the task under teacher's methodical guidance and supervision, but without his direct involvement. [11 S.309]; «teaching method that extends and deepens the knowledge obtained in the classroom, ... develops creativity, independence, confidence» [12, p. 35]; «a form of expressing a certain way of subject's activity, aimed at performing an appropriate teaching task… to obtain a new, previously unknown to him knowledge, regulating and strengthening already acquired knowledge [14].

Self-guided work is defined as a form of activity that requires students to have certain qualities represented by the objectives of their individuality, professionally significant psychic and physiological characteristics and qualities development (Yu.M. Atamanchuk); an independent search for information, its transformation, gaining knowledge system and its application for solving a number of professional tasks (S. I. Arhanhelskyy); self-guided work is essential condition of student's self-organization and self-discipline in mastering the techniques of professional activity, cognition and behavior; it serves as an important tool of teaching supervision over student's self-guided cognitive and scientific activity in the learning process [18 s.269-277]. The implementation of self-study, according to the research of I.Trubnik shows that future teachers develop creativity, their academic work becomes more systematic, thereby increasing the effectiveness of their training, motivational, practical competences are formed. Self-guided work creates favorable conditions for pedagogical stimulation of studying, strengthening the role of self-esteem, business relationships between educators and students [19, C.70-74].

Self-guided work as an activity is «a form of social life, a process that implements the development of skills and socialization of individuals, transfer to them compiled by mankind knowledge, skills and habits for the purpose of supporting them for the sake of improving and harmonizing the society» [8, s.237]. The aim of self-guided work by O. A. Kopus is «full mastering of the curriculum and progressive development of students' self-sufficiency as a character trait, that plays a significant role in generating modern specialist with the highest qualification» [8, s.236]. Self-guided work, according to the scholar, provides «readiness for research activity and correlates with creativity and is formed in the process of active intellectual activity of future specialists) [8, s.239].

N. B. Holub in the system of SSW (students' self-guided work) on rhetoric distinguishes the following components: conceptual, content-

based, organizational and technological. Conceptual component (definition of objectives, approaches to the organization of SSW, the formulation of the activity motive and the result prediction); content-based component involves determining the structure of the study content, the means of optimization of the process of self-guided activity, teaching principles; organizational one involves making the rules of academic work to provide the efficiency and effectiveness of SSW; technological component contains in its structure an arsenal of necessary forms and methods for SSW implementation; evaluation of students' achievement levels; analysis of the dynamics of the student professional growth; monitoring of levels of students' creative activity [2, s.278].

S. P. Skurativs'ka classifies self-guided according to the following criteria: the nature of supervising leadership and the way of conducting control (classroom, collective); the level of obligatoriness (compulsory, recommended and initiated); the level of creativity manifestation (reproductive, reconstructive, heuristic, research), etc. [16].

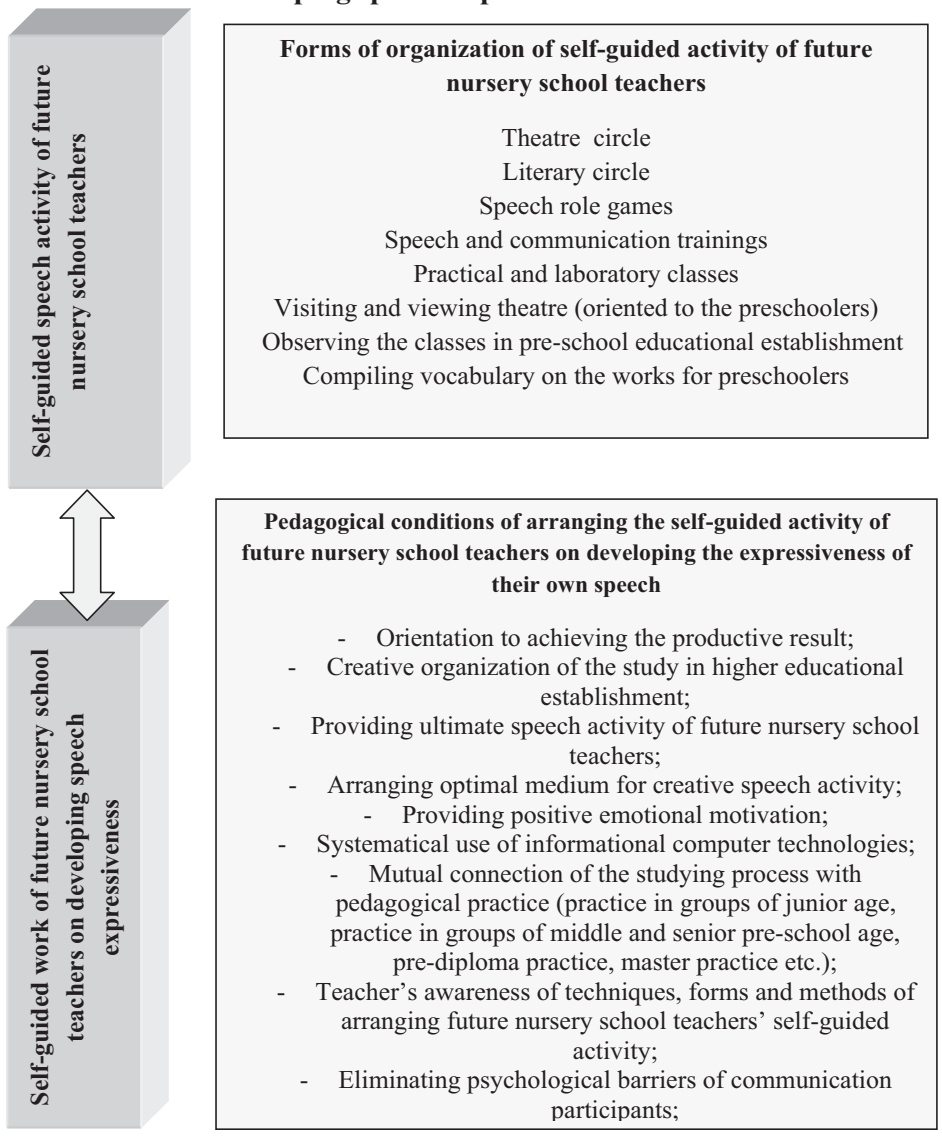
The study of scientific definitions of «self-guided work» and «self-guided activity» enables to suggest our own definition of the outlined terms. The term «self-guided activity on developing future nursery school teachers' expressive speech" is defined as a complex multicomponent interaction of an educator and students (classroom and extracurricular) that provides, at first: an active process of students' self-organization, self-motivation, self-development, self-improvement, self-esteem of their own speech activities of various kinds; secondly: the organization of various types of speech activity, in the process of which the expressiveness of speech is developed.

Theoretical course provides equipping future educators with theoretical knowledge of the theory of speech activity. The practical one involves the implementation of individual teaching and research tasks, participation in communication trainings, language games, holding press conferences, etc. The methodical course involves creative application of acquired knowledge, skills and habits in future professional and speech activity. The structure of self-guided activity is represented in Scheme 1.

We give some examples of self-guided tasks for students to practical classroom lessons and multilevel tasks for self-guided activity of future nursery school teachers designed for classroom and extracurricular work.

Special course "Methods of expressivening the speech of the future nursery school"

Scheme 1.
Organization of self-guided activity of future nursery school teachers on developing speech expressiveness



Lecture Theme: Improving the techniques of teacher-logopedist and practical psychologist speech

Basic terms of the lecture: the essence of the term of «the technique od nursery school teacher's speech". Voice. Criteria for evaluating the voice: intensiveness. Height. Range. Anatomical and physiological characteristics of the voice. The timbre of the voice (spontaneous, creative). Pedagogical voice. The qualities of professional pedagogical voice. Euphony, adaptability, suggestibility, fluency, noise-resistance, volume, stability and endurance. Training the future educators' voice. Phonological means of speech. Development of speech hearing. Speech hearing. Physical. Phonemic.

Tasks for classroom self-guided activity on developing of the expressiveness of future nursery school teachers' speech

1. Prepare a speech for parents meeting (the subject is optional). Preparing the speech tips what concerns proper breathing, basic hygiene requirements to the voice should be considered.

2. Prepare for holding the pedagogical conference on the topic «Anatomical and physiological characteristics of children's voices. The methods of works with children's voices». Students prepare mini performances - reports for 3-4 minutes, about the features of children's voices and make their speeches. Organizing committee pays attention to the best reports. After the report the students are asked questions to clarify main unclear points.

Tasks for extracurricular self-guided activity on developing the expressiveness of future nursery school teachers' speech

Practical class

Theme: Improving the technique of teacher-logopedist speech.

Aim: to explain the types of breath and the rules of doing exercises on the development of breathing exercises, to automate doing the tasks

Tasks for extracurricular self-guided activity on developing the expressiveness of future nursery school teachers' speech

1. Compile the vocabulary of figurative words based on the professionally-oriented texts (small folklore genres and text stories, stories for preschool children, phraseological units). Compiling the vocabulary students should use the indicative list of programs on teaching and educating children in pre-school: «Oberig», a program on developing children from the prenatal period to three years old (scient.supervisor A. Bogush); «Ensured start», a program on developing children of senior pre-school age (collective author: O. Andriyetti et al.); «Child», a program of

educating and teaching children of 2-7 years old (sciences. supervisor. O. Proskura); «The child in the preschool years,» education program (scient. supervisor K. Krutiy); «Ukrainian preschool», a program on developing of a pre-school child (collective author: O. Bilan et al.); «Sunflower», a complex program of development, training and education of preschool children (auth. L.Kaluska); «I am in the world» (new version), the program of development the pre-school child (scient.supervisor O. Kononko); (Letter of Ministry of education and Science of Ukraine, 27.06.2014 № 1 / 9-341).

2. Do tasks to train inhalation and exhalation. The results should be noted in the diary. The tasks are designed for 18 weeks.

Exercise "Training of deep exhalation"

The procedure: sit up straight, feet on the floor, put your hands onto your knees. Make a deep breath. Breathe out on the sound "s", "z" or "sh". The results of exhalation duration should be noted in the working diary.

Diary
in doing breathing exercises
student of _____ year, _____ group
student's last name, second name, first name

Date	Inhalation (per sec.)	Exhalation (per sec.)	Time	Notes
1.09.2014	13 hours 33min 0 sec	13 hours 33 min 22sec		

Instructions: students put down their data after each exercise. The exercise is repeated 10-20 times every day without a break for half an hour or in an hour and half after eating.

Exercise "Training of deep inhalation"

The procedure: take a deep breath, and exhale counting to 10, each time changing the final number. For example: one, two, three, four, five, six, seven, eight, nine, ten; one, two, three, four, five, six, seven, eight, nine, twenty; one, two, three, four, five, six, seven, eight, nine, thirty, and so on. The results of the duration of inhalation are written down into the diary.

3. Memorize 20 tongue twisters for each sound. Prepare to present them to an audience.

4. Compose 20 monophones (the letter is optional). Monophone is a coherent text, consisting of 5- 6 sentences in which all words start with the same letter.

The course "Methods of introducing Ukrainian ethnology in pre-school educational establishment"

Theme: Methods of introducing small genres of Ukrainian folklore

Tasks for classroom self-guided activity on developing of the expressiveness of future nursery school teachers' speech

1. To prepare the content of 3 lessons on introducing small folklore genres (optional) for each age group. 3 scenarios of lessons (junior, intermediate, senior group). Be ready to hold them in the classroom.

Tasks for extracurricular self-guided activity on developing the expressiveness of future nursery school teachers' speech

1. Write down the sayings on the theme of "politeness, courtesy," "Work-laziness", "The truth - lies", available for children of pre-school age.

2. Find 20 tongue twisters for each sound for preschoolers (e-card file).

3. Find tongue twisters and for children of different age groups (e-card file).

Theme: Methods of introducing Ukrainian folk tale

Tasks for extracurricular self-guided activity on developing the expressiveness of future nursery school teachers' speech

Write out 30 fabulous set-outs and endings (electronic version)

Prepare 3 plans of classes on introducing the tale to children of different age groups. Be ready to hold them.

Work out scenarios for children's holidays: «Visiting Tales», «Fairy Quiz» for children of senior group. Hold it.

Compile the vocabulary of expressive words based on the content of recommended by programs texts of tales.

Theme: Methods of introducing to children Ukrainian folk song

Tasks for extracurricular self-guided activity on developing of the expressiveness of future nursery school teachers' speech

1. Find texts of lullabies for children of preschool age (electronic version). At least 30 texts.

2. Compile the vocabulary of unknown to preschoolers words of Ukrainian ritual songs with their interpretation. (electronic version).

3. Prepare a selection of works of Ukrainian composers and composers of Odessa for preschoolers (electronic version). Required elements: data about the composer, titles of the works, texts, notes.

Theme: Methods of introducing to children national Ukrainian art

Tasks for extracurricular self-guided activity on developing of the expressiveness of future nursery school teachers' speech

1. Find paintings of Ukrainian artists according to the programs of teaching and education in pre-school establishment recommended by Ministry of Education of Ukraine for 2014 by current programs of teaching and education in preschools for academic year 2014 (electronic version).

2. Prepare plans of classes on introducing the paintings of Ukrainian artists to children of different age groups. Be ready to hold them.

The Course "Methods of organizing art and speech activity of children in pre-school educational establishments"

Theme: Subject and tasks of the course "Methods of organizing art and speech activity of children in pre-school educational establishments"

Methods of organizing art and speech activity of children as a science. The subject, object, content, tasks of methods of of organizing art and speech activity as a teaching discipline. Intersubject links of methods with other professional methods and methods of children's literature, pedagogy and psychology. Methods of scientific research in methods of organizing art and speech activity of children. The content of diagnostic methods of detecting the levels of art and speech activity formedness. Basic terms: art and speech activity, subject, object, tasks, methods, methods, diagnostics.

Tasks for extracurricular self-guided activity on developing of the expressiveness of future nursery school teachers' speech

Make questionnaires for parents and educators on topics: "The formation diamonological competence of preschool children in the process of acquaintance with artistic works"; "Development of verbal creativity of senior preschoolers in playing activity"; "Development of the speech of children of middle pre-school age"; "Development of figurative speech of senior preschoolers in fine-speech activity"; "Enriching the vocabulary of senior preschoolers with expressive words by means of Ukrainian folk tale"; "Formation of expressive and emotional competence of preschool children in the process of art and speech activity"; "The development of expressive speech of senior preschool children by means of poetic works of M. Pidhirianka."

Lecture Theme: Methods of organizing art and speech activity of children in pre-school educational establishments

Tasks for extracurricular self-guided activity on developing of the expressiveness of future nursery school teachers' speech

1. Find proverbs and sayings to introduce preschoolers of different

age groups on themes: «Nature», «Human economic activity», «Human relationships», «Human drawbacks and faults» proverbs on moral and other topics.

2. Find texts of puzzles for all age groups (descriptive, negative, comparable) folk and literary.

3. Find texts of lullabies for children.

4. Find entertaining texts for young children.

5. Find texts of tongue twisters (tongue-twisters for developing articulation, tongue-twisters-puzzles, funny tongue-twisters).

6. Find rhymes

7. Find texts of Ukrainian folk tales and divide them into groups: «About Animals», «Social and everyday», «Fairy», «Cumulative» «Annoying.»

8. Prepare plans for classes: Introduction of the small folklore works; the summarizing conversation «My favorite fairy tale»; The story of Ukrainian folk tale (age group and tale are optional); Didactic fantastic game on the content of the tale; the plan of conversation on the content of tale illustrations (fabulous illustrations make yourself)

9. Plan of the lesson on introduction the national Ukrainian writer

10. Plan of the lesson on introduction Ukrainian poet

11. Plan of collective conversation on moral and ethic topic. The topic is optional

12. Prepare a computer presentation about Ukrainian artist-illustrator

13. Plan of the lesson on introduction poetic works (age group for your choice)

14. Find works for children of humorous and entertaining orientation for children.

Conclusions. Self-guided activity of future nursery school teachers on developing the expressiveness of their own speech is a necessary condition in lingual education of pedagogical students.

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Abstracts

ЮЛІЯ РУДЕНКО. **Організація самоскеровуючої діяльності майбутніх вчителів ясел з розвитку виразності мовлення.** *Статтю присвячено розгляду питань організації самостійної діяльності з розвитку увиразнення мовлення майбутніх вихователів дошкільних навчальних закладів. Автор розглядає сутність понять «самостійна діяльність», «самостійна робота», «самостійна діяльність майбутніх вихователів дошкільних навчальних закладів з увиразнення власного мовлення». У статті подано матеріали для організації самостійної діяльності студентів з увиразнення мовлення під час аудиторних та позааудиторних годин.*

Ключові слова: *самостійна діяльність майбутніх вихователів дошкільних навчальних закладів з розвитку увиразнення власного мовлення, самостійна робота, самостійність, самостійна діяльність.*

JULIA RUDENKO. **Organizacja samoukierunkowanej działalności przyszłych opiekunów dziecięcych w żłobku w zakresie rozwoju wyraźności mowy.** *Artykuł poświęcono organizacji pracy samodzielnej studentów w celu rozwoju wymowy przyszłych wychowawców przedszkoli. Zdefiniowano pojęcia « działalność samodzielna», «praca samodzielna «, « działalność samodzielna przyszłych wychowawców przedszkoli w zakresie polepszenia własnej wymowy». W artykule przedstawiono materiały dla organizacji samodzielnej pracy studentów w celu rozwoju wymowy w ramach zajęć dydaktycznych i poza nimi.*
Słowa kluczowe: *samodzielność, działalność samodzielna, praca samodzielna, wychowawcy przedszkoli.*

ЮЛИЯ РУДЕНКО. **Организация самонаправляющей деятельности будущих учителей яслей по развитию выразительности речи.** *Статья посвящена рассмотрению вопросов организации самостоятельной деятельности по развитию выразительности речи будущих воспитателей дошкольных учебных заведений. Автор рассматривает сущность понятий «самостоятельная деятельность», «самостоятельная работа», «самостоятельная деятельность будущих воспитателей дошкольных учебных заведений по развитию выразительности собственной речи». В статье предложен материал для организации самостоятельной деятельности студентов по развитию выразительности речи во время аудиторных и внеаудиторных часов.*
Ключевые слова: *самостоятельность, самостоятельная деятельность, самостоятельная работа, самостоятельная деятельность будущих воспитателей дошкольных учебных заведений по развитию выразительности собственной речи.*

YULIA RUDENKO. **The organization of self-guided activity of future nursery scholl teachers on developing the speech expressiveness.** *The article considers the issues of organization in independent activity on the development of expressive speech future tutors of preschool educational institutions. The author considers the essence of the concepts of «self-employment», «independent work», «self-activity of future teachers in preschool educational institutions to develop their own expressive speech.» In the article the material organization of independent activity of students in the development of expressive speech during classroom and extracurricular hours is offered.*
Key words: *autonomy, self-employment, independent work, self-employment of the future tutors of preschool educational institutions to develop their own expressive speech.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Ganna Shkilyova
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The Use of Instruments of Formative Assessment of the Progress of Junior Pupils at the Math Lessons at Primary School

Problem. In terms of the new State standards for primary education, based on the principles of individually oriented and competency approaches, there is a problem of its approach to system of evaluation results of the quality of mastering of the educational material by students. Traditional assessment aims to evaluate only the level of student achievements. However, the new standard requires the State from teacher to the skills and competence (communicative, interdisciplinary, social) that will ensure the success of junior pupils in their personal and social development. It becomes difficult to a modern teacher to determine the level of formation of these skills and competencies so there is a new goal in front of the primary school teachers – to learn how to evaluate it.

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Analysis of recent research and publications. Scientists and practicing teachers consider the evaluation of many aspects. Thus, the function evaluation pointed out in his works Sh. Amonashvili; the researches of N. Andreev, VI.Volkov, S. Lomako etc. were devoted to the motivating functions of assessment; T. Kanivets disclosed foundations of educational assessment in her study [2]; the evaluation of students studying in foreign schools was described in O. Lokshina works; modern means of evaluating of learning results are described by Burkitova A., A. Dudkina, Smalykina N., R. Shakirov [3]. S. Kalaur focused his attention on the preparation of future teachers for assessment of student achievements of natural subjects. However, unfortunately, the publications devoted to the preparation of primary school teachers to evaluate the junior pupils progress in learning weren't found.

There are three models of evaluation described by contemporary scholars:

- model of comparison;
- model of standards;
- model of development (formative assessment).

T. Kanivets considers evaluation based on the model of comparison as evaluating the quality of education. This model gives the teacher an opportunity to find out how students have achieved the level of knowledge and skills specified in the State standard. Analysis of the results of this evaluation provides an opportunity to identify problems in learning specific educational material and make relevant recommendations for improving the content, forms and methods.

The evaluation based on the model of standards gives an opportunity to compare the results of individual student learning progress with the result of the particular group standard to rank this student among other pupils in the class.

The evaluation based on the model of development is defined as a personality oriented. The objective of this model is to monitor the dynamics and learning progress of a pupil, but not his knowledge, abilities and skills in specific subjects. In some publications this model is called as formative assessment [2, p. 18-19].

The aim of the article is to review the instruments of formative assessment and the ways of its use at the lessons of mathematics in elementary school.

The main material. In the post-Soviet area the formative assessment was described at works of Russian scholars G. Golub, J. Fishman. [5].

In Ukraine, the problem of formative assessment was developed by N. Dementiyevska and others. Based on the researches of foreign scientists P. Black and D.William Ukrainian scientists approve that the use of formative assessment in learning leads to a significant improvement of its quality [6], because this model of evaluating aims to help each student to identify the gaps in his knowledge and see the progress of his own learning.

Formative assessment is a purposeful process of monitoring the education of the student. Formative assessment is informal, which means that teacher doesn't put any mark into the class register. This assessment is based on the assessment in accordance with the criteria and provides feedback through the "student - teacher" system. If the assessment is intended to improve the learning process based on individual student needs, it becomes formative.

The purpose of formative assessment is to correct teacher's and pupils' activity in the process of learning. This involves also students into the process of setting educational task to improve their learning results [3, p. 11-12].

Formative assessment is based on the following principles:

1) the teacher should provide regular feedback with his pupils;

2) the teacher should teach his pupils the principles of self-esteem assessment, how to improve their own learning results;

3) the teacher must change the methods and forms of teaching basing on the changes in learning results that are demonstrated by students;

4) the teacher should be aware that the assessment only with mark reduces the self-esteem of pupils and reduces the motivation to study in general [5].

To make formative assessment effective in the classroom a teacher should:

- formulate the purpose of the lesson;
- identify opportunities for pupils, to demonstrate them how they will achieve the goal;
- focus pupils on the results of their learning activities;
- set aside time in the classroom and provide pupils with an opportunity to discuss their progress;
- monitor the pupils' discussion and record everything that deserves attention;
- review his teaching plan basing on pupils results;
- create evaluation form to help pupils make their self-assessment

and correct their study.

If the primary school teacher will use formative assessment before starting teaching the topic, the analysis of the results will help him to determine the educational needs of his pupils, discover what exactly pupils already know about the subject of the new topic, how deep they know the material, to outline the interests of pupils, and formulate the purpose of learning basing on these information.

Formative assessment may be used in the process of studying the topic. In this case, the teacher can encourage pupils to work independently, organize them into groups, to check how they learn academic material, to motivate them for further work.

There are several strategies of formative assessment aimed to improve learning results:

1) strategies of assessment of pupils' educational needs. The instruments of these strategies are: discussion, "brainstorming", analysis of graphical means of visualization of knowledge;

2) strategies of encouraging the independence in education. The instruments of these strategies are: self-evaluation forms, forms of feedback from classmates, evaluation of cooperative work in the group;

3) strategies of monitoring the progress in education. The instruments of these strategies are: informal observation of the teacher, analysis of interesting cases while studying the topic, analysis of the pupils reports;

4) strategies that check the understanding of academic material. The instruments of these strategies are: informal survey, the register of observations over the pupils activities [1].

The instruments of formative assessment that help teachers to plan effective teaching are: time graphs, tables, checklists, feedback letters etc.

Time graphs usually have a horizontal line of three segments: beginning of studying the topic, in the process of studying the topic, after studying the topic. During each segment teacher writes those assessment methods that he will use while working on a specific theme. This approach allows the teacher to easily verify that he uses different assessment methods and to define their sequence.

Choosing a table as an instrument of formative assessment, teacher creates it to show what tasks pupils should do while working on the subject, what exactly will be assessed and with what criteria. Also it's possible to add points to this table that students can get by doing certain activities.

Checklists somewhat similar to the table - they also specify a list of

tasks that pupils have to do in the process of mastering the theme and also there is an added graph in which a pupil writes when he will do this task. This can be done by a pupil himself or together with the teacher.

Feedback letters by teachers are to assess the qualitative evaluation of interim and final results of pupils learning activities. Feedback letters help pupils to set their own learning goals and plan their activities to achieve them; be informed about the results of their work in accordance with pre-agreed criteria, thus maintaining motivation to learn; receive comments from the teacher or classmates about the planning of their activities to achieve better educational results; master algorithm of evaluation of their learning progress, starting from primary school [5, p. 51].

We believe that to identify pupils progress in learning Math and to involve junior pupils in the process of self-assessment of their academic excellence, a teacher should use following instruments of formative assessment:

1) K-W-L tables;
2) weekly reports;
3) concept maps.

These instruments can be easily used by pupils of primary school and a teacher can use them at a Math lesson of any type.

K-W-L table (ukr. - З-Х-*Д* таблиця) consists of three columns with such titles as "Know", "Want to Know", "Learned." Above the table the theme is written. At the beginning of studying the topic students fill in the first column of the table by themselves or together with the teacher. They write what they already know on the subject from previous lessons or from personal experience. Then proceed to fill in the second column, which indicate what they want to know on the subject. Questions to the second column can be added throughout the whole period of studying the theme. At the end of the studying the topics they fill in the third column, where indicate what they have learned while studying the material. A

Table 1. K-W-L table (example)

Square of the shapes		
What do I **KNOW** about shapes?	What do I **WANT to KNOW** about square of the shapes?	What have I **LEARNED** about square of the shapes?
(example of pupils answers) Shapes are circles, triangles etc.	*(example of pupils answers)* How to measure the square of the shapes?	*(example of pupils answers)* Square of the shapes is measured in sm2.

teacher should mind that the third column should have answers to the questions written in the second column. For example, while studying the theme "Square of the shapes" in the 4th form a teacher can create such table (Table. 1)

K-W-L tables help teachers to revise basic knowledge of pupils before starting a new topic and according to this correct his teaching plan. After filling in all three columns of such table junior pupils are able to see their progress in learning that makes their studying motivation stronger.

Weekly reports are the papers that pupils write at the end of each week by answering three questions: What I learned this week; questions that remained unclear to me; If I were a teacher what question I would ask to the pupils to understand if they have mastered the material.

For example, when studying the theme "Fractions" in the 4th form pupils may want to fill out a weekly report answering the following questions:

- What did I learn about fractions this week?
- Which questions about fractions remained unclear to me?
- If I were a teacher what I would ask about fractions to see if my pupils understood the topic?

These reports allow teachers to identify the main difficulties and false judgments that pupils formed while studying the subject, get feedback and reorganize teaching plan. Pupils should be aware that these reports help them to move successfully in studying the topic, otherwise they will not be serious working with them.

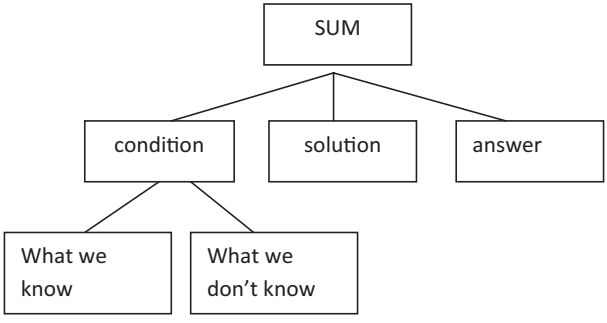
To assess students' weekly reports a teacher should distribute the answers to the second and third question to levels. M. Pynska [4] offers the following levels:

1) minimum level- the question that requests factual information (What is fraction?)
2) low level- questions that request comparative information (What is the difference between numerator and denominator?)
3) modeling level - conceptual issues and questions concerning the work that was done in previous lessons (Do we have to reduce fractions to common denominator when we need to subtract?);
4) highest level - issues that require explanations that were not given on the previous lessons; usually start with "why" (Why does nominator always smaller than the denominator?).

To identify the formation of students' mathematical concepts a teacher can use such instrument of formative assessment as a concept

map. Concept map is a two-dimensional hierarchically organized chart that reflects the structure of knowledge in a particular subject area in the way the pupil understands it. Concept map consists of names of concepts that are written in the frames and the lines that shows the connections between these concepts from the general to the particular one.

For example, while working on formation of the concept "A Sum" in the 1st form a teacher may ask pupils to create a concept map showing the parts of a sum.



Pic. 1. Concept map (example)

While assessing the concept maps teachers should pay attention to their quality indicators that reflect the accuracy and depth of knowledge of pupils. The concept map should reflect the most important concepts of topic, links between concepts must meet the scientific facts, a concept map should have enough hierarchical levels, concept map should change in a few days or weeks, according to studying new concepts on the topic. M. Pynska offers to give 1 point for each correct link between concepts, 5 points for each hierarchical level, 10 points for each correct connection between concepts from different parts of the map and 1 point for each correct example [4, p. 34].

Conclusions. Formative assessment does not improve pupils' progress in Math by itself. Junior pupils will learn Math better only if the information received by the teacher during the formative assessment will be used to help them to become more independent in the learning process, taking into account their individual characteristics. Educational activitiy of pupils is effective only if it meets the needs of the child. Formative assessment at the Math lessons in primary school is provided not only by a teacher but also by pupils because they are in the center of the learning process. Formative assessment excludes comparing pupils with each other, and focuses on

personal progress of each pupil. Skillful use of the instruments of the formative assessment at the Math lesson in primary school will let a teacher to help his pupil to identify the gaps in their knowledge and concentrate on how to achieve better results in school.

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Abstracts

ГАННА ШКІЛЬОВА, СВІТЛАНА ДУБЯГА, ЮЛІЯ ШЕВЧЕНКО. **Використання інструментів формування оцінки досягнень молодших школярів на уроках математики в початковій школі.** *У статті розкрито стратегії формувального оцінювання, проаналізовано методи та інструментарій формувального оцінювання, висвітлено особливості формувального оцінювання порівняно з традиційним оцінюванням, розглянуто використання інструментів розвивального оцінювання на уроках математики в початковій школі.*

Ключові слова: *оцінювання, формувальне оцінювання, навчальні досягнення, урок математики, початкова школа.*

HANNA SZKILIOWA, SWITŁANA DUBIAGA, JULIA SZEWCZENKO. **Wykorzystanie instrumentów kształtowania oceny osiągnięć uczniów młodszych klas na lekcjach matematyki w szkole podstawowej.** *W artykule przedstawiono strategie oceniania*

kształtującego, przeanalizowano metody i narzędzia oceniania kształtującego, opisano zalety oceniania kształtującego w porównaniu do konwencjonalnego oceniania, podano przykłady stosowania narzędzi oceniania kształtującego na lekcjach matematyki w szkole podstawowej.
Słowa kluczowe: *ocenianie, ocenianie kształtujące, osiągnięcia szkolne, progres w nauczaniu, matematyka, szkoła początkowa*

АННА ШКИЛЕВА, СВЕТЛАНА ДУБЯГА, ЮЛИЯ ШЕВЧЕНКО. **Использование инструментов формирования оценки достижений младших школьников на уроках математики в начальной школе.** *В статье раскрыты стратегии формирующего оценивания, проанализированы методы и инструментарий формирующего оценивания, освещены особенности формирующего оценивания по сравнению с традиционным оцениванием, даны примеры использования инструментов формирующего оценивания на уроках математики в начальной школе.*
Ключевые слова: *оценка, формирующее оценивание, учебные достижения, прогресс в обучении, математика, начальная школа.*

GANNA SHKILYOVA, SVITLANA DUBIAGA, YULIA SHEVCHENKO. **The use of instruments of formative assessment of the progress of junior pupils at the math lessons at primary school.** *The author described the strategies of formative assessment, presented an analysis of the methods and instruments for the formative assessment, the features of formative assessment in comparison with traditional assessment, and described the use of instruments of the formative assessment at the Math lessons at primary school.*
Key words: *assessment, formative assessment, educational progress, Math lessons, primary school.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Alla Zaitseva

Conceptual Approaches to the Formation of the Artistic and Communicative Culture of the Future Teacher of Music

Statement of the problem. Radical changes in the educational policy of Ukraine, directed to integration into the world educational space, need to preserve of features of national educational systems, improve their quality and competitiveness, focus on humanistic values, causes the conversion of the system of training future professionals in compliance with international educational standards.

In this context, to a considerable extent, updated the problems associated with the training of teachers of music as a competitive and competent professional, there is a reorientation of art education with premetastatic model on cultural, intend the education of «human culture»: culture of thoughts, feelings, cultivation of creativity, personal artistic positions.

The degree of development problems. The analysis of philosophical, cultural, psychological and pedagogical scientific literature suggests that

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the the investigated problem is considered by scientists in various aspects, namely: the philosophical and methodological approach to the problem of communicative culture as an important component of the overall culture of the individual (V.Andrushchenko, O. Arnoldov, M.Bakhtin, M.Buber, J. Habermas (Jürgen Habermas), H. Gadamer, A.Dymer, L.Kohan, V.Kulman, T.Marsel, M.Mykhalchenko, E. Mounier, L.Kohan, G. Mead (George Herbert Mead), J. Ortega Gasset, S.Sarnavska, M.Heidegger, K.Jaspers etc.); the necessary prerequisites for the problem solving of formation of this phenomenon create studies mark out the theoretical and methodological foundations of professional communication

(H.Ball, M.Kahan, S.Maksymenko, L. Orban-Lembryk, T.Tytarenko, T.Yatsenko etc); the essence and structure of communicative abilities (H.Vasyliev, N.Vitiuk, O.Leontiev, B.Lomov, M.Obozov, K.Platonov etc.); psychological specificity of the communicative competence of personality (Yu.Yemelianov, L.Petrovska, V.Ryzhov, S.Tereshchuk etc.), features of creative interaction between teacher and student in the process of learning music (L.Koval, P.Kovalyk, V.Revenchuk). Work in the field of artistic pedagogy (O.Apraksina, L.Archazhnykova, N.Huralnyk, O.Yeremenko, B.Likhachov, O.Otych, H.Padalka, O.Rostovskyi, O.Khyzhna, O.Shevniuk, O.Shcholokova etc.) cover a wide range of problems associated with finding the best ways to establish interpersonal relationships in the dyad «teacher-student». However, the analysis of methodological and methodical literature related to the thesis suggests an insufficient level of research in theoretical and methodological aspects.

Socio-pedagogical and methodological significance of this problem and the need for justification in the new socio-pedagogical conditions led to the choice of the topic of this article.

So, **the aim** of this article is to highlight the conceptual approaches to the formation of the artistic and communicative culture of the future teacher of music

The statement of the main material. One of the most important tasks of modern education is the strengthening of links between culture and education. The culture of personality characterizes not only the ability to direct dialogue with art, but also «communication about works of art», that is, interpersonal communication subjects of artistic activity, which refers to the artistic value of specific artists, their creativity, their own tastes, preferences, interests and so on. The Art, as «the highest form of communication in culture» (O.Leontiev), affects feelings, emotions, experience, personality, makes profound changes in its existential

«Ego» (L.Mitina, O.Melik-Pashaiev). In the process of music perception occurs «understanding co-creation» (M.Bakhtin) the most active holistic perception, based on the empathy of the author's vision of the world, independent creative thinking, evaluation and interpretation of image content of the composition, emotional passion intonational images that affect «the activity of music-sensor systems and the mode of functioning of cognitive processes» (L.Bochkarov). «The emotional connection and the semantic field of» unity in diversity» (V.Razhnikov), the desire to «objectivization» of personal meaning through its coordination with value-semantic field of the composer's works develops the need for discussion of artistic impressions, builds the capacity of aesthetic judgments about art work that stimulates learning about myself and other people and thus having a positive effect on the development of intellectual, emotional, and behavioral domains of personality.

So, the artistic image is the center of interpretive approaches, interpretations, which regulates and determines the vector of personal and professional relations of the teacher and the student. Such communicative situations or find «consonance» the consistency of their artistic and axiological priorities, aesthetic tastes, or make it a «dissonance» in the relations of subjects of communication. Besides, students who have shown an increased natural talent, require flexible, changing strategies of musical-pedagogical interaction, which requires the teacher's special susceptibility, sensitives in the communication process. In the process of working with this student, the teacher needs to constantly change the palette of subtle emotional nuances of relationships with the personality of the student to exercise tact and delicacy to maintain his creative initiatives manifestations of artistic intuition, etc.

From this it follows that the educational process may not be productive outside the establishment of appropriate communicative strategies in the educational process.

In substantive terms, the notion of «communication» is closest in meaning to the concept of «interaction» (the relationship), «mutual influence» [6]. Thus, the concept of «artistic and communicative culture» logically links the definition of the essence of pedagogical communication (interaction, relationships) in a system, defines it as a holistic psychological, spiritual formation. Besides, the definition of communication using the categories of culture, directs meaningful definition of this phenomenon from the position of the humanistic direction creative interpersonal relations between teachers and students.

Taking into account the main provisions of methodological approaches to the development of modern art education: humanistic direction mastering the art; the national foundations of the artistic development of the individual; actualization-individualized approach to art education; implementation of field-artistic context of the professional art education; ensuring kulturosoobraznoj learning and the optimal balance between cognitive, ocenview and creative learning activities [4, 43], the essence of the artistic and communicative culture of the future teacher of music considered from the positions of the methodology of the system, synergetic, acmeological, student-oriented, cultural, axiological approaches.

In the system each of these approaches summarize the main sources of philosophical knowledge, the content of which directs the understanding of the problems of the formation of the artistic and communicative culture of the future teacher of music, namely: providing interdisciplinary connections based on a systematic approach; achieve kulturosoobraznoj musical-pedagogical training on the basis of cultural approach; take into account in the educational process of the internal resources of the personality of the teacher and the student and potential impact of external artistic environment based on a synergistic approach; this approach also involves the actualization of the principles of activity, dialogic, self-reliance, initiative, creativity, when the participants of the educational process appear open, self-regulating, semideterminate systems, aspiring to the development of subjectivity; the assistance of subject-subject of the creative interaction of the teacher and the student on the basis of personality-oriented approach; the definition of objective and subjective factors that contribute to or hinder the achievement of the vertices of professional development on the basis of acmeological approach; the acquisition values the cultural aspects of the art of communication based on the axiological approach.

Among these approaches, a special role is played by the *existential-reflective* approach. Methodology of pedagogical existentialism is built on his philosophical ideas. Soren Kierkegaard was founder of existentialism danish philosopher and writer, who first formulated the concept of «existence» is «internal» Genesis personality. Existentialism – the doctrine that a man's existence (existence - existence) is rational is not to be known and mastered direct experience; existence – clarification unique individual personality, the attainment of the ultimate meaning of human existence, his relationship with the world» [5, c. 70].

Classic Ukrainian philosophy rational existential meaning of life, human relations, adoption of the ideas of kindness, mercy, love, associated with the views of the philosopher Hryhoriy Skovoroda. The problem of existence, their own life values, according to the philosopher, is solved only by the heroism of self-discovery, through which is «internal», «heart», «only» person. The philosophical heritage of existentialism in Ukraine are also associated with views M.Chyzhevsyi, M.Berdiaiev, M.Kotsiubynskyi, L.Ukrainka: «knowledge of human existence and understanding of the world through human existence» (M.Berdiaiev); the existential study of man's inner world in the form of art - the stream of consciousness (M.Kotsiubynskyi); in creating romantic-existential art world personalities, which absorbs heartiness and moral purity of actions and feelings» (L.Ukrainka).

One of the main ideas in assistenzarzt is the idea of cooperation between the subjects of the educational process. «The Ego» and «Alius» must be in harmony. But it is possible if «Alius is true for myself out of it being for me, and if we are there for each other. We both have outwardly manifest and except for «the term itself» – my view of myself and the other on himself, to have a perspective other is your opinion on others and their view of me [3, 8].

In the view of existentialism, the highest human freedom, for which she should be responsible – or finding your own unique project, implemented in the transcendental creative act. A.Langle is in line with the concept M.Bakhtina concerning «dialogue of cultures», affirm that «Person of another could open your personal. Other people need, in order to acquire three main types of experience that are necessary for the formation of The Ego, namely: attention and respect thereto; fair treatment from other people; their recognition of its value. Accordingly, when such conditions occur, the internal structure formation process The Ego: the attention and respect of the individual for himself; be treated fairly; recognition of own worth» [2]. Herefore, from the point of view of existential analysis, to be identical to itself – to be able to show others what you find in their intimacy, becoming open to meeting and dialogue» [2].

Summarizing the above, it is advisable to emphasize, that study of existential-reflective processes in art pedagogy is based on modern theories of humanistic psychology, according to which «effective pedagogical impact on the individual can be achieved only if the condition given its point of view on the world, redefined personal experiences, constructive, creative initiatives» (C.Rogers). It should be observed that it is extremely

important in the educational environment to create a relationship of this type, when «person is valued as an individual, inner experience empatia understand and accept, given the freedom to experience their feelings and the feelings of others without any threats» (C. Rogers). Such relationships are constructed in the space of dialogue, where are most fully implemented the principles of subjectivity, mutual values, mutual respect and cooperation.

From this point of view, methodologically, it is important rationale egzistencializmo provisions for higher freedom of man and his responsibility, identifying a person's own unique project and implements it in the transcendental creative act. This provision is extremely important methodological significance for musical-pedagogical education.

Conclusion. Thus, existential-reflexive strategy of musical training involves teaching the installation on the value aspect of artistic and creative interaction between teacher and student, the spiritual ascent on the basis of the expansion and deepening of relations between the subjects of the educational process, motivation and experience musical and communicative dialogization of consciousness and communication, active involvement of the artistic and communicative skills of students in the field of pedagogical activity. The essence of the existential-reflexive approach we see in sequential dalaga consciousness and activity of the teacher and the student on the basis of:

- harmonization of emotional and intellectual dominance relationships in the educational process;
- attracting creative innovative technologies that contribute to the consistency of creative relationships in academic and musical performances;
- multilevel continuous preparation of future teacher of music in a strictly logical complexity of tasks, the formation of communicative competence, personal and professional qualities;
- step-by-step development of the artistic and communicative relationships between teacher and student (personally, axiological, reflective, spiritual and existential);
- establishing spiritual energy balance between the actions of the teacher, aimed at permanent enrichment of the students ' experience of creativity, and the existential needs of the students in implementing their own reflective and creative «The Ego»;
- creation of conditions for creative self-presentation and experience of the situation of the success of each of the entities of the artistic

and communicative action by performing integrated variable-creative tasks specially in simulated situations;
- the expansion of communication between teacher and student (successive involve its in the activities of the artistic-aesthetic, axiological, constructive-reflective and spiritual-creative nature);

As professionally significant qualities of the personality of the future teacher of music, rtistic and communicative culture integrates not only communicative competence as a set of knowledge, skills, experience, artistic and communicative activity, and determines the funds of the organization axiological, interpersonal, intercultural interaction in the system «teacher-student», become stimulates the awakening in the minds of the students the desire to be creative.

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Abstracts

АЛЛА ЗАЙЦЕВА. **Концептуальні підходи до формування художньої та комунікативної культури майбутнього вчителя музики.** *У статті актуалізовано проблему теоретико-методологічного забезпечення підготовки майбутніх учителів музики у педагогічних університетах. Обгрунтовано можливість застосування екзистенційно-рефлексивного підходу до формування художньо-комунікативної культури майбутнього фахівця. В логіці цього підходу акцентується увага на реалізації діалогово-творчої комунікативної стратегії у процесі музичного навчання як умови забезпечення високого (духовно-екзистенційного) рівня художньо-комунікативної культури майбутнього педагога-музиканта.*

Ключові слова: *художньо-комунікативна культура, майбутній вчитель музики, екзистенційно-рефлексивний підхід.*

АŁŁA ZAJCEWA. **Konceptualne podejście do kształtowania artystycznej i komunikacyjnej kultury przyszłego nauczyciela muzyki.** *Artykuł dotyczy problemu teoretyczno- metodologicznego wsparcia przygotowania przyszłych nauczycieli muzyki w uczelniach pedagogicznych. Udowodniono możliwość wprowadzenia podejścia egzystencjonalno-refleksyjnego do procesu kształtowania kultury artystyczno-komunikacyjnej przyszłego specjalisty. Szczególną uwagę skupiono na realizacji dialogowo-kreatywnej strategii komunikacyjnej w procesie dydaktycznym jako warunek zapewnienia wysokiego poziomu kultury przyszłego nauczyciela muzyki.*

Słowa kluczowe: *kultura artystyczno-komunikacyjna, przyszły nauczyciel muzyki, podejście egzystencjonalno-refleksyjne.*

АЛЛА ЗАЙЦЕВА. **Концептуальные подходы к формированию художественной и коммуникативной культуры будущего учителя музыки.** *В статье актуализирована проблема теоретико-методологического обеспечения подготовки будущих учителей музыки в педагогических университетах. Обоснована возможность внедрения екзистенциально-рефлексивного подхода в процесс формирования художественно-коммуникативной культуры будущего специалиста. Акцентируется внимание на реализации диалогово-творческой коммуникативной стратегии в учебно-образовательном процессе как условии обеспечения высокого (духовно-экзистенционального) уровня художественно-коммуникативной культуры будущего педагога-музыканта.*
Ключевые слова: *художественно-коммуникативная культура, будущий учитель музыки, экзистенциально-рефлексивный подход.*

ALLA ZAITSEVA. **Conceptual approaches to the formation of the artistic and communicative culture of the future teacher of music.** *The article actualized the problem of theoretical and methodological support for the preparation of future music teachers at pedagogical universities. The possibility of the introduction of existentialistic reflexive approach to the process of artistic and communicative culture of the future expert is grounded. The attention is focused on the implementation of the dialog and creative communication strategy in the teaching-learning process as a condition for ensuring a high (spiritual and existential) level of artistic and communicative culture of the future teacher-musician.*
Key words: *artistic and communicative culture, the future teacher of music, existential-reflective approach.*

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Vitaly Dubina

Optimization of Complex Training for Medical Interns to Sit an Integraded Exam "Krok -3" Through Introducing the Elements of Distance Learning

In the modern Ukrainian and worldwide pedagogical practice is widely used standardized tests for knowledge measurement. They enable to charge the credits according to the level of assimilation of the material and provide overall conformity assessment of a specialist's training specified standard.

The basic requirement for some sets of tests is their validity, i.e. the ability to selectively evaluate exactly the knowledge on which they focus. The creating of a guaranteed valid test is difficult. Usually the compliance of the test unit is checked in practice and improved by selection and correction of problematic units on the basis of statistical analysis of test results.

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Therefore for the objective evaluation of knowledge (certification) of physicians standardized test blocks, approved by the relevant licensing authorities should be used. In the Medical Education the test blocks "Krok" have been developed in conformity with Ukrainian standards of education.

The structure of the tests, which are a part of these test blocks, conforms with the generally accepted international standards: a short question is followed by the five answers, of which only one is correct. This construction primarily ensures a focus on checking a specific piece of knowledge, not logic or creativity.

Thus, we achieve the main goal of "Krok", which is an accurate measurement of the mastering level of a specific program material through college or internship training. This makes possible the effective way of training especially for this exam. It seems important to take into account the specified feature "Krok" and use the most appropriate pedagogical techniques to pursue the aim.

At the stage of internship medical education all interns are given an intensive training for the last phase of the professional licensing exam - "Krok-3". The respective banks of test items are developed by leading experts of Ukrainian Medical Schools. These banks are based on the theoretical and clinical knowledge necessary for future physicians and acquired over studying at the Undergraduate University and Internship.

The block "General medical training" is adapted for medical interns' surgical, obstetric-gynecologic and therapeutic profiles and contains questions from all these disciplines, since during the internship the doctor gets a chosen specialization in a particular specialty. The block "Dentistry" includes surgical, therapeutic, orthopedic and orthodontic profiles, as well as the diagnosis and treatment of emergency conditions in dental practice. In our opinion this issue requires the special training for the exam "Krok-3" along with internship according to specialty.

In the analysis of the proposed exam "Krok-3" the most items are dedicated to the first aid methods and doctor's tactics in the emergencies cases. Other tests are dedicated to the diagnosis and treatment of diseases that are most common in the region and in which the doctor error can be fatal for the patient. There is only a small number of issues associated with exotic pathology which rarely occurs in practice or with complex or controversial issues of theoretical medicine.

In our opinion here lays the main difference of Ukrainian exam "Krok-3" from its American counterpart "Step-2", which requires a lot of

small details of casuistry and do not reflect the general level in average learning, but rather the level of student's mastery of specific textbooks.

Each question of exam "Krok-3" has the same assessment in points (one point). That's why, given the specified time limit (on average 1 minute for a question), the intern should be clearly oriented in time and be able to decide on the feasibility of understanding a hard question, perhaps preferring the easier one for him. It is important to follow the optimal algorithm of the examination as a whole so as to achieve the main goal - the highest possible amount of points. Also the important role plays a booklet format and the general environment of the exam, so it makes sense to provide training like a pilot exam that fully simulate the real one.

The databank of the exam questions is only half updated each year. Other issues remain unchanged but the order of answers changes continuously. That's why they look like as a rational approach to improve results of training using the questions that were proposed in previous years exams.

Given present specificity of the exam "Krok-3" we have proposed an effective complex training system for quick and quality achievement of the acceptable results. Training is supposed to go from the beginning of the internship continuously with the mastery of professional specialty at the same time. For the best results the different forms of training are simultaneously used .

First, a regular self-study internship with "Krok-3" bank questions from the last year. To ensure the effectiveness of this type of training the set of questions is produced in both paper and electronic formats. In the above issues a correct answer does not always go the first place, which encourages interns to remember the essence of the answer, but not its place.

The other type of training is the use of educational local software and online portal purposefully developed to use the issues of the last year bank "Krok-3". While working with the program an intern can choose either a group on a specific topic or profile or all the questions. Application provides a random selection of a given number of items and, if necessary, work out a time limit (1 minute per question), displays the time and the number of remaining questions, informs a total number of correct answers or indicate the correct answer to each question. At the end of testing the program calculates the percentage of correct answers and stores the result in the cloud to analyze the dynamics of each intern training and the academic group as a whole.

The program operates on the basis of interdepartmental computer class at the Faculty of Postgraduate Education and at remote clinical bases. Also the software is freely available on electronic media to interns who want to train at home in extracurricular time.

For more effective training the online portal is developed and implemented in mandatory training for exams "Krok-3": "General medical training" and "Dentistry". It allows for medical interns to train by a convenient for them extracurricular way both during academic and clinical parts of the internship. The portal is available at http://medtest.dentaero.com/ and http://test.dentaero.com/.

The usage of this portal is possible with any fixed or mobile device (desktop computers, laptops, tablets and mobile phones) wired or wirelessly by connections to the Internet. Portal provides individual users secure access using pre-registration and a personal password. Single block includes 200 tests, randomly selected from a database of over 2000 units of examinations previous years. During the generation of a test block the priority have units for which a specific user gave a wrong answer during previous testing. This ensures individualization of training by repetition of more complex custom themes. Also an intern can pause or abort the test at any time and get an intermediate result.

Common test results separately for each user, the time it stays active on the portal, the number of processed tests are available for the analysis of the portal administrator (Dean of the Faculty of Continuing Education) and can be represented as a rating level of training users and the degree of assimilation thematic sections studied at relevant departments (courses). Thus, the mechanism implemented effectively identify potentially poorly performing interns requiring individual classes and determine section, which are more difficult to grasp with the following redistribution of study time and improve their methodologies.

The pilot implementation of the mandatory training using an Internet portal was provided in 2013 for the medical interns who before the exam had begun to study immediately on the clinical bases. These interns traditionally devote most of their time to the clinical training and pay less attention to the theoretical basis required for a license exam.

Proposed complex training has shown a high efficiency based on higher exam points and provides the suitable instruments for individual work with poorly performing interns. There was a significant correlation between the total number of questions processed by the intern at the portal and his exam results.

Another effective type of training is to simulate pilot tests using the real booklets after the last exam. The groups of interns simultaneously perform the full pilot test (200 questions during 200 minutes). The test is conducted in a similar audience for the psychological adaptation of interns to the real conditions of the future examination.

The results were recorded in a special form similar to a real one. Testing is conducted using templates answers after scanning the completed forms and converting answers to E-format. As a result this training has formed the skills to optimize an approach to the examination by focusing on achieving the best general result for a limited time.

For a better orientation in exams content by topics a current interim testing has showed as very useful. So, during and at the end of each course according to thematic curriculum internship a compulsory testing using exam questions "Step 3", which are pre-selected according to course topics is carried out. After testing interns together with the teacher analyze their answers, discuss controversial issues and collectively cooperate in the group. This type of training is focused on the essence of tests rather than on rote memorization of template answers.

Thus, the proposed method of training interns for "Step 3" licensing exam is based on the features of the exam structure:

- primarily estimates the level of overall knowledge rather then exotic cases;
- questions appropriate for all profiles and specialization of medical interns;
- the focus on dedicated emergency cases, doctor tactics in extreme situations, and the diagnosis and treatment of disease the most widespread in the region;
- each question has the same "assessment" and the same time limit;

Effective training is possible by using the following methods:

- self-study a common database of questions exams recent years;
- using the educational software at the academic and extracurricular time;
- pilot tests using sets of questions exams recent years;
- analysis and discussion of the selected questions with specified thematic during the relevant courses in accordance with the curriculum of the internship.

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Abstracts

ІГОР СКРИПНИК, ПЕТРО СКРИПНИКОВ, ОЛЕКСАНДР ГОПКО, СЕРГІЙ ГАЄВСЬКИЙ, ВІТАЛІЙ ДУБІНА. **Оптимізація комплексного навчання для лікарів-інтернів та стаціонарного інтегрованого іспиту «Крок-3» шляхом впровадження елементів дистанційного навчання.** *Проведений аналіз особливостей будови та методики проведення українського іспиту Крок-3 на отримання ліцензія лікаря спеціаліста. З урахуванням виявлених особливостей розроблена ефективна методика комплексної підготовки до іспиту, що включає різні форми як аудиторних, так і позааудиторних тренінгів. Рекомендовано тренінги з використанням питань минулих років та пілотні тестування в умовах схожих на умови реального іспиту з метою психологічної адаптації інтернів. Розроблене програмне забезпечення для локального та дистанційного тренінгу та подальшого аналізу його результатів з метою виявлення відстаючих інтернів та навчальних дисциплін, які потребують*

покращення методичного забезпечення. Впроваджене обов'язкове дистанційне тестування інтернів, які стажувалися на клінічних базах в період безпосередньо перед іспитом. Отримані результати свідчать про високу ефективність рекомендованої комплексної підготовки та тісну кореляцію між інтенсивністю використання запропонованої схеми та результатами іспиту в балах.
Ключові слова: *дистанційне навчання, навчання лікарів – інтернів, ліцензійний іспит "Крок-3".*

IGOR SKRYPNYK, PETRO SKRYPNYKOW, OLEKSANDR HOPKO, SERHIJ GAJEWSKI, WITALIJ DUBINA. **Optymizacja kompleksowego kształcenia lekarzy odbywających specjalizację oraz stacjonarnego egzaminu zintegrowanego „Krok-3" poprzez wprowadzenie elementów edukacji zdalnej.** *W artykule przedstawiono analizę struktury i metodyki przeprowadzenia egzaminu „krok 3" na zdobycia licencji lekarza specjalisty. W wyniku analizy opracowano efektywną metodykę kompleksowego przygotowania do egzaminu zawierującą różne formy treningów. Opracowano także program komputerowy w celu realizacji treningu lokalnego, jak i zdalnego z po dalszą analizą jego wyników. Otrzymane rezultaty wskazują na dużą skuteczność proponowanego kompleksowego przygotowania, a także na korelację pomiędzy intensywnością stosowania proponowanego schematu a wynikami egzaminu.*
Słowa kluczowe: *kształcenia na odległość, szkolenia dla lekarzy stażystów, egzaminu z języka ukraińskiego „krok 3"*

ИГОРЬ СКРИПНИК, ПЕТР СКРИПНИКОВ, АЛЕКСАНДР ГОПКО, СЕРГЕЙ ГАЕВСКИЙ, ВИТАЛИЙ ДУБИНА. **Оптимизация комплексного обучения для врачей-интернов и стационарного интегрированного экзамена «Крок-3» путем внедрения элементов дистанционного обучения.** *Выполнен анализ особенностей структуры и методики проведения украинского экзамена «Крок-3» на получение лицензии врача-специалиста. С учетом выявленных особенностей разработана эффективная методика комплексной подготовки к экзамену, включающий различные формы как аудиторных, так и внеаудиторных тренингов. Рекомендованы тренинги с использованием вопросов прошлых лет и пилотные тестирования в условиях, соответствующих условиям реального экзамена с целью психологической адаптации интернов. Разработано программное обеспечение для локального и дистанционного тренинга и дальнейшего анализа его результатов с целью выявления отстающих интернов и учебных дисциплин, которые нуждаются в улучшении методического обеспечения. Введено обязательное дистанционное*

тестирование интернов, которые стажировались на клинических базах в период непосредственно перед экзаменом. Полученные результаты свидетельствуют о высокой эффективности рекомендуемой комплексной подготовки и тесной корреляции между интенсивностью использования предложенной схемы и результатами экзамена в баллах.
Ключевые слова: *дистанционное обучение, обучение врачей - интернов, лицензионный экзамен «Крок-3».*

IGOR SKRYPNYK , PETRO SKRYPNYKOV, OLEKSANDR GOPKO, SERGEI GAEVSKIY, VITALY DUBINA. **Optimization of complex training for medical interns to sit an integraded exam "Krok -3" through introducing the elements of distance learning.** *The analysis of the structure and methodology of Ukrainian Step 3 exam for applicants of medical license has been carried out. Given the revealed features was developed an effective method of complex training for the exam, which includes various forms both classroom and extracurricular training. The proposed methodology of the training uses the questions of recent exams. Proposed the pilot testing is carried out under conditions similar to the real exam for the purposes of the psychological adaptation of interns. Developed software for local and remote training and further analysis of the results to identify poorly performing interns and disciplines that are in the need to improve the methodologies. Implemented mandatory remote training for interns was conducted as an internship in clinical training base in a period just before the test. The results show the high efficiency of the recommended integrated training and close correlation between the intensity of use of the proposed scheme and examination results in points.*
Key words: *distance learning, training for doctors - interns, License exam «Krok-3».*

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INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Olena Pysarenko

Assumptions on Allocation of Education Information Component

This article raises the issue of searching the assumptions based on which the informational component of the society in general and education subsystem in particular is allocated.

Given the extensive discussions of issues related to the search for the role and place in information in the broader spheres of society life, which are carried out in modern scientific community, it seems obvious to conduct the search for initial premises to highlight the information component of education derived from the modern current trends towards society consideration, including the ideas of society *information provision* and *information saturation*.

This article is based on the works of scholars such as Orlova M.I., "From information society to knowledge society: conceptualization of a new paradigm of civilization development", Krul A.S., "Information structure of social systems", Bolotov K.O., "Information as a philosophical category: ontological and epistemological aspects".

The purpose of this paper is to identify the key assumptions which may be used as a basis for selection and substantiation of education

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information component.

The following abstracts are crucial for deployment of issues covered by this article:

1. The progressive increase in the volume and velocity of information flows, especially given the role of information technology in this process, appears as a clear trend in the past decade.

2. The emergence and development of the concepts of information society, in turn, acts as a response to social scientific subsystem to increase of the role and importance of information in society.

3. The extensive discussions around the information concepts entails shifting the focus of attention of many researchers, including the recognition of information as a subject of research of different areas of expertise, both technical and humanitarian, including the sociology, psychology and philosophy.

4. The intensification of research focused on information entails, in particular, the recognition of information as a parameter (impact factor) in relation to the socially significant objects and events, including the emergence of trends for recognition of the informational nature of social relations and informational nature of human consciousness.

One of the most debated trends in the status of modern society are the ideas of information provision significantly altering the possibilities of information circulation and, therefore, the impact of information on various aspects of society life. Moreover, the discussions are going on mostly not about the availability of aforesaid processes, but in relation to the magnitude of the resulting changes in the structure and nature of modern society. In extreme cases the absolutization of such changes leads to the recognition of a fundamentally new state of society, i.e. the information society.

In particular, M.I. Orlov writes that "The theoretical setting of social and philosophical theories of the second half of the 20th century is identification of the role of information in the changing economic, social and political structure of modern society." [1, p. 237]

Regardless of solution of the problem of these ideas reality, the fact that they have become widespread and significant attention paid to them allows determining the information as a certain impact factor, or even the determinant of certain social changes.

In this context, it is proper to cite Bolotova K.O.'s opinion that "Description of phenomenon information can be traced to the ancient philosophical and religious systems, which indicates the rootedness of

information phenomenon in being." [2, p. 11]

Thus, the most obvious area of search for the main premises of allocation of the education information component is the modern concept of existence and development of society and its subsystems. Depending on the position, we have to consider two cases of search for such premises.

The first case is the search for assumptions with regard to the idea of development of a new type of society due to fundamental changes in its structure and the type of information-based social relations. In other words, it goes about the recognition of the "information society" as a special, fundamentally new form of society existence.

A similar opinion is held by Y. Masuda, noting that "... it will be the production of information and not the material product which will become the driving force behind the society formation and development." [3, p. 29]

If we accept this idea of existence of the "information" society as a fundamentally new form of social life, the information nature of the education system, or, at least, a certain part of this system, follows from the very definition of the information society, since the determinant of social development in the concepts of "information" society is information.

However, the absolutization of one factor in the development of society can lead to the one-sided interpretation of the nature and mechanisms of development, so it is required to define a certain system of interconnected socially important factors jointly determining the development of all society dimensions.

Thus we can consistently find a place for information as one of the determining factors, while not appealing to the idea of formation of a new type of society based on its prevalence.

Furthermore, even without recognizing information as a determining factor of society development, we can justifiably recognize it as a factor of influence in respect of certain society dimensions. Thus, we come to the second group of its premises.

The second case is the search for assumptions from the standpoint of society development sustainability given the growing influence of information in the system of real structures and public relations. That is, if we perceive "information" society only from the standpoint of accelerating the development and dissemination of technology, i.e. as a society of information technology. Thus, considering the above factors, it will be more correct to use the term of the "*informative*" to this society. In this context, the premised of the information component of education

are found in the nature of information society. After all, the information society as a system, its subsystems, including the subsystems of science and education, get saturated with information.

However, given the uneven development of human society as a whole, the society information saturation can be considered not as a fact, but only as a trend generated by informatization processes.

So, in fact, one must speak not about "information" society or even "information-saturated" society, but rather a society tending to ***information component deployment***.

The expansion of society information component is manifested in the following processes and phenomena:

1. increase the volume of information circulating in society;
2. increase in the rate of information flow circulation;
3. strengthening the information process dynamics;
4. the increasing role and importance of information as a resource, tool and leverage of influence;
5. information tendency towards becoming a determinant of development of certain events or processes in society, or at least a dominant;
6. dissemination of information impact on the increasing number of sides and aspects of public life.

Even at the current stage of the society informatization one can observe, first, its acceleration, and second, its extension to an increasing number of human life aspects.

The result of this process today are the trends such as acceleration of information exchange (information flow traffic) and the growing increase in the volume of information circulating in society. These trends themselves encourage paying special attention to the phenomenon of information. Moreover, given that this information is the subject and object of education (and in the case of knowledge it is also its result), and the exchange of information (information flow traffic) is a way of existence (conducting) of the education process, the attention to the information component of education is an extremely important prerequisite not only for its compliance with the current needs, but also for understanding of its inherent nature.

Thus, in line with the development of information technology, we have to admit the acceleration of information exchange in society and the increase in the amounts of information circulating therein. The speed of information flows and their capacity increases, and so does the amount

of information accumulated in society and its circulation dynamics. The role of information and information influence itself is getting stronger. The information begins to affect those areas and segments in which its impact used to be negligible. This demonstrates the trends of society information component deployment. Hence the necessity of deployment of an information component of its subsystems, particularly the education subsystem as a field which initially is information-based.

The information on the one hand becomes an important lever of influence and control in society; the specific informational tools of influence and control are developed. On the other hand, the access to information and the speed of its circulation increase the overall awareness in society, making it difficult to influence and control the same.

Thus, we can conclude that despite specific findings regarding the society "*information provision*" or "*information saturation*", the development trends of information technology and the increasing amounts of information in society is the sufficient premise to determine the information as an important determinant of society as a whole, and thus education in particular.

However, the two above named areas (information provision and information saturation) to search for the premises of allocation of the education information component are located mainly on the meta-level in relation to the education system. After all, they are derived from the state of society and the main trends of its development, and then are transposed to the education system as a part of society.

In addition, the role and place of information in society are defined largely through an analysis of external manifestations of information and information-determined processes. That is, it is the reinforcement of external manifestations of the aforesaid processes which leads to an increased interest of the scientific community to the phenomenon of information; we see the consequences and begin to look for their causes.

Thus, we have, on the one hand, to recognize the actual availability of the premise for allocation of he education information component based on the aforesaid tendencies of society development. However, on the other hand, we have to admit their certain "foreignness" to the education system.

Thus, the rationale of the information component of society in general and education in particular based on consideration of the above concepts allows to allocate only external premises to allocation of the information component. This group of premises is a clear and obvious, so it can be

taken as an *explicit* measurement of information component.

However, it is required to search for the inherent existence of the information component of both society and education based on their inner essence of existence and development. In this case, we focus on finding the *implicit* information component not manifested outside and not expressed directly.

It is highly important to prove not only the presence of some implicit information saturation of society in general and education in particular, but information saturation as an *inherent property* of the society system and education subsystems, integral and inherent to them by their very nature.

To find the internal essential premises of information component allocation, it is appropriate to cite the following opinion of Krul A.S., "The social system creates the most convenient ways of interaction inside the system and the environment, creates elements, organizations, information subsystems determining all internal and external information system interactions. This is a certain chain of the interconnected system elements constantly involved in information interaction with the environment, creating the resources, processing them, keeping the required elements and removing waste. Each system element, while performing its function, is simultaneously involved in information interaction, because it is impossible without information exchange." [4, p. 14]

So we see that the information component is a required part of society. Given the necessary information exchange between people, i.e. human communication, language and person's information exchange with the environment, objective reality, because the world is given to us through our sense organs and we perceive the information signals of the surrounding world, so the information component is necessarily present in society at any stage of its development. Thus, a person as an open system and society itself as an open system shall necessarily exchange information, and therefore have an information component.

On this occasion Krul A.S. notes that "The information structure is a set of system elements determining the external and internal information interactions involved in the production and use of social information. The information structure study should cover not only the information processes, but also the social. While the information does not exist without the media, the information architecture does not exist without the social structure and social processes which are its expression." [4, p. 14]

Thus, the further the society develops, the greater the amount of

information accumulated within the same, the more complex is this information both by content and form, and the more integral it is.

Krul A.S. writes that "The information structure formation factors are the internal factors, i.e. the kind of the social system, its material base, a set of social systems, information capabilities and information needs and external, i.e. social environment and information resources of the neighboring social systems" [4, p.15]

From here we can conclude that the evolution of social systems is necessarily accompanied with the evolution of their corresponding information structures. Thus, at each stage of society development we will deal with the corresponding information structure. Similarly, when the information structure does not correspond to the information relations existing in the society (and therefore the information needs) we get a contradiction that can be seen as the driving force of social development.

Next Krul A.S. says that "Information processes occur within the existing social relations. On the one hand, the social relations define the information exchange conditions. On the other hand, it is the information exchange that creates social relations, since the information available in all social interactions exercises a direct impact on the nature and dynamics of interaction" [4, p.17]

The idea of information structure evolution according to the level of society can be the key to understanding the contemporary society informatization, because the growing information needs caused by the society development lead to a proliferation of information structure, i.e. information. On the other hand, due to the intensification of information exchange caused by informatization increases the reverse effect of information on public relations, and thus causes a change in the same. In extreme cases this may be a reason for change of the essence of social relations, i.e. information society development. In general, we can speak of the certain trends related to essential changes in society via acquisition of informatized form by them.

The information society, in most cases, is postulated as a radically new form of society, but its certain information saturation is not really a new quality of society acquired as a result of certain changes, but is its essential feature. Human society is information-saturated from its very beginning by nature, because the society can exist only if there is communication, communication, i.e. information exchange.

In particular, Wiener says "In fact, the community extends only to the extent to which the actual transfer of information extends." [5, p. 239]

In addition, not only human society but also any community is possible only subject to the availability of information exchange (e.g. the pack of animals necessarily maintain a certain communication, a certain information exchange, although this exchange may be embodied in many different forms, such as special moves (dance) of bees transfers information and call or warn the other animals).

Further, not only society or community as the complex living systems, but also any system in general can exist only if there is certain information communication (exchange) between its subsystems (components). Thus, the information saturation is a required essential characteristics of the system.

The human society provides for communication in various forms and on various levels, verbal and non-verbal communication etc., however, all these forms are special forms (partial cases) of information exchange.

Since the philosophical approach to the study of society requires determination of the most general laws and principles of its existence and development, so we should not consider the specific manifestations and particular cases, but discover their universal premises. The information exchange as a universal principle unites and explains the issues of both social structures and social relations, as well as the other manifestations of social life on a common basis.

Thus, summarizing the above, it should be noted that it is appropriate to speak not about the presence or absence of information saturation signs of the society but the level of information saturation of such society at every stage of its development and in every fragment of its system, as well as the conformity of information saturation level to the development of information technology.

Besides information technology at the level of society, the issues of education informatization and the accompanying issues of information saturation and information in general are debated extensively. Such attention to informatization, i.e. distribution of information technology in education, on the one hand, draws attention to the relevance of information and information saturation in education, and on the other hand reduces the role of information in education only to the component of information technology.

It should be noted that information is a necessary component of education regardless of the level of information technology use in education (technical means of informatization). This thesis follows from the very nature of education as a mechanism (social phenomenon) aimed

at transfer and preservation of information existing in the society (along with the culture in general, e.g. art etc.).

One of the important premises of allocating the information component of education is to understand the availability of the information component of human society is its inherent component stemming from the very nature of human society.

The controversy regarding the society informatization or transfer to the so-called "information" society is mostly associated with acceleration of information technology development and the increasing importance of information resources in the society development. At the same time, information is a necessary part of society accompanying the same throughout its development. The information component is present in the system of society regardless of its development degree or historical stage. This stems firstly from the inherent presence (required for the human society existence). And here it is worth mentioning the thesis of informational nature of human consciousness.

In particular, Shtanko V.I. expresses the following opinion "The thinking is identical to the information process or is its particular case." Then he adds "... all aspects of mental activity can be represented as a set of "elementary information processes" and rules of handling the same..." [6, p.117].

Besides, according to Dubrovskyi D.I., "Every phenomenon of consciousness (as a phenomenon of subjective reality) is certain information inherent in a particular social individual." [7, p.139]

Indeed, the individual's consciousness is a reflection of objective reality subjectivized by this individual, and information from a philosophical point of view is usually defined as a reflection.

Certainly, the recognition of a purely informative nature of consciousness by some researchers is an extreme case of information determinism in relation to consciousness, however, even following a moderate position, it is impossible to completely reject the information saturation as one of the signs of consciousness, and information as its contents.

To sum up, it should be noted that the presence of information saturation as s sign of consciousness on the one hand, and information exchange as the characteristics of social communication on the other hand, brings us to the isolation of a group of premises which can be defined as a group of internal, implicit premises of allocation of society information component in general and education in particular.

The next thing which has to be emphasized is the essence of education as a social phenomenon. Above it was considered that the essence of the education institution is the transfer of accumulated information within the society. So the information is the subject and the result of education.

Thus, in combination with the implicit premises allocated above, we should designate the information saturation as an integral, intrinsically inherent, or even essential feature of education. Thus, we can note that the information component is not a mere part of education but its required essential component.

As a conclusion, we should note the following:

The assumptions of allocation of the society information component in general and education subsystem in particular can be divided into two general groups by their nature.

The explicit assumptions are determined based on the trend towards increase of information volumes, its circulation rate and development of information technology observed in the society system and education subsystem, respectively.

This group of premises defines the explicit measurement of information component of society in general and education in particular.

The implicit assumptions are determined by the inherent availability of internal (communication) and external (environmental) information exchange in society, as well as information exchange of each individual implemented not only in communication but also in the processes of thinking (as an internal information process) and knowledge (the process of information exchange with the environment).

These assumptions determine the implicit dimension of society information component in general and education in particular.

According to the groups of assumptions for information component allocation noted above, we can identify the internal (implicit) and external (explicit) information saturation, respectively.

Meanwhile, the implicit information saturation serves as an essential feature of society and its subsystems regardless of its development level and is related to the informational nature of consciousness and communication, as well information exchange as a sign of any open system.

The explicit information saturation depends on the level of society development and its subsystems and thus the level of awareness and communication in the society. It is the explicit information saturation development that leads to the emergence and development of the means

of storage and transmission of information (information technology), that is the informatization of society and its subsystems, including the education subsystem.

Within the range of problems this article the information provision and information saturation of society and its subsystems can be seen in the context of the dialectics of form and content in relation to the existence and development of society.

The education information component, on the one hand, can be allocated according to the information component of society as a system. Since education is a society subsystem, it shall necessarily conform to the system as a whole, i.e. based on the premises external to the education subsystem.

On the other hand, the education information component can be allocated in view of the peculiarities of the education subsystem. First, the education serves as a mechanism for information transmission in society. Second, the information is the subject and the result of education, i.e. based on the premises internal with respect to the education subsystems.

Thus, we can determine the presence of a multilevel set of assumptions for allocation of the education information component.

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Abstracts

ОЛЕНА ПИСАРЕНКО. **Вихідні положення виділення інформаційної складової освіти.** *У статті розглядаються питаня пошуку вихідних положень виділення інформаційної складової освіти. Визначено основні групи таких положень та обґрунтовано необхідність наявності інформаційної складової.*

Ключові слова: *інформаційне суспільство, інформатизоване суспільство, інформаційна складова, інформація, освіта.*

OLENA PYSARENKO. **Założenia wyjściowe wydzielenia informacyjnego komponentu edukacji.** *W artykule omówiono szereg zagadnień dotyczących poszukiwania początkowych danych wydzielenia informacyjnego komponentu edukacji. Opisano główne grupy tych założeń oraz uzasadniono konieczność istnienia komponentu informacyjnego w edukacji .*

Słowa kluczowe: *społeczeństwo informacyjne, społeczeństwo skomputeryzowane, składnik informacyjny, informacja, edukacja.*

ЕЛЕНА ПИСАРЕНКО Е.*Л.* **Исходные положения выделения информационной составляющей образования.** *В статье рассмотрены вопросы поиска исходных положений выделения информационной составляющей образования. Определены основные группы таких положений и обоснована необходимость наличия информационной составляющей.*

Ключевые слова: *информационное общество, информатизированное общество, информационная составляющая, информация, образование.*

OLENA PYSARENKO. **Assumptions on allocation of education information component.** *This article covers several issues of searching the assumptions for allocation of education information component. The main groups of such assumptions are allocated and the inherent presence of the very information component is substantiated.*

Key words: *information society, information-saturated society, information component, information, education.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Svitlana Lazarenko

The Use of Modern Information and Communications Technology in the Process of Foreigners' Language Education in Higher School

The system of higher education in Ukraine is in a transformational state. There are undergoing significant changes as a result of global processes, as the emergence of new information technologies, expanding the boundaries of communication, opening of new possibilities of communication, a significant increase in information. System of foreigners' education has become more complex and diverse in the last 10-15 years and had been affected by these processes. Thus, one of the essential conditions of teaching Ukrainian or Russian to foreigners at present stage is the use of various tools of modern information and communications technologies (I.C.T.) in the classroom – the complex of procedures, implementing the collection, receipt, storage, preservation, processing, analysis and transmission of information in an organized structure, with the possible use of computer technology. Investigating peculiarities of modern students' education, G. Levina said: "... a young

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person nowadays feels free in the internet, easily deals with search programs. He got used to obtain information in the form of hypertext, that is got used that just click on the mouse will get necessary help or information distribution, or translation of a word in another language ... Nowadays, the generation of mainly imaginative perception of the world is forming and other human brain capabilities to create optimal learning techniques should be used" [3; c. 7].

Analysis of the research shows that the problem of I.C.T use in the learning process is considered under the overall context of modern education system reformation, and allows identifying the following areas of scientific research in this field: 1) the problems of using computer technology in education investigation (B. Herushynskyi, B. Hlinskyi, T. Lavina, M. Lapchyk, V. Liaudis etc.); 2) the study of psychological and pedagogical aspects of education informatization (N. Apatova, V. Bolotov, Y. Branovskyi, H. Kruchynina, N. Pak, I. Robert, etc.); 3) analysis of the peculiarities and effectiveness of educational use of mass media means (M. Horiacheva, Iu. Ehorov, S. Medvediev, etc.); 4) study of the use of I.C.T. in teaching certain disciplines (A. Dzhalaluddina, L. Ovanes-Biekov, N. Pak, B. Khaan, N. Yankelovych, P. Sysoiev, M. Yevstihnieiev, Y. Polat, etc.); 5) the study of pedagogical and computer technology integration into modern language learning environments using I.C.T. (L. Dunaieva, E. Azimov, A. Triapelnikov, A. Shchukin, etc.).

However, as noted by P. Sysoev, there is no single system solution found for these problems [5, p. 5]. In particular, didactic and communicative potential of I.C.T. in the foreigners' language education, peculiarities of the means of I.C.T. introduction in teaching certain aspects of language to foreigners are not covered sufficiently. From this perspective, we consider O. Vasichkina's comments to be relevant: "Just as before, most teachers use computer technology only as a means of obtaining information and authentic language material, while communication capabilities of information technologies are not used enough" [6, p. 9]. Exploring I.C.T. as a mean of economic specialties students' professional communicative competence formation, researcher identifies a number of contradictions peculiar to modern theory and practice of professional communicative competence formation in the process of learning foreign languages basing on I.C.T., namely the contradictions between the need for the students' professional communicative competence corresponding the contemporary requirements and insufficient consideration of the foundations of its development; the contradiction between the society's

need for specialists, able to conduct professional activities in a global information society, and insufficient development of scientifically based theories, technologies and systems, providing the formation of students' professional communicative competence based on learning a foreign language using I.C.T.; contradiction between the significant potential of I.C.T. tools and its insufficient use in systems aimed at the development of future specialist; contradiction between existence of a large arsenal of computer systems for educational purposes and insufficient development of technology for creating students' professional communicative competence in teaching foreign languages; significant contradictions between communicative potential of I.C.T. tools and its low usage in the formation of future specialists' professional communicative competence [6, p. 15].

All the mentioned above leads to the relevance of the investigation, the main objectives of which are: 1) identify the main linguo-didactic tasks, that may be solved by the introduction of I.C.T. means into the process of foreigners' language education; 2) reveal linguo-didactic potential of I.C.T. tools in teaching various aspects of language and in shaping skills of various types of speech activity; 3) establish the structure (major components) of educational I.C.T.; 4) characterize the stages in the implementation of I.C.T. in teaching language to foreigners.

Analyzing the pedagogical conditions of hypertext technology use as a means of I.C.T. in teaching L. Y. Belenova notes that this technology facilitates the implementation of personality-oriented, activity, profession-targeted and systemic approaches to learning. "Personality-oriented approach ensures the establishment of maximum favorable conditions for the development and self-development of student's personality, revealing individual abilities and their active use in training activities. Peculiarity of individual approach to teaching students <...> is a constant attention to individual traits of each person: the type and nature of intelligence, the development level, selectivity for the content, type and form of educational material, motivation, capability to work independently. Specific nature of activity approach <...> is to focus on aiding student in establishing as the subject of his life, while being actively involved in the learning process. Profession-targeted approach is implemented by a combination of humanitarian, subject and professional activity contributing to the professional experience accumulation and ensures student readiness for independent professional activity. System approach to the educational process involves the use of special concepts

and methods, creating certain conditions for self-realization and self-expression of the student's and teacher's personality, contributing to their creative self-expression and personal growth "[1, p. 57]. All the above can be correlated with any of I.C.T. tools used in the foreigners' language education. There are the following main linguo-didactic tasks solved by the I.C.T. introduction in the process of foreigners' language education: 1) language learning motivation increase; formation of a stable cognitive activity motivation; 2) development of skills and readiness for independent language learning; 3) promotion of the students' self-esteem development; 4) increased students' activity in the process of language learning; 5) individualization of education; 6) intensification of education; 7) formation of global thinking elements; 8) increase of linguistic and cultural knowledge; 9) formation and development of skills in the 4 types of speech activities (reading, speaking, listening and writing): abilities to perceive and understand authentic foreign-language texts, analyze them; ability to transmit information in consistent and reasoned statements with respect to pronunciation, spelling, punctuation, vocabulary, morphological, syntactic and stylistic norms of studied language.

Introduction of I.C.T. tools in foreigners' language education allows significantly change the learning model. For the better understanding we suggest considering 2 learning models (models with and without the use of I.C.T.) in the table.

Due to the wide I.C.T. tools linguo-didactic potential they can be used in the mastering of different language aspects, in the skills development in different types of speech activity.

1. In teaching phonetics. I.C.T. allows listening sounds, words, phrases and texts pronounced by native speakers of the studied language. There is the possibility to adjust the sound speed according to one's level

Learning model without the use of I.C.T.	Learning model using I.C.T.
The center of learning is teacher	The center of learning is student
The essence of learning – transfer of knowledge, facts	The essence of learning – teach to gain the necessary knowledge to develop abilities and skills independently (teach how to study)
At the heart of learning activities – hidden competition between students	At the heart of learning activities – cooperation of teacher and student
Students play a passive role	Students play an active role

of perception, to break up texts into phrases, phrases into words, re-listen some fragments and compare pronunciation with spelling. Using the microphone allows evaluating the correctness of student's pronunciation, identifying errors and suggesting exercises aimed at correcting phonetic skills.

2. In teaching vocabulary. The use of I.C.T. while working with vocabulary allows demonstrating various aspects of word (semiological, structural and semantic, functional and stylistic), representing its synonyms and antonymic connections and more. Audio-possibilities of I.C.T. enable listening words from authentic speakers.

3. In teaching grammar. I.C.T. can be used when processing any grammatical material. The successful combination of options given by I.C.T. (correct material placement, use of charts, tables, animated elements, voice guidance, etc.) contributes to better mastering of material, as different perception receptors are involved. Unlimited time for the practical tasks allows students choosing the speed that is relevant to their capabilities. Automatic estimation of each student's assignments accuracy indicates on skills and abilities development level, on his gaps, on those theory aspects that should be repeated or learned more, and then offers some practical exercises aimed at repeated, additional processing of grammatical material, or conversely, having defined the student's skills and abilities level as sufficient, it offers more complex exercises aimed at improvement, enhancement and distribution of existing knowledge, skills and abilities.

4. In learning reading. The use of I.C.T. in the process of reading allows selecting the reading rate according to each student's skills and abilities level, contributes to the ability to work with additional information and reference material for self-overcoming of obstacles arising in the process of reading. A variety of exercises proposed after text comprehension contributes to the formation and development of skills to find the information of different content in text, to carry out various types of text analysis, to check the accuracy and depth of its understanding.

5. In teaching listening. Introduction of I.C.T. in the process of learning listening promotes the development of phonetic skills, lets one listen to text at a rate that the student chooses independently according to their proficiency level, enabling additional listening to snippets of text for a more complete and adequate understanding. Exercise submitted after listening, can verify the correctness of listened text perception.

6. In teaching speaking. The use of I.C.T. in teaching speaking contributes

to the formation and development of phonetic skills. Technical capacity of I.C.T. allows assessing the correctness of student's pronunciation, indicate errors and suggest exercises to correct pronunciation.

It is possible to use existing I.C.T. means (multimedia, computer tutorials, cybertexts, hypertext, etc.) or create your own in foreigners' language training. The advantage of the latter should be noted, as in this case, the teacher has to adapt the content of an I.C.T. product to the level of knowledge and skills of a particular group of students, to fill it with information that would be interesting to this particular group and would meet curriculum and technical capabilities of an educational institution. Thus any educational I.C.T. tool should include the following components.

1. Section of information and instruction. This section represents topic of I.C.T. orientation, goals and objectives of the latter, instruction on work with it.

2. Theoretical section. This section provides basic theoretical information on the topic learned. In some files additional information of linguistic, historical, cultural and any other content that would be of interest to students willing to learn the different aspects of the topic deeper can be submitted.

3. The practical section. This section provides a variety of exercises, focused on the theory, skills and abilities formation and development. Exercises should be different in complexity (the principle of individualization and differentiation of education are considered) and goal (while solving practical problems, in addition, students work on different aspects of the studied topic, develop their communicative competence in 4 types of speech activities: reading, listening , speaking and writing). The effectiveness of I.C.T. tools will be greater if in the case of a wrong answer, students will be guided to the part of theoretical material that needs to be repeated.

4. Control and generalization section. This section contains tasks which main goal is to check and identify the level of students' knowledge and skills formation, identification of gaps and guiding them to the material that needs revising.

5. Reference section. This section contains additional materials that may be useful to students in the practical tasks, such as dictionaries, grammar guides and so on.

It should be noted that all components of educational I.C.T. come under the common goal of foreigners' language education and at the same time to fit the purpose and objectives of each individual lesson.

The process of I.C.T. creation and implementation involves the following stages of work.

1. Preparatory stage: 1) determine the goals and objectives of I.C.T. in respect to the chosen aspect and stage of study, the possibility of I.C.T. use in the study of the information; 2) textual information processing to outline the required thesaurus, accentuate primary and secondary components; 3) establishment of the links between all the possible components of the information; 4) determining the strategic sequence of information representation, singling out of the key concepts that will form the basis of conceptual pattern; 5) analysis of the nature of semantic, lexical and grammatical references; 6) the construction of "navigation" on I.C.T., i.e. the transition from the basic information to the secondary; 7) determination of possibilities and ways of including tasks and exercises aimed at building and developing practical skills, control their level of development into theoretical part.

2. Main stage: 1) introduction of I.C.T. in the process of foreigners' language training; 2) control of the teacher whether the I.C.T. are used correctly, assistance in case of need.

3. Final stage: 1) evaluation of the I.C.T. implementation effectiveness in a certain stage of foreigners' language training; 2) correction; 3) improvement of created I.C.T.

With the powerful linguo-didactic potential of modern I.C.T. and undeniable effectiveness of their use in foreigners' language training, it should be noted that the careless I.C.T. introduction in the learning process can lead to negative consequences. Thus, we consider reasonable observations of O.S. Miloslavov that irresponsible use of hypertext as one of modern I.C.T. means contains the danger of knowledge integrity loss, can lead to their fragmentariness. "What is the base for the belief that the so-called "hypertext" is more effective for learning than the traditional book? .. Do not comminute knowledge, feelings too much, as they become not the ones they were originally, they are deprived of cultural and educational value" [4, p. 107]. Clearly, the use of modern I.C.T. should be valid, reasonable and appropriate. It is hard to overestimate their capabilities. Information transmission is not a guarantee to a full transmission of knowledge, culture, so modern information and communications technology is only an aid for training, though very effective and productive [2, p. 39].

Summarizing the given research, the following conclusions can be made. Introduction of I.C.T. in process of foreigners' language education

contributes to finding solutions to such basic linguo-didactic objectives: to motivate language learning; formation of a stable cognitive activity motivation; development of the abilities and readiness to independent language learning; contributing the development of students' self-esteem; increase of students' activity in the language learning process; education individualization; education intensification; formation of global thinking elements; increase in linguistic and cultural knowledge; formation and development of skills in the 4 types of speech activities (reading, speaking, listening and writing). The use of I.C.T. in teaching foreign languages allows us constructing a new model of learning, where the dominant place belongs to the student, the essence of education is not only the transfer of information but learning to acquire knowledge independently, to build and improve communication skills and abilities, in the heart of education is collaboration of teacher and student. Great linguo-didactic potential of I.C.T. allows using them in mastering different aspects of language, in skills formation of different speech activity types. For its effective use in teaching any educational I.C.T. should have the following components: informational and instructive; theoretical; practical; control and generalization section; referential. As being said, they all come under the common goal of foreigners' language education and at the same time fit the purpose and objectives of each individual lesson. Work on the I.C.T. creation and implementation of the process of foreigners' language training involves three stages of work: preparatory (defining goals and objectives of I.C.T., texts processing, establishing the connections between the components of the information, sequencing information representation, construction of "navigation" in I.C.T., the inclusion to theoretical part of the tasks and exercises aimed at practical skills formation and development, control of their development level), main (introduction of I.C.T. in the process of foreigners' language training, control of the teacher), final (evaluating the effectiveness of the I.C.T. implementation, correction, created I.C.T. improvement).

The prospects of given research may be seen in further study of modern I.C.T. linguo-didactic potential, detailed analysis of implementation peculiarities of each I.C.T. in teaching various language aspects to foreigners and skills and abilities formation in different types of speech activity, development and implementation of effective I.C.T. in the process of foreigners' language training in higher educational institutions.

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Abstracts

СВІТЛАНА ЛАЗАРЕНКО. **Використання сучасних інформаційних і комунікаційних технологій у процесі мовної освіти іноземців в вищій школі.** *У статті розглянуті сучасні засоби інформаційно-комунікативних технологій, що використовують у процесі мовної підготовки іноземних громадян у вищих навчальних закладах. Визначені основні лінгводидактичні завдання, що вирішуються завдяки впровадженню в процес мовної освіти іноземців засобів інформаційно-комунікативних технологій. Розкритий лінгводидактичний потенціал засобів інформаційно-комп'ютерних технологій при викладанні різних аспектів мови та при формуванні вмінь і навичок у різних видах мовленнєвої діяльності. Встановлена структура (основні компоненти) навчальних засобів інформаційно-комп'ютерних технологій. Схарактеризовані етапи роботи над впровадженням засобів інформаційно-комп'ютерних технологій у процес викладання мови іноземцям.*

Ключові слова: *мовна підготовка іноземців, засоби інформаційно-комп'ютерних технологій.*

SWITŁANA ŁAZARENKO. **Wykorzystanie technologii informacyjnych i komunikacyjnych w procesie kształcenia językowego obcokrajowców na uczelni wyższej.** *W artykule opisano nowoczesne środki technologii informacyjno-komunikacyjnej, które są wykorzystywane na uczelni w procesie nauczania cudzoziemców języków obcych. Określono główne zadania lingwodydaktyczne, rozwiązywane przez wprowadzenie do procesu nauczania języka obcego cudzoziemców środków technologii informacyjno-komunikacyjnej. Pokazano potencjał lingwodydaktyczny środków technologii informacyjno-komputerowych w procesie nauczania języka oraz w procesie kształcenia umiejętności w różnych rodzajach działalności lingwistycznej. Scharakteryzowano etapy pracy nad wprowadzeniem środków technologii informacyjno-komputerowej w procesie wykładania języka obcego cudzoziemcom.*

Słowa kluczowe: *nauczanie językowe cudzoziemców, środki technologii informacyjno-komunikacyjnej*

СВЕТЛАНА ЛАЗАРЕНКО. **Использование современных информационных и коммуникационных технологий в процессе языкового образования иностранцев в высшей школе.** *В статье рассмотрены современные средства информационно-коммуникативных технологий, которые используются в процессе языковой подготовки иностранных граждан в высших учеб-*

ных заведениях. Определены основные лингводидактические задачи, решаемые благодаря внедрению в процесс языкового образования иностранцев средств информационно-коммуникативных технологий. Раскрыт лингводидактический потенциал средств информационно-компьютерных технологий при преподавании различных аспектов языка и при формировании умений и навыков в разных видах речевой деятельности. Установлена структура (основные компоненты) обучающих средств информационно-компьютерных технологий. Охарактеризованы этапы работы над внедрением средств информационно-компьютерных технологий в процесс преподавания языка иностранцам.
Ключевые слова: *языковая подготовка иностранцев, средства информационно-компьютерных технологий.*

SVITLANA LAZARENKO. **The use of modern information and communications technology in the process of foreigners' language education in higher school.** *The article deals with the modern means of information and communication technologies, which are used in the process of language training of foreign citizens in the institutions of higher education. The main linguodidactic problems are solved by the introduction in the process of foreign language education resources information and communication technologies. Lingvodidactic potential of the information and computer technologies in teaching various aspects of the language and the formation skills in different kinds of speech activity are disclosed. The structure (the main components) of learning tools of information and computer technologies is set. The stages of work on the introduction of means of information and computer technologies in the process of language teaching to foreigners are characterized.*
Key words: *foreign language training, the means of information and computer technologies.*

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Forming of Technical Creative Work by Future Engineers in Vocational Education

Statement of the problem in a general view and its ties with important practical tasks. The Ukraine with its considerable intellectual potential is characterized by the low competitions being in the seventh dozen according to the global competition index [10]. The substantial part of responsibility for the low level of scientific-technical development falls on the engineering education and retraining [11]. There exists today a number of research and training centers, which have to deal with vocational training and the improvement of professional skill of specialists in enterprises and organizations [13; 15]. The key direction for ensuring the experience of engineering creative work is to be the forming of ability by a specialist to search for necessary information, to find definite rules in the aggregate of data, to find optimal solutions of complicated production tasks [3].

Distinguishing the earlier unsettled parts of the general problem. The problems of rise of creative skills by engineers and the transformation

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of the paradigm of higher technical education have been working out by U. Abdulgasis, A. Bolshakov, Yu. Kuznetsov, A. Kornilova, O. Markovska, O. Mashkina, M. Meerovich, I. Pirogov, Yu. Salamatov, Yu. Stolyarov, G. Hataenaka, G. Horuji, G. Hemel, F. Yakubov a. o.

Professional skills of future engineers require a definition of categories of those, who are taught, the choice of methods, programs and teaching forms, the information and communication technologies, using of terms, the surroundings and place of education, the provision with teaching and methodical documentation, the qualified personnel of scientific-pedagogical collectives of chairs and with a sufficient teaching and material, and the normative-technical base [14; 15]. The aim of professional training the managers and specialists is the forming of professional competency on level of the program requirements, which foresee the study of separate subjects, branches of science, technique and technology, which are necessary for realization of the future professional activity [11].

For involving the students into the rationalization and invention activities in the study process of special disciplines, the experience of organization of engineering creative work is being used (G. Altshuller [1], V. Zaenchik, V. Kudryavtsev, M. Lazarev, T. Lazareva, A. Lilikov, V. Molyako, V. Nilova, A. Polovinkin [8], B. Prakhov, M. Turov [12], S. Uvarov, M. Chechevitsina, Z. Shmakov, A. Yesaulov, P. Yakovishin [14] a. o.). On the up-to-date stage of reforming of higher education, the complicated process of adaptation by professional training the engineers to the new management conditions is not taken into account, what is braking the economic progress of society.

Formulation of the aim of work. The aim of this article is to substantiate the necessity of transformation in professional training of engineers in a direction of forming the creative inventive and the rationalization competency by utilizing the computer simulators of the type «Operator Trainer» with aim of simulating the appearance of the non-ordinary ideas while prognosticating and elaborating the innovations.

Exposition of the main research material. The achievement of the put aim is possible under conditions of introduction of realistic versions of organization and management in the teaching and cognitive activities by future engineers with the accent on creative skills, that requires the supplement to the functioning teaching plans and programs. For to-day there exists the low level of correspondence of graduates from higher technical schools to the requirements and conditions of innovation economics and technical policy in the modern production, because of the

not sufficient creative skills of specialists. In connection to that the strive of higher schools for adaptation to dynamic socio-economic processes and the scientific-technical achievements of a society becomes weaker [4]. The scientists substantiate the possibility of competition advantages owing to intellectual leadership in comparison with the increase of the market part in economics [10]. As the highest level of competition advantages it is considered the bank of own patents, innovation elaborations and licences, the availability of higher qualification of the personnel and the effective administration system [9]. The main source and the defining factor of competition in economics is producing of innovations, the intellectual potential of a nation [13].

In the teaching process of the most technical disciplines the higher schools apply the reproductive forms and methods of teaching. The insignificant part only of the engineering disciplines («Engineering creative work», «Bases of technical creative work», «Technical creation», «Bases of invention and rationalization», «Methodology of scientific investigations» as well) is taught on the near to the creative level of organization the teaching and educational process, that integrates knowledges, skills and experience of the to-day existing vocational education in higher schools. The broadening of the students' competency in creative innovation activity was believed to be facultative (selective), secondary disciplines, which are not always included into curricula. In the process of teaching special disciplines it is necessary to focus the key knowledges and skills on their practical and inventory application in corresponding branches of techniques and technology, strengthening herewith the interdisciplinary ties and forming the system-creative foundation for schooling of the innovatory engineer-inventor. In this period it is expedient to introduce into the curricula of a higher technical school the study of bases of the science of theory and practice in patenting and protection of author's right, the generalization of invention and rationalization knowledges. It arises the necessity to raise the status of disciplines on development of technical creative work to the compulsory ones and to carry over their study, beginning from the first year of studies with increase of class-studies with the laboratory-practical direction and with a detailed mastering of the branch data bank of inventions with an uninterrupted and through training of invention and rationalization [3].

The outdated paradigm of engineering training is the learning by the students a considerable volume of knowledges, abilities, habits and ways of their applications, aiming the forming of a qualified engineer-performer.

For ensuring advantages on the labor market there is a necessity in training the specialists able to make an effective contribution to strengthening of competition advantages of a firm, through a creative inventive attitude to post duties, the producing of material-technical and intellectual patent defended resources. Therefore the rely of higher schools on that the creative inventive training will spontaneously be carried out in the process of vocational training stands up to no criticism. The new paradigm of higher education has to include into training of engineers not only the ability of professional fulfillment of post duties, what very important is, but also the accumulation of intellectual potential and experience in producing of new rational ideas with their introduction and realization in restricted terms. The substantial factor for development of technical creative work is the rise of significance of the scientific-research work of students, the independent treatment of inventive themes of the special disciplines, the critical analysis of production objects and technologies, the advancement of alternative decisions. The practical production training has to foresee the inclusion into the reports on practice the own analysis about an enterprise or organization activities, the offering of peculiar technologies and projects, the working out of applications on inventions, useful models, industrial patterns as well.

The leading direction in development of a creative component of professional competency of an engineer is the attraction to solutions the invention and rationalization tasks. Such an approach stimulates additionally to a firm and comprehensive mastering by the students the base and branch contents of engineering education [15]. Many scientists forecast the perspectives of rise of the level of creative skills on a basis of the creative paradigm on account of taking down restrictions, the stimulation for searching the innovations, the attraction of heuristics, the application of methods of creative work [4; 5; 8; 12]. In the opinion of the most inventors there is no difference between clearly determined classical engineering tasks, which are to be solved in accordance with the existing technical and technological requirements, and the creative ones, incomparably more complicated, without statement of a task, determination of output data and algorithms and methods of solving, the expected results [1; 2; 8; 12; 14]. The development of the inventive thinking is stimulated by means of fulfillment by students the tasks on intuitive creation of new technical and technological units, the obtaining of uncommon alternative makings, modelling of characteristics and dependencies of elements on the basis of the obtained experience in rationalization activities. It is expedient

for future engineers to use the system of methods in the engineering creative work: «the brain attack»; the heuristic and logical methods; the morphological analysis and recombination; the automatized syntheses of the physical principle of operation and technical solution; the programmed searching for optimal technical solutions; the function and value analysis of technical objects; the algorithm of solution of inventive tasks as well [1; 2; 8; 12; 14].

One of the examples of conducting such an analysis can be utilization of the program complexes AspenOne, GasCondNeft and others for optimization of technological processes in preparation of hydrocarbon production. Creating various technological schemes after functions, and purpose and analyzing them, a student gains skills and experience of up-to-date designing and modernization. By utilization of computer programs the future engineers have an opportunity, before receiving practical tasks in the production works, to learn the working parameters of the concrete technological schemes, the interconnection of versions of their modernization and optimization (Fig. 1).

Training of an engineer-inventor foresees the work from the first year of studies in the following directions:

1. Psychological adaptation to participation in a competition for leadership in the future working activity; formation of motivation and desire to master the inventiveness and rationalization; the introduction of inventions and defended patents. Psychological activization of searches for variants in solution of inventive tasks on basis of involving and mobilization of the system of competencies and the conception about

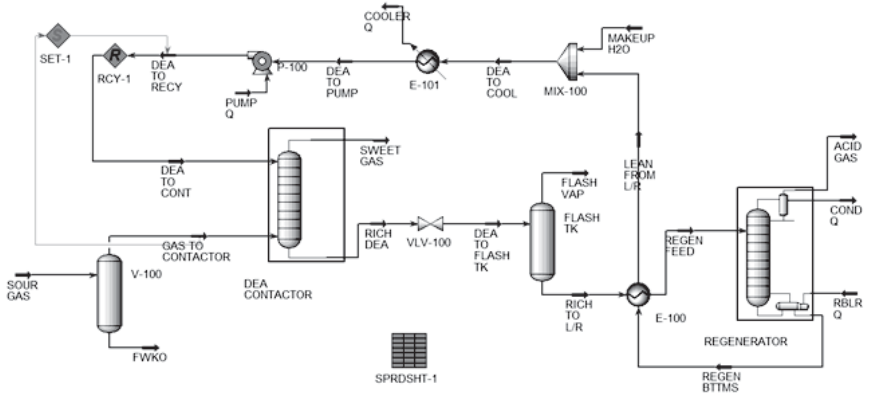

Fig. 1. The technological scheme done in the HYSYS

working out of alternative and effective solutions. Breaking the ascertained ideas about teaching and its results. Walking away from a routine in engineering activity, a keen feeling of a new, a weighed understanding of problems.

2. Theoretical and practical training in inventiveness on the basis of learning the principles and laws of development of technical systems. Use of the theory for solution inventive tasks (TSIT) [1; 2]. Utilization of the information fond of physical, geometrical and chemical effects and phenomena, application of the standard ways for solution technical and technological discrepancies, standards in solution of inventive tasks [8; 14].

3. Formation of abilities, skills and the accumulation of experience in inventive activities and the development of creative thinking. The study of the branch inventions and the suggestion of own alternative solution with stepping away from the typical instructions, requirements, formulae, algorithms. Taking into consideration the laws of development of techniques and technologies, determination of shortages and weak places, putting the inventive tasks, the prognostication of perspectives of further development of technical objects and the periods of their vitality.

4. Stimulation the students to use, every time in a new fashion, the obtained knowledge, to analyze critically the investigating objects, to define weak places and to ascertain directions of innovation changes, to propose alternative inventive solutions, to impel to study the experience of utilization of new knowledges in practice, the search for potential opportunities of theoretical knowledge in inventiveness. Accumulation the bank of data and methods for solution of inventive tasks.

The heightened requirements are put to the work of the engineering and designing groups in the oil and gas branch nowadays. The terms of working out the projects become substantially restricted, what was caused by desire of a customer to put a new object into operation as soon as possible and to receive profit. Therefore the specialists, that have modern skills and experience in work with program methods of managing the technological processes of production, will have advantages in a competition. That is why the main task of higher educational institutions is the practical training of specialists with application of achievements in modern computer technologies. For example, when comparing the time for composition a project of the block pumping station by a projecting group with utilization of classical (outdated) operation methods and by the analogous staff of elaborators, which use the modern programs

for 3D-projecting, the reduction of the project manufacturing terms is achieved by 2 – 3 times.

Aiming the strengthening of creative and inventive education of students, we elaborated the course of psychological supporting in a competitive rivalry of producing and realization of innovations, the study of laws and theories of development of technical systems, the foundations of inventiveness, the methods of solution the invention tasks with development of creative thinking and conception. The development accent of a creative idea and inventive training of future engineers is concentrated on elaboration the program ensuring of teaching and educational process. The scheme solutions of the modern settings are proposed to the students (Fig. 2, 3), where the last technical and technological achievements and elaborations are concentrated. The study of the proposed systems foresees the analysis of the objective side of their existence and the investigation of the further development perspectives. The base of development is the systematic solution of contradictions between the available quality level of the technical and technological index and the prospective requirements of a society, taking into account achievements of science. Every technical

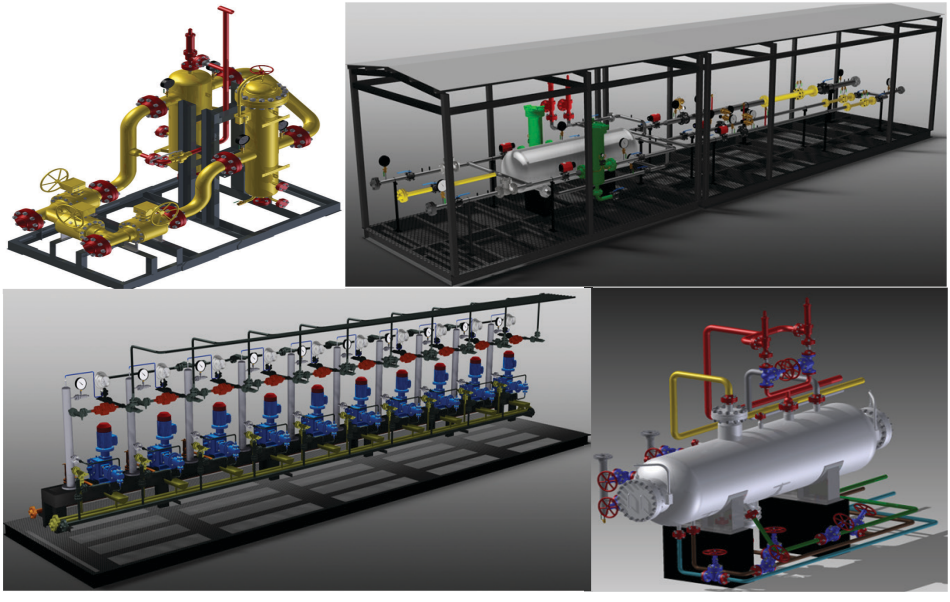

Fig. 2. Virtually elaborated analogues of the oil and gas industry settings for learning dynamics of their development and the perfection perspectives in 3D

object to be studied is described after the signs: 1) demand; 2) technical function; 3) functional structure; 4) physical action principle; 5) prognosis; 6) technological solution; 7) project.

In the process of laboratory investigations it is used the elaborated by us methodology of the complex of inventive knowledge and learnings of industrial technologies, objects and processes in statement of the system of scientific principles on the base of choice of the aggregate of cognitive methods, algorithms and ways [6]. The methodology of laboratory research contains a system of methods with peculiar functions: 1) it determines the way and sources of scientific knowledges, that reflects dynamics and prognosis of processes and phenomena; 2) it foresees the optimum way to achieve the scientific-research aim; 3) it ensures gaining from the experiment, the study of the process, phenomenon, the model of comprehensive and substantiated data; 4) it helps in interpreting, clearing and introduction of new information; 5) it ensures specifications, argumentations, corrections, the systematization of terms, laws, dependences, conceptions in science; 6) it creates a system of scientific information, indicates on possible innovations, which are based on the objective phenomena and logico-analytical device of scientific epistemology of reality.

An important moment of professional adaptation of engineers to fulfillment of future duties is their training in laboratory-practical

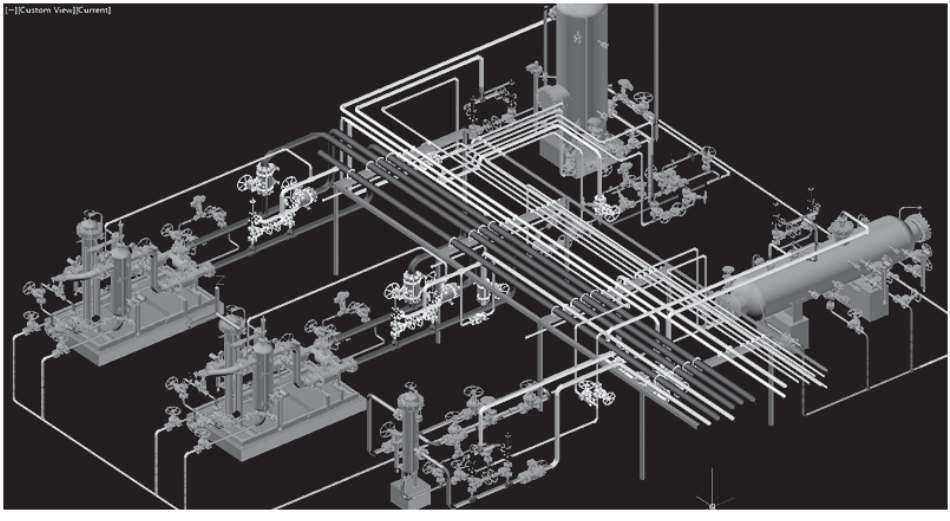

Fig. 3. Fragment of the system for complex gas preparing made in 3D

conditions. The participation of students in such studies does not always ensure an achievement of the higher level engineering qualification because of many reasons. To the substantial ones of them we take the considerable economic expenses for exploitation of the technical and technological basis of laboratories and testing grounds, and the necessity of utilization the significant quantity of materials and reactants. To solve this question it permits the organization of teaching virtual courses and trainings of carrying out the laboratory investigations. So the program, elaborated by us, gives the students an information about essence, conditions and demands to fulfill the laboratory works. The computer experiments are carried out by the students with utilization of analogues of the available material-technical base of the university with an unlimited provision of consuming materials. The fulfillment levels of virtual laboratory work are: 1) the acquainting one – investigations are conducted in form of an excursion-supervision, a student studies the process of a laboratory work and, if necessary, makes notes at key moments of the investigator activities; 2) the testing one – passing the tests on knowledge of consistency, sense and aim of a laboratory investigation, the ability to use equipment, to follow the methods of the experiment; 3) the executive one – the independent conducting of separate measurements, the systematization of data, the construction of dependencies, after results of which an admittance to the complex of investigations is obtained; 4) the scientific researching one – investigations are conducted on the virtual devices (Fig. 4) with a full application of equipment, materials and reactants, obtaining dependencies, regularities, formulating conclusions and recommendations. The final stage in practical training of future engineers is the immediate work on the equipment of laboratories and testing grounds of the university with utilization of the whole complex of investigating methods.

With the analogous methods, the production practice and training of students in the courses of working professions have been organized [7]. In the virtual production practice it is foreseen the acquaintance of students with existing industrial apparatuses and settings, the technological schemes and equipment, the organizational and administrative ties, and with functions of engineers. It was elaborated a practice for students, which study in the courses of working professions in form of a computer play (Fig. 5). There were worked out the courses for operators of oil and gas extraction in form of the computer simulator «Operator Trainer» on several levels:

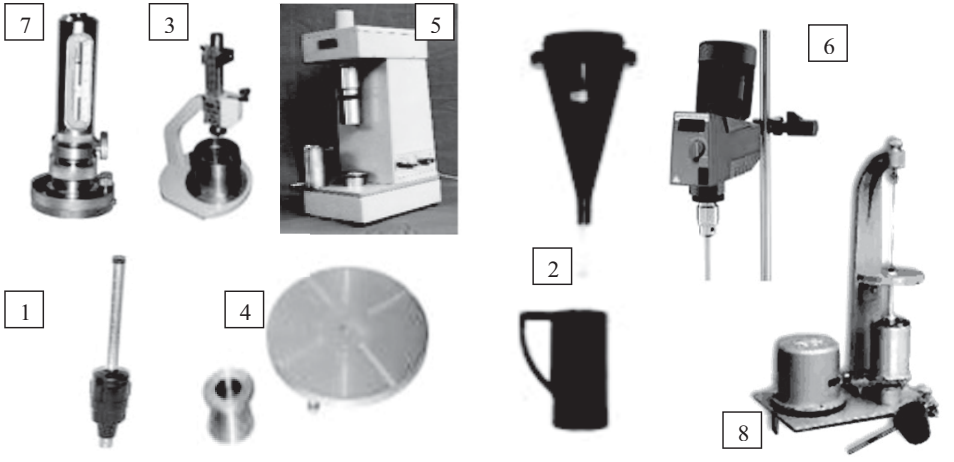

Fig. 4. The elaborated functional equipment for conducting laboratory investigations in oil and gas work: 1) aerometer; 2) viscousemeter VBR-2 and a cup; 3) the device «Vica»; 4) the cone of spreading AzNDI; 5) rotational viscousemeter VSN-3; 6) electric laboratory mixer; 7) device VM-6; 8) device SNS-2

1. The acquaintance with a field and the operator's working place, the work in a testing regime. On this stage it is given to a student an unlimited time for learning the simulator interface, the investigation on the technological scheme of the suggested setting. «Intermixing» in the bounds of virtual production, there retains in memory placing of main technological equipment, and the logic of its interaction is disclosed. The peculiar attention is concentrated on the means of CMDaA (control-measuring devices and automatics), that play an important role in controlling and managing the processes.

2. The fulfillment of post duties by an operator in full volume after successful passing the examinations and carrying out the test tasks. On this level a student has to learn the main methods of control and regulation the setting operation, the control over working parameters (pressure, temperature, level of liquid as well). In a simulation process, in accordance with the qualification level of an operator (III, IV, V, VI grade), the student is proposed to fulfill the task of corresponding complexity in a limited time, for banning the violation of a technological process. The tasks correspond to the kinds of work of operators after a post instruction.

3. The work in extremely and non-standard conditions foresees the

appearance of extraordinary situations, including the breakdown ones – the program is testing on professional fitness and psychological stability of an operator or an engineering-technical worker. The last level of computer simulation is intended for retraining operators and engineers, and for checking up and determining the level of their professional competency. In the process of liquidation of emergency situations both the one student and the academic group may take part, made by analogy with the existing in production VFBs (voluntary fire-brigades). At this stage the simulator is modelling possible emergency situations (hydration plug, ignition of equipment or a unit, decompression of equipment or a pipeline, de-energizing of a unit, act of terrorism a. o.), which are to be confined and eliminated in restricted time, acting herewith according to PLAS (Plan of localization/liquidation of accidents/accidental situations).

The key signs of the elaborated project of practical training for future engineers are: a) the problematic-investigating character of

Fig. 5. Screenshot of the computer simulator «Operator Trainer»

activities – the availability of the system of cognitive contradictions and production tasks, which run across in the real activities of an engineer; b) the interactive character in connection with a peculiar role of each student, the availability of a reverse tie, promptings and explanations if necessary, – the practical work (individual and in cooperation), in groups and brigades, the mutual training; c) the reflexion-evaluating character, the gradual achievement of a result – the estimation of achievements,

the self presentation in formulation of conclusions, recommendations on practical application, the compiling of reports, an account, the writing of a scientific work in form of projects, tables, graphs, dependencies as well; d) the practice-oriented character – the work on a concrete production-field, in a laboratory, testing ground with equipment, at a control panel, the obtaining of data about results of functioning of a technological line, the statistical accounts, the possibilities of corrections; e) the methodological character – the comprehension and adding to the students' armoury the ways, forms and methods for solution problems, the modelling of situations of fulfillment the post duties; f) the combination of different actions in single engineering work with abilities of optimum application of professional competencies, the increase of significance of constructive, designing, technological, cognitive, compensatory, affective and social strategies.

The elaborated computer-program software is being conformed and copies the system of automated control and operating the technological processes by exploitation of boreholes. The first embedding of the program gives a general idea about modern working conditions in production mines, is the acquaintance-adaptive one and foresees the training of students for the choice of the optimal technological exploitation regime of boreholes. It is presented in it the stripping of a borehole and a stratum,

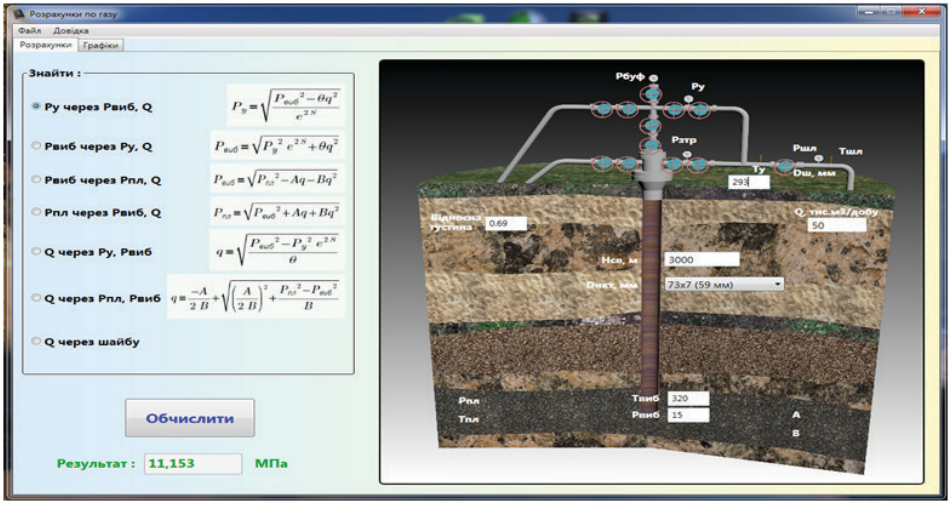

Fig. 6. Interface of the teaching program «GAZ» for the course «Technology of gas extraction»

where the possibility to set up the operation parameters of a gas borehole is derived (Fig. 6). A student chooses formulae for further calculation and analysis in the left window of the program. The working indices and geometrical dimensions are assigned in the graph window, where the field of each parameter is in the corresponding place, that contributes to quick adaptation to the interface of the program. On the embedding «Graphs» one can see and analyse the results of calculations (Fig. 7). In such a way the possibilities of creative realization of the formed professional competencies and creative achievements are opening before a student, the brain activities and associative thinking liven up due to utilization of the interesting, graphically saturated, brought nearer to reality programs such as «GAZ».

In the process of practical training the future engineers for adaptation to operation on the program software the various kinds of information and communication technologies are used. The students begin to master the methodology of computer modelling with the study of available CAD/CAM systems (Kompas, AutoCAD, Solidworks, Inventor), continue to work in the systems ANSYS, Comsol, HYSYS and in the integrated systems ANSYS, AutoCADPlant 3D, HYSYS, Comsol a. o., are mastering the skills to work in automated systems of the technological production organization, conducting a part, unit, technology under elaboration and design, from an idea (by way of projecting, constructing and testing the control systems) till immediate production and introduction. This enables

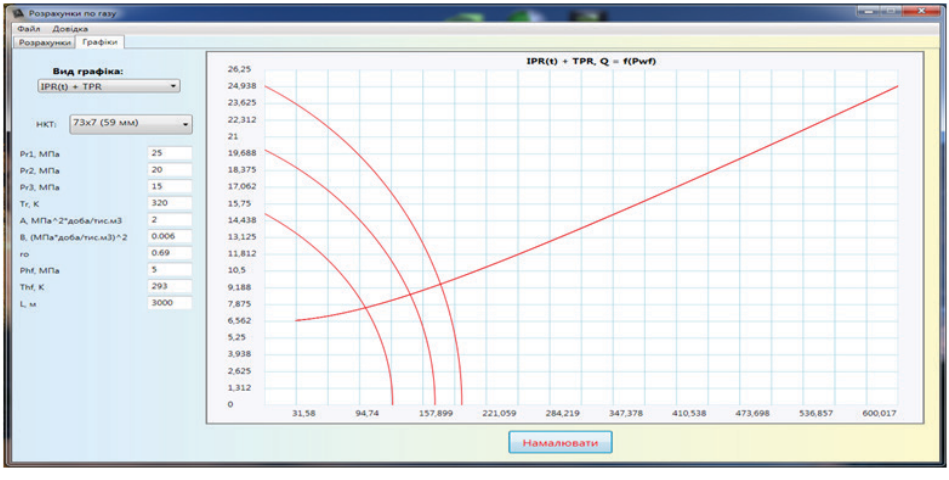

Fig. 7. Calculation results obtained in the program «GAZ»

in specially created conditions of activities of «the virtual students' project and design office» to elaborate models of real technologies and structures, to carry out designing of corresponding modules and systems.

Conclusions on the conducted investigation and perspectives of further explorations in this direction. After results of organization practical training of future engineers and the teaching disciplines on development of technical creativity in the higher technical educational institutions, the experience of introduction of computer systems for support and securing the teaching process has been generalized. The prospective directions of further work on rise of efficiency in practical training of future engineers are the elaboration of typical teaching programs and methodic recommendations for development of students' technical creativity and their attraction to designing the analogous computer simulators of the type the «Operator Trainer».

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Abstracts

АНАТОЛІЙ НІЗОВЦЕВ, МИКОЛА БЄЛЄНКОВ. **Формування технічної творчості майбутніх інженерів у процесі професійно-технічної освіти.** *У статті розглянуті питання організації практичної підготовки студентів до раціоналізаторства і винахідництва. Расскрити сутність і специфіка роботи на комп'ютерних симуляторах типу «OperatorTrainer». За результатами моделювання професійної діяльності інженерів і викладання дисциплін з розвитку технічної творчості, узагальнено досвід впровадження комп'ютерних систем підтримки та забезпечення навчального процесу вищих технічних навчальних закладів.*
Ключові слова: *технічна творчість, винахідництво, раціоналізаторство, інженерна діяльність.*

ANATOLIJ NIZOWCEW, MYKOŁA BIELIENKOW. **Kształtowanie twórczości technicznej przyszłych inżynierów w procesie edukacji zawodowo-technicznej.** *W artykule przedstawiono organizację przygotowania praktycznego studentów do innowacyjności i pomysłowości. Opisano istotę i specyfikę pracy na symulatorze kompyterowym «OperatorTrainer». W wyniku symulacji działalności zawodowej inżynierów oraz przeprowadzenia zajęć dydaktycznych w celu rozwoju twórczości technicznej, zostało uogólniono doświadczenie wdrożenia systemów komputerowych wspierających proces dydaktyczny na uczelniach technicznych.*

Słowa kluczowe: *twórczość techniczna, innowacyjność, pomysłowość, działalność inżynierska*

АНАТОЛИЙ НИЗОВЦЕВ, НИКОЛАЙ БЕЛЕНКОВ. **Формирование технического творчества будущих инженеров в процессе профессионально-технического образования.** *В статье рассмотрены вопросы организации практической подготовки студентов к рационализаторству и изобретательству. Расскрыты сущность и специфика работы на компъютерных симуляторах типа «OperatorTrainer». По результатам моделирования профессиональной деятельности инженеров и преподавания дисциплин по развитию технического творчества, обобщен опыт внедрения компъютерных систем поддержки и обеспечения учебного процесса высших технических учебных заведений.*
Ключевые слова: *техническое творчество, изобретательство, рационализаторство, инженерная деятельность.*

ANATOLIY NIZOVTSEV, MYKOLA BELENKOV. **Forming of technical creative work by future engineers in vocational education.** *The key direction for ensuring the experience of engineering creative work is to be the forming of ability by a specialist to search for necessary information, to find definite rules, in the aggregate of data, to find optimal solutions of complicated production tasks. The aim of work is the substantiate the necessity of transformation in professional training of engineers in a direction of forming the creative inventive and the rationalization competency by utilizing the computer simulators of the type «Operator Trainer» with aim of simulating the appearance of the non-ordinary ideas while prognosticating and elaborating the innovations. The questions of organization of practical training for the students' rationalization and invention activities were considered in the article. The essence and specificity of work on computer simulators by the type of «OperatorTrainer» were exposed. After results of modelling the professional activities of engineers and of teaching the disciplines on development of technical creative work, there was generalized the experience of introduction of the computer systems for support and ensuring the studies in higher technical educational institutions. The prospective directions of further work on the rise of efficiency of practical training the future engineers are the elaboration of typical teaching programs and methodic recommendations for development of students' technical creativity and their attraction to designing the analogous computer simulators of the type the «Operator Trainer».*
Key words: *technical creative work, invention activities, rationalization activities, engineering activity.*

6.

HIGHER EDUCATION: LINGUISTIC ASPECTS

SZKOLNICTWO WYŻSZE: ASPEKTY LINGWISTYCZNE

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Elina Miroshnychenko

Integrative Approach to Differentiated Teaching English Profession-Oriented Speaking and Writing to Students of Economic Specialities

In line with the modern competence-based educational paradigm, the main objective of teaching English speaking and writing in non-linguistic higher educational institutions is forming an English profession-oriented competence in speaking and writing that are productive types of speech activity carried out in conditions of intercultural communication, mediated by professional activity, conditioned by the need of mutual exchange of results of work and knowledge, and which are the special types of active stylistically marked (vocational, business, scientific) oral speech and written communication, providing interaction of communicators in English-speaking vocational environment.

It is worth noting that separation of speaking and writing is somewhat conditional, since in actual communication all types of speech activity function in close connection (for instance, dialogic speech involves listening, writing – reading/rereading of written text). However, from

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methodological point of view it is seen as justified, since productive types of foreign language communication are based on specific mechanisms, require specific communication skills and appropriate teaching methods.

Study of particular aspects of the issue of teaching English profession-oriented speaking and writing to students of non-linguistic specialties is addressed in a number of domestic and foreign researches that were carried out on the basis of different approaches, among which a communicative activity (personal activity) approach rightly remains a dominant one (Y. S. Avsiukevych, 2009; L. O. Maksymenko, 2012; I. V. Nuzha, 2010; O. B. Tarnopolsky, S. P. Kozhushko, 2008; I. A. Fedorova, 2006; N. Brieger, 1997; T. Dudley-Evans, M. John, 1998; P. Emerson, 2011; L. Jones, 2000 and others).

At the present stage, as is evidenced by scientific literature analysis, researchers presented various models of teaching English profession-oriented speaking and writing to students of non-linguistic higher educational institutions – intensive, problematic, project, context, mixed study, and new information technologies, based on personal activity and competence-based approaches.

Despite considerable scientific interest in the issue under consideration, nowadays there are no researches on forming the English profession-oriented competence in speaking and writing of students of non-linguistic specialties. However, this issue remains topical in view of the fact that despite of considerable number of researches conducted, the level of English profession-oriented communicative competence, including competence in speaking and writing, of non-linguistic specialists, does not fully correspond to the social procurement, as is evidenced by the results of researches on foreign language teaching (FLT), production data, an acute shortage of specialists who have a certain register of knowledge, skills and abilities required for vocational communication.

This makes it necessary to find new ways of quality and efficient teaching English profession-oriented speaking and writing to students of non-linguistic, particularly, economic specialties, aimed not only at forming English communicative skills and abilities, but also on achievement of personhood, which on the basis of possession of the relevant potential of communication capabilities that are necessary for English profession-oriented oral speech and written communication, is capable of flexibility and creativity, search and making of independent decisions in various professional and social situations. One of such ways is integrative and differentiated approach based on integration and differentiation as

leading trends for creating innovative teaching technologies.

The article aims to study theoretical foundations of integrative and differentiated approach to forming the English profession-oriented productive communicative competence (competence in speaking and writing) of undergraduate students of economic specialties.

Topicality of integrative and differentiated approach is conditioned by the processes of globalisation, integration, democratisation, humanisation and humanitarisation of higher education, which resulted in the shift from technocratic to learner-centred educational paradigm, whose basis is recognition of individuality, inherent worth of every person who is in the centre of teaching process, ensuring its subjectness and success in different activities.

Learner-centred approach in the aggregate of all directions means creation of conditions for the development of personal and professional characteristics of students, focusing on their individual experiences, opportunities, needs, interests, contributing to more efficient achievement of planned results (E. V. Bondarevskaya, 2000; V. V. Serikov, 1999; I. S. Yakimanskaya, 2000).

Methodological reorientation of teaching process resulted in emergence of scientific researches devoted to the issue of differentiated FLT in different educational institutions, which develops in line with learner-centred paradigm (O. S. Gumankova, 2012; O. V. Starikova, 2011; Carol A. Tomlinson, 2006 and others).

Differentiation is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. It allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs (Hall, Strangman, & Meyer, 2003). Differentiated teaching is not a single strategy, but rather an approach to teaching that incorporates a variety of strategies.

In a classroom with little or no differentiation only student similarities seem to take center stage. In a differentiated classroom, commonalities are acknowledged and built upon, and student differences become important elements in teaching and learning as well. At its most basic level, differentiation in teaching and learning means "shaking up" what goes on in the classroom (Carol A. Tomlinson, 2001) so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making

sense of ideas, and to developing products so that each student can learn effectively. Teachers can differentiate content, process, and/or product for students. There are some different ways to differentiate teaching and learning. Most techniques will fall within three groups: leveling, learning styles, enrichment.

However, it is worth noting that development of issues of implementation of this idea in non-linguistic higher educational institutions began not so long ago and so far is represented by single researches, and mostly for students of technical specialties (I. A. Zaitseva, 2007; N. Y. Kuznetsova, 2014; A. I. Litikova, 2008; O. L. Mokhova, 2012; O. M. Rozhnova, 2009; L. V. Sherstiuk, 2011).

Important psychological and pedagogical issues of taking into account of individual and psychological peculiarities of students and development of teaching technologies taking into consideration these peculiarities are addresses in the above-mentioned researches. Analysis of these researches shows that presently there are objective possibilities to resolve this issue within its conceptual and methodological aspects.

However, in our opinion, an integrative and differentiated approach is the most efficient in the current conditions of higher education development, its holistic understanding as an integral means, process and result of development and formation of a person in the aggregate of all its individual, personal, subjective and social characteristics [2: 15-16]. In this case, following A. N. Shchukin, we deem it advisable to consider this approach as one of the types of methodological concepts and generic concept in relation to the method [4:18]. The basis of approach and method is one strategic idea – one (rarely two) basic teaching principles. This idea usually gives them a name (ibid, p. 17). Such idea in the approach selected by us is the idea of interrelation of integration and differentiation in teaching.

Integration and differentiation are considered two dialectically contradictory trends in the development of modern science, industry and education. Although dialectical opposite of integration is not actually a differentiation, but disintegration. Integration and differentiation processes complement each other; coexist in the inseparable unity of dialectical interrelation on the general logical and methodological basis [3:23]. However, until recently, one of the specified trends: either integration or differentiation was implemented in the modern system of higher education.

Nowadays, a considerable number of integrative teaching concepts

has been developed in the area of FLT students of non-linguistic specialties (H. K. Borozenets, 2005; N. V. Popova, 2011; O. B. Tarnopolsky, Z. M. Korneva, 2013, V. F. Tenishcheva, 2008; O. A. Nikitenko, 2013 and others). However, most of them are based on the idea of synthesis of sciences and integrative approach to the content of teaching, which is an evidence of unilateral addressing of integrity problem. Therefore, to create a real holistic integrative picture of teaching, it is necessary to strengthen integration in the area of taking into account of individual and typological characteristics of students.

Despite the fact that the above researches are integrative in nature, almost all the authors point out that the efficiency of integration appears only when there is differentiation of a teaching process, which allows expanding technological and methodological aspect of learning activity. In this case, integration, as noted by scientists, is an important means of achieving unity of knowledge in different types and forms of its expression: semantic, structural, scientific and organizational, linguistic and semiotic, general and individual methodical (A.V. Gvozdeva, 2009).

In the integrative and differentiated approach, integration processes ensure system integrity, and differentiation – its distribution and simultaneous creation of individual subsystems, whose further integration may result in new activities, often at a higher level. Generality of elements which interact (in terms of development, structure, general purpose of interaction, etc.) contributes to creation of integrative integrity, and difference between these elements – differentiation of integrity.

In scientific literature there are three levels of integration and differentiation of knowledge: empirical (descriptive), combining (or dividing) factual information from various fields; theoretical, which synthesizes (or differentiates) modern fundamental theories, thus creating an integral system (or separate combinations) of theoretical scientific knowledge about a particular phenomenon; methodological, that integrates (or differentiates) the basic ideas of various methodological trends, that are adequate to the phenomenon under study and its development [1: 116]. These levels reflect the important basics of education – methodology, theory, practice, and consider processes of integration and differentiation in close connection.

Thus, the leading idea of the theoretical concept of our research is to harmonize methodological, theoretical and technological principles of integration and differentiation of psycho-pedagogical knowledge that promote the efficient forming the English profession-oriented productive

communicative competence of students of economic specialties on the basis of their personal and professional qualities development.

The essence of integrative and differentiated approach is revealed through the forms of implementation that are discussed in the above levels.

At the methodological level, different approaches are combined in a specific holistic formation, where there is a unity of procedural and effective sides, universalization processes. In this case, the idea of monocentrism, that is, a single integrative whole, organically connects with the idea of polycentrism, which provides differentiated autonomy of components that make up a whole.

Theoretical level involves combination and interaction of sciences: integration, which determines interpenetration among scientific disciplines, serves as the basis for building of integrative content modules, programs based on the ideas of interdisciplinary synthesis and variable development strategies. In this case, differentiation is a basic principle of technology of their implementation. This level reflects the objective integrity and continuity of system connections of various stages of design and planning of teaching process.

The technological level involves the development of integrative methods and techniques that are applied differentially in the process of forming the English profession-oriented competence in speaking and writing of economic specialties students. They are distinguished by multidimensional integrative structure that contributes to building a qualitatively new property in the academic and professional areas of activity of future economists. On the one hand, these techniques and methods focus students on differentiated integration of general scientific and specific knowledge in their acquiring the English profession-oriented productive communicative competence, and, on the other hand, on differentiation of techniques and methods of learning material that contributes to efficient building of holistic vocationally relevant knowledge, skills, abilities and communication skills of students.

Thus, the integrative approach to differentiated teaching the English profession-oriented speaking and writing to students of economy departments is an educational system characterized by complexity, synthesis, generalization of its elements, universalization and specialization of educational content. This approach must include all components of the process of forming the English profession-oriented productive communicative competence, provide a functional relationship

between them, and create conditions for the development of students' ability to master this competence on the basis of certain individual strategies.

Integrative and differentiated approach involves combination and interaction of sciences as well as implementation of this approach at every teaching stage. Therefore, we rely on the idea of horizontal and vertical integration. The former involves methods, conditions and specific forms of organization of process of forming the English profession-oriented productive communicative competence. The latter is the combination of all teaching stages in the light of differentiated approach. The result of these two integrations is the teaching differentiation, which depending on the goals, objectives, and chosen methods will reflect the level of particular integration.

Thus, the integrative approach to differentiated teaching the English profession-oriented speaking and writing to students of economic specialties, is the result of the synthesis, fusion, interpenetration, conjunction with each other of the above factors and components of integration and differentiation. It is a learner-centered type of teaching based on the interrelation, combination and synthesis of sciences and their impact on the content of English profession-oriented competence in speaking and writing, development of integrative methods, approaches and organizational English profession-oriented competence in speaking and writing forms of teaching and learning activities.

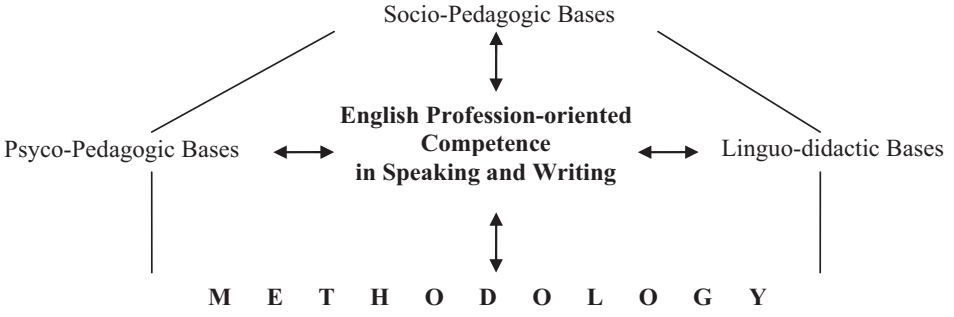
Efficiency and practicality of this approach is defined by its systemic character, which means increase in the complexity and integrity of theoretical and technological teaching system.

Systematically important basis of integration and differentiation in forming the English profession-oriented productive communicative competence of students of economic departments is the process of teaching, the structural elements of which are: objectives, contents, pedagogical communication means (methods, forms, teaching types), students and teacher. In this case, on the one hand, students act as an object of pedagogical influence on the part of a teacher who is the subject of such an influence, and on the other hand, as a subject of their own learning activities aimed at development of the above competence. Characterized by a relative independence, all elements are interrelated. Systematic character implies that a change in any of the elements must result in the change in all other elements. In this case, interaction of components, taking into account socio-pedagogical, psycho- pedagogical and linguo-

didactic bases, plays a crucial role in the functioning of integral system of forming the English profession-oriented competence in speaking and writing (Figure 1).

This integral model is the evidence of complicacy, ambiguity, multidimensionality of integrative approach to differentiated teaching

Figure 1.



the English profession-oriented speaking and writing to students of economic specialties and must be viewed from three positions:

- psychological: taking into account of differences in the individual and psychological characteristics of students; providing subject-subject nature of teaching and learning activities;
- pedagogical: formation of a teaching system based on the idea of relation of integration and differentiation; creation of optimal conditions for the formation of the English profession-oriented competence in speaking and writing on the basis of development of personal and professionally significant characteristics of students;
- social: formation of students' personal and professionally significant features that allow them a successful oral speech and written communication in English-speaking professional environment; creation of conditions for manifestation and discovery of unique personality of each student, purposeful impact on the formation of his/her creativity.

Such interaction will provide a differentiated teaching with complexity that is reflected, firstly, in an effort to expresses as much as possible the process of forming the English profession-oriented competence in speaking and writing of economic specialties students in interrelation of all its parties as a whole. Secondly, it is expressed in the integrated use

of related sciences (pedagogy, psychology, acmeology, linguo-didactics), their methods, ideas, principles and creation of theories. An essential feature of complexity is interpenetration of analysis and synthesis. In this case, analysis does not precede synthesis, but accompanies it, thus, keeping the whole.

Therefore, the integrative approach to differentiated teaching the English profession-oriented speaking and writing to students of economic specialties is a dialectical system based on integration and differentiation as the leading principles of creation of innovative teaching technologies characterized by complexity, synthesis, generalization of its components, universalization and specialization of teaching process. Covering all levels (methodological, theoretical, technological) and components (socio-pedagogical, psycho- pedagogical, linguo-didactic and socio-pedagogical) of forming the English profession-oriented competence in speaking and writing, it provides interrelation of structural and substantive elements of the above-mentioned process: objectives and content of the English profession-oriented productive communicative competence of undergraduate students of economics specialities; educational tools necessary for fulfillment of social procurement in the field of oral speech and written communication of future economists in English-speaking professional environment; teaching technologies, reflecting the specific character of forming the competence based on the interaction of integration and differentiation.

The prospects of further researches are the study of psycho-pedagogical, linguo-didactic and socio- pedagogical bases for forming the English profession-oriented competence in speaking and writing of students of economic specialties based on integrative approach to differentiated teaching process.

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Abstracts

ЕЛІНА МІРОШНИЧЕНКО. **Інтегративний підхід до диференційованого викладання англійського професійно-орієнтованого мовлення і писання студентам економічних спеціальностей.** *У статті досліджуються теоретичні основи інтегративного підходу до диференційованого навчання англомовного професійно орієнтованого говоріння і письма студентів економічних спеціальностей. Дієвість і практичність такого підходу визначається його системністю, що означає підвищення складності і інтегративності теоретико-технологічної системи навчання.*
Ключові слова: *теоретичні засади інтегративного підходу, система навчання, системність.*

ELINA MIROSZNICZENKO. **Integratywne podejście do zróżnicowanego nauczania studentów kierunków ekonomicznych mówienia i pisania w języku angielskim w zakresie terminologii**

specjalistycznej. *Artykuł koncentruje się na teoretycznych podstawach podejścia integracyjnego do zróżnicowanego nauczania studentów specjalności ekonomicznych w celu wyposażenie ich w umiejętności zawodowo orientowanego mówienia i pisania anglojęzycznego. Skuteczność i praktyczność tego podejścia polega na systemowości, co oznacza nasilenie złożoności oraz integralności teoretyczno-technologicznego systemu nauczania.*
Słowa kluczowe: *teoretyczni podstawu podejścia integracyjnego, systema nauczania, systemowośc.*

ЭЛИНА МИРОШНИЧЕНКО. **Интегративный подход к дифференцированному преподаванию английской профессионально-ориентированной речи и письма студентам экономических специальностей.** *В статье исследуются теоретические основы интегративного подхода к дифференцированному обучению англоязычному профессионально ориентированному говорению и письму студентов экономических специальностей. Действенность и практичность такого подхода определяется его системностью, что означает увеличение сложности и интегративности теоретико-технологической системы обучения.*
Ключевые слова: *теоретические основы интегративного подхода, система обучения, системность.*

ELINA MIROSHNYCHENKO. **Integrative approach to differentiated teaching english profession-oriented speaking and writing to students of economic specialities.** *The article is focused on the research of theoretical foundations of integrative approach to differentiated teaching English profession-oriented speaking and writing to students of economic specialties. Efficiency and practicality of this approach is defined by its systemic character, which means increase in the complexity and integrity of theoretical and technological teaching system.*
Key words: *the theoretical foundations of the integrative approach, learning system, system.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Natalia Mushinskaya

Pedagogical Means of Formation of Self-Development Competency of Future Economists in the Process of Business English Studying

Raising of the problem. Requirements to increase the quality of preparation of future specialists, to take into account the variety of multicultural social environment, to educate intention for variation of their activity, enrichment of other people's inner world actualize the problem of forming of self-development competence of personality. Furthermore, activization of self-development processes of future economists is favourable for increasing of economic power of our country, for the growth of national wealth and its accelerated social-cultural growth. In this aspect it is important to underline that exactly the learning of foreign languages allows to increase the effectiveness of intercultural communication.

Analysis of scientific research. Analysis of scientific research [1-7] allows formulating the following personality self-development problem

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areas in context of intercultural education space: methodology basis for humanization of professional training of students (B. Flint, A. Savchenko, E. Khakimov, A. Hutorskoy); theoretical basis for personal self-development (I. Bech, V. Davydov, N. Kichuk, M. Knyazyan, V. Slastenin, S. Rubinstein); methods of professional training of future economists (Gordienko, N. Koshelev, Popova)

Objective of article. As shown by the practice of training the economists, the issue of the formation of self-development competence requires a more in-depth study. In this context, the objective of this article is to reveal the methods of the formation of self-development competence of future bachelors in Economics, in course of teaching them a foreign language in the higher establishments.

Treatment of main material. Providing conditions for efficient professional formation of a personality, its self-esteem, self-fulfillment and self-development throughout life is the most important task in modern education. Continuous self-development, self-improvement plays an essential role in life of a modern person. Thanks to personal growth, a person feels the abundance of life, does his soul searching, understands his needs and desires. Without regular self-improvement and development of abilities and skills by a person, it is impossible to be competitive in contemporary labor market.

The self-development reflects ability of an individual to arrange changes in his inner world in compliance with requirements of intercultural communication in a multicultural society. We have identified the following self-development areas as personal, social, professional.

The personal self-development area of a future economist assumes that a person tries to examine himself, analyze his potential strength, formulate values and ideals he strives for. Social orientation reflects performance of an individual in the society. A future specialist seeks answers to the questions like: What my financial activities should be to meet the interests of different ethnic groups? Which interesting projects can I offer? What programs can I create in order to protect the economic interests of children, pensioners, disabled people, taking into account financial and economic activities of the country? Answers to these questions help in one's self-actualization work, reinforced self-education, active development of own creative potential, ability to generate innovation and economic ideas. Professional orientation reflects individual's desire in self-development in his field of economics, in compliance with the ideals which were formed in him when he was a

student. A future expert should identify the areas in which he can show himself as an intellectually developed and highly skilled person having moral and spiritual values. That involves mastering professional culture, ethics in personal relationships, conflict resolution techniques, standards of effective professional communication. A personality seeks for self-improvement in constantly updated professional environment, to keep his self-development rate, and despite some work setbacks to implement his aspirations into results.

Practical knowledge of nations' languages living in our country is one of the important components in modern training of future specialists for their work in a multinational world. In the period of globalization of international businesses, studying a foreign language plays a primary role in business and interpersonal communications. During study of a foreign language the students acquire conversational skills that give them an opportunity to read original literature in order to get relevant information in their specialty or participate in verbal communications. Learning foreign language is one of the available tools for personal growth and self-development helping to shape mental ability, analytical thinking, creativity and flexibility of mind. In the process of mastering a foreign language, the student inevitably draws parallels between the language he studies and his mother tongue makes mental associations and comparisons. That's why in addition to the stimulation of cognitive activities, learning of a foreign language contributes to a better understanding of one's native language and more appropriate and effective use of its resources. Besides, it increases creativity forcing the students to paraphrase, find synonyms and use the diversity of speech means.

With the purpose to actualize the formation of self-development competence in future economists we have offered pedagogical means that can be used in the process of teaching "Professional business English" for bachelors.

On the topic «Job-seeking» the following tasks were implemented in the process of studying:

1. Read the quotes, and tell if you agree or disagree. Explain your point of view: «Hard work never killed a man… the harder people work, the happier and healthier they will be»; «People who work sitting down get paid more than people who work standing up»; «The longer the title, the less important the job»; «Most workplaces have too many rules. Employees aren't children, and the office isn't a junior school»; «Most managers spend their time making it difficult for workers to work».

2. Write a CV applying for a finance manager position in any famous company in Ukraine. Think over about moral and professional qualities you need to possess to be a good specialist in economic sphere.

3. Imagine that you are applying for a commercial manager position in a big company and that you are having the interview. While preparing for the interview find out as much information about the company as possible, evaluate your moral and professional skills and knowledge (independence, decisiveness, reliability, mobility, flexibility, teamwork, readiness to learn, sociability, creativity) to be competitive for employment. Think over the questions you might be asked by the interviewers and prepare your replies. Role plays the interview with your classmates. The employer should give his own recommendation and remarks with reasons whether to employ or not the candidate, to find out dominant interviewee's motivation, which has defined his choice of profession in economics, his awareness in necessity of realization of individual talents in professional activity for the social life improvement.

4. Explain why you have chosen the specialization of economist. Will you offer your child to be an economist? Why? Explain you point of view.

5. Write an essay on the topic: «The prosperity of the profession of economist: how do I see it?» Make a list of ideas: how to become a successive professional?

6. Write a composition on the topic: "Economists in my family: who is the example for me?"

On the topic «Business trip» the following tasks were implemented in the process of studying:

1. One of the essential things in business is business trip. When travelling abroad you can face different cultural problems in etiquette, in behavior, in traditions, etc. Choose any foreign country, make a research and study the information about its traditions and habits. Then prepare a report using the most important facts. Make a presentation of your report.

2. Business trips are very important for the development of the company. Representatives of different companies travel to sign contracts, to discuss terms of delivery, payment or shipment, to have tests, to consult, to improve one's professional skills, to provide support. So only the best employees are usually chosen for such trips. Analyze the character of that business person who can be the representative of your company and carry on negotiations abroad. Pay special attention to his life goals and priorities and means of self-improvement.

On the topic «The economy of Great Britain» the following tasks can be used:

1. Choose one of four countries of the United Kingdom of Great Britain. Make a research and study the information about its traditions and habits. Then prepare a report using the most important and interesting facts about the cultural identity. Reveal the cultural potential of British people and explain how this potential influences the economic growth of the country. Make a presentation of your report.

2. Define the most powerful corporation of the United Kingdom of Great Britain, specify their structure. Reveal the reasons of successful activity of these enterprises.

3. Make a booklet that will present the economic power of any British city. Write an information guide about manufactures in this city, include photos. Give information to attract the visitors. Prepare the stories about the main historic periods of economic development in the city and its role in the development of the economic growth of the country.

4. Prepare the project on the topic: «The education system in the United Kingdom of Great Britain». Stress out the learner-centered approach in their education. How does it influence the process of formation of self-development, self-realization, self-esteem, self-actualization, self-education of future specialists in economic sphere? Pay special attention to the establishments of economic orientation.

5.What is the balance between the amount of the whole population and the amount of workers in agriculture sector in the United Kingdom of Great Britain? Carry out an analysis, formulate conclusions and recommendations.

On the topic «Information technologies» we offer such tasks:

1. Express your opinion concerning the development of modern information technologies, its advantages and disadvantages. How has the development of information technologies influenced the life of people during the last century? What do young people have today that their parents didn't have? How has it changed interests, behavior and culture of people?

2. As the result of development of modern information technologies, a lot of electronic educational programs have been created by scientists. Express your opinion if these programs can contribute to the students' self-development and in what way. Can these educational programs help, in psychological level, to develop students' attention, perception, intellectuality, memory, willpower, creativity, mobility, etc.? What do

you think about the main educational purpose of these programs?

3. Express your opinion how can the modern information technologies help future bachelors in economics in educational process? Do they help to carry out the scientific-research work in the studying of financial relations and to make the analysis of scientific information? Can students use computer equipment for collection and processing the new information that allows acquiring the results of modern innovative progress, to strengthen the formation of personality scientific world outlook, to interiorize and exteriorize the knowledge in order to develop the economic potential of Ukraine?

4. Prepare a project with a group on the topic: «The influence of modern technologies on the human being». Each student chooses the most outstanding invention, makes the research of it and presents the results to the group. After all the reports have been made, the students make the conclusion about advantages and disadvantages of the role of modern technology in the life of society nowadays.

On the topic «Business and the environment» the following tasks can be used at the lessons:

1. Write an essay on the topic: «Nature and economy: means of optimization of the resources usage». Think about your suggestions how to save the environment from human behaviour. Enlighten the influence of positive motivation of economists to protect the environment and take care about Ukrainian society and the whole civilization.

2. Enlighten the ethical side of relationship between people and nature in economic sphere taking into account the necessity of solving global ecological problems of humanity.

3. Estimate effectiveness of your own perspectives in analytical composition: «Me and civilization: what do I live for?». Comment on the following questions: If you fell asleep and woke up in 50 or 100 years, what the world would look like. What would be the positive influence from your today's actions on the life of future generations?

4. Write a composition on the topic «How to bring into balance the people necessity of saving our planet natural resources and personal desire of material richness?». What moral qualities and spiritual values (for example, honesty, justice, dignity) should the future economist possess not to be interested in personal richness, but to protect the economic potential of Ukraine and save our nature? What professional knowledge, skills and abilities should he have to estimate and predict the results of society's activity in implementation of means of environment

protection such as: rational usage of natural resources, ecological sources of energy, manufacturing of clearing facilities?

On the topic «Corporate Etiquette» such tasks were used:

1. Describe the ethical standards of economic activity of personality.

2. Express your point of view concerning such a problem: Does the entrepreneur aim for beauty in economic activity? What does this beauty lie in? Is this beauty necessary and why?

3. Explain the meanings of the concept «honour» as ethical principle of entrepreneurial activity.

4. Name the ethical standards of moral choice of the economist: what does he need to worry about in the first place?

5. How does the golden rule of ethical behavior «Do as you would be done by» work in financial sphere?

6. Reveal modern ethic problems of economist's life in practice. Show the variants of techniques of self-actualization in entrepreneurial activity.

On the topic «Company history» the following tasks are offered:

1. Make your own presentation of any company's history. Give the information about the date of its foundation, names of the founders, interesting and important dates in the development of the company. Study how the company has made its profit. Try to explain what marketing strategies have been used to promote the products or service. Study the present position of the company at the market. Prepare the presentation in class.

2. Study the life journey of leaders of the famous companies in Europe (Italy, Germany, Norway, Russia, France, and Sweden), the USA, Canada, Japan, and China. Compare what is in common in the strategies of self-development of these managers? What are the peculiarities of their moral and professional qualities? What is special in their creativity, self-actualization and self-realization as professionals?

On the topic «Finance» the following tasks can be used at foreign language lessons:

1. Make sure that you know what the following proverbs mean. Write a composition explaining the meaning of any of the proverbs, how you understand it: «Money begets money», «Money is a good servant, but a bad master», «Money has no smell», «A fool and his money are soon parted», «Time is money», «Head or tails».

2. Express your point of view according to the influence of money on the structure of your individual system of priorities? In what way would you like to develop yourself to reach more independence and prosperity?

3. Express your idea: «Why do the young people refuse so easily from self-development because of material rewards?». Think about the ontology of the given problem.

4. Write an essay and explain your point of view on the following problem: «Material reward and inner world of personality: confrontation and catastrophe of spirituality». Give the examples.

5. Express your point of view according to the idea that financial motivation is ethical. In what cases can it be so?

6. Make a discussion on the topic: «Ethics of money usage: what kills and develops the personality?».

7. Meetings with outstanding entrepreneurs help to understand their intellectual, creative and organizing abilities. Organize the interview with one of the outstanding economists in Ukraine. Find out what factors have influenced his self-development in economic-professional sphere. Define the role of his education and intelligence before the start of his career, the qualities that he has acquired in the family. Describe his priorities and main values in life. How has he reached this career level? Does he aim for self-development, self-realization and self-actualization? What are the main sources to reach it? Analyze the achievements of the interviewed personality. Draw out your personal plan of self-development.

One of the main factors for the formation of self-development competence in a multinational society is the factor, that people, who learn foreign languages understand the cultural ideas and concepts of other nations quicker. They adapt to the changes easier and stand the life problems better. People, who speak foreign languages better interact with representatives of other cultures thanks to the acquired social and communicative skills.

Conclusion. Thus, learning of a foreign language in the conditions of personal oriented approach is one of the most important conditions for the formation of the self-development competence of future economists. It helps to create for students satisfactory educational environment for their wishes and demands, it has high motivating aspect and allows future economists to use foreign language in their future professional activity.

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Abstracts

НАТАЛІЯ МУШИНСЬКА. **Педагогічні засоби формування компетенції саморозвитку майбутніх економістів у процесі вивчення ділової англійської мови.** *У статті розкрито педагогічні засоби формування компетентності саморозвитку майбутніх бакалаврів економіки у процесі викладання іноземної мови.*
Ключові слова: *компетентність саморозвитку, іноземна мова.*

NATALIA MUSZYŃSKA. **Pedagogiczne środki kształtowania kompetencji samorozwoju przyszłych ekonomistów w procesie nauczania biznesowego języka angielskiego.** *W artykule przedstawiono środki pedagogiczne stosowane w procesie kształtowania kompetencji samorozwoju przyszłych licencjatów ekonomii w trakcie nauczania języka obcego.*
Słowa kluczowe: *kompetencja, samorozwój, język obcy.*

НАТАЛИЯ МУШИНСКАЯ. **Педагогические средства формирования компетенции саморазвития будущих экономистов в процессе изучения делового английского языка.** *В статье раскрываются педагогические средства формирования компетентности саморазвития будущих бакалавров экономики в процессе преподавания иностранного языка.*
Ключевые слова: *компетентность саморазвития, иностранный язык.*

NATALIA MUSHINSKAYA. **Pedagogical means of formation of self-development competency of future economists in the process of business english studying.** *The given article examines the pedagogical means of formation of self-development competency of future bachelors of economics in the process of studying of foreign language.*
Key words: *self-development competency, foreign language.*

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Modern Tendencies of Foreign Language Training of Usa and Uk Security Service Personnel

In terms of intensive globalization and migration processes, the top priority on the global labor market in solving political, economic, cultural and other issues is given to multilingualism and multiculturalism that make it possible for the experts to communicate with people all over the world using different communication channels. High foreign language skills as well as communicative competence and intercultural sensitivity are nowadays considered to be essential features of human development in the XXI century.

The comprehensive research of theoretical foundations and practice of foreign language teaching of USA and UK special and military departments' personnel will allow to analyze its problems and main tendencies.

Modern policy in the sphere of foreign language teaching that is being elaborated in different institutions in USA and UK on different levels, from educational establishments to security services, is focused

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on solving political, economic, cultural and other issues. That is why in USA and UK the researches of problems dealing with the conceptual foundations of foreign language teaching, problems of foreign language teaching in terms of teaching policy revision, problems of increasing the level of economic and national security, ecologic, social and cultural integration that requires high level of linguistic harmony, are conducted. In various scientific works depending on the aim of the research the highest priority is given to various aspects of perception, behavior and language differences, analysis of various aspects of intercultural communication using the methods of hermeneutics, cognitive psychology, linguistics, ethnosemantics and ethnomethodology.

Critical analysis and development strategies of the American foreign language teaching system are presented in the publications of USA Economic Development Department [1] and in the speech of ex-director of CIA, ex-secretary of defense, professor L. Panetti on the conference in Stanford University [2] and also in the paper of Canadian scientist P. Duff [3].

CIA management in the sphere of intelligence activity linguistic support among the most efficient forms and methods of training of their specialists considers the following: conducting foreign language training together with secret clearance test (for new employees), stimulating self-studying and development of foreign language skills in off-duty time; on-line foreign language studying during working hours; language training abroad; specialized language teaching for those employees who need to develop foreign language communicative competence in the languages that are defined as the most important for the purposes of national security and defense. The number of USA security service staff with the foreign language skills is being performed by recruiting highly qualified linguists – experts in the languages necessary for fulfilling the priority tasks [4].

Foreign language teaching of USA security service staff is performed in two specialized educational institutions: The Defense Language Institute of the USA Department of Defense (Monterey, California) and in the CIA University (Chantilly, Virginia). In these educational institutions the future intelligence specialists study more than 20 languages that are divided in categories according to their difficulty. The study time budget for learning this or that foreign language is defined according to the category of difficulty [5, 6]:

- languages of the first category – close to English language (575–600 hrs., 23-24 weeks with 25 class hours per week) – French, Italian,

Norwegian, Spanish, Portuguese, Swedish, Romanian, Danish, Dutch, German;

- languages of the second category – with significant linguistic and / or cultural difference from the English language – Azerbaijani, Bulgarian, Georgian, Greek, Dari, Farsi, Russian, Ukrainian, Hindi, Urdu, Pashtu, Hebrew, Thai, Serbian, Croatian, Turkish, Czech, Hungarian, Mongolian, Polish, Vietnamese (1100 class hours, 44 weeks with 25 hrs. per week);
- languages of the third category – only languages that are difficult for English native speakers (2200 hrs., 88 weeks with 25 class hours per week) – Arabic, Chinese, Japanese, Korean.

While classifying languages according to the category of difficulty it is necessary to consider how much colloquial form differs from standard language (diglossia phenomenon). In some languages, Arabian for example, modern standard Arabic has never been used by native speakers. Such situation is complicated for teachers as well as for students [5]. Similar problems exist in the process of language studying depending on the usage of various graphics systems (Latin alphabet, Arabic script, hieroglyphic script etc.).

The main task of The Defense Language Institute is organization of foreign language training for the purposes of national security on the USA territory and overseas; conducting research and scientific work in the sphere of linguistics to improve the process of studying; elaboration of testing and competence evaluation standards. Here the training is provided for different USA armed forces, FBI, border guards, NASA, Drug Enforcement Agency personnel etc. Language teaching is performed according to the following stages: basic, advanced and specialized. In the Washington branch of the Institute representatives of various departments study on the contact basis. The institute can host over 3000-3200 students, its branch – up to 300 students. According to services of the armed forces the military staff is divided into: 40–45 % – land forces, 30 – air forces, 15 – BMC, 8–10 – Marine Corps [7].

Foreign language teaching of the military staff in USA is based on the team (brigade) studying concept, i.e. a team of 6 teachers give classes in three groups, each up to 10 students. Most teachers (90%) are native speakers of the language they teach. In the educational institution there are usually no teachers that wok part-time or hourly. Profession-oriented approach assumes that teachers and students should pay special attention to the development of the foreign language professional and communicative

competence. Subject-matters of the lessons are: medical supply, counter-terrorism, social and political communication, maintaining the security of the armed forces, public access to the information, mass communications, communication in crisis situations.

The Institute itself is administratively divided into nine language schools. For example, Middle-East language school is responsible for training specialists for cryptologic service, military intelligence, and also for teaching civil experts for the Ministry of Defense and other institutions (FBI) modern Arabian language. This program includes basic, intermediate, advanced, final and also refreshment course. Each of them is based on the principles of intensive learning [5].

Except foreign language classes with advanced speech practice students also get intensive training in country studies: history, culture and actual problems of the countries which language is studied. In the branch of the Institute more than 50 languages are studied. The duration of training – from 4 to 63 weeks. The permanent teaching staff is over 1300 people, among them 300 are military personnel. Most of them teach their native languages. The institute has advanced scientific and research base: over 50 language laboratories and almost 10 computer classes; video library includes up to 5000 items, in the foreign literature library there are over 80 000 books in 40 languages [7].

The academic workload is rather intensive. Language training includes 7 class hrs and 34 hrs of self-studying per day. Periodically tests with the assessment of the achievements are conducted. According to the long-term experience, over 15% of students cannot resist the stress and are expelled at the different stages. Most of The Defense Language Institute graduates are directed to the intelligence service departments and research and information structures of different special services.

One more important component of the linguistic education for the USA military department is teaching English for foreigners. English language center at the Ministry of Defense (ELCMD) located on the air force base in Lekland, San-Antonio (Texas) is responsible for its realization. ELCMD works in two directions. First one is teaching English for the military and civil staff that are obtaining technical or professional military education in the USA.

Language proficiency level needed to enter a military educational establishment is set by the corresponding ministry and is defined by ECL test (English comprehension level) on the 1-100 scale. For example, to enter a course that gives profound technical knowledge or is connected

with higher risk, ECL needs to be 65, 70 or 75. Foreign military staff can pass ECL in their countries before coming to USA. Those whose language proficiency is not enough should improve it in ELCMD first.

Second direction of this center is the realization of all the overseas foreign language teaching programs approved by the military department – these are USA military staff that come from another countries and also civil employees from the Ministry of Defense and their families for whom English is not native. Groups of English teachers work in universities and colleges of Puerto-Rico according to ROTC programs (Reserve Officer Training Corps), on ship repair yards of USA navy in Japan (Yokosuka and Sasebo etc.).

ELCMD provides significant support for the state department in the country as well as abroad directing its experts for doing managing, consultative, translation or educational work to the post-graduate USA Navy School (California), USA Navy airbase Pensacola (Florida), Marshall Institute of European Studies, former Institute of Russian and East-European Studies (Garmishpartenkirhen, Germany), Asian-Pacific Center on Hawaiians, and also military schools in Romanian Slovakia, Slovenia and Switzerland. For the last ten years experts of the center have taken part in making contacts between representatives of USA armed forces with their colleagues from Albania, Bosnia, Chili, Croatia, Georgia, Lithuania, Latvia, Jordan, Mali, Nicaragua and Ukraine [7].

CIA University provides indoor teaching of foreign languages necessary for the fulfillment of the given tasks. Beginning from 2009 CIA management emphasizes multilingualism of its employees. One of the efficient forms of maintaining high foreign language proficiency in the USA special departments is the implementation of Language immersion Program that assumes certain isolation (1-3 days) from the native (English) as well as language training of the future specialists abroad.

According to some publications [7], intelligence services such as CIA and NSA possess a significant amount of documents that need to be translated; three of ten diplomats that work in foreign countries do not have enough experience in local dialects. In the countries where main languages are Arabic and Chinese this proportion is four to ten. According to famous American experts in the sphere of national security, USA intelligence service is experiencing problems with recruiting specialist with fluent Arabic, Chinese and Turkish as well as Farsi, Hindi and Urdu. It is emphasized that modern informational technologies are not able to solve this problem. Though during the last years a number

of good translation tools appeared, they can't catch the peculiarities of the speaker's intonation and also cannot use numerous Middle Eastern, African, Asian dialects.

In the Great Britain the linguistic teaching of the Ministry of Defense and other law-enforcement agencies is performed in The UK Defense School of Languages (DSL) that is a part of the department of studying and recruiting armed forces and is a leading educational institution that trains highly qualified specialists in linguistics. DSL is a teaching and guiding center for all the MD departments, where military staff studies foreign languages. For the last years over 350 students graduated from it. Here they teach: Albanian, Arabic, Dutch, English (for foreigners), French, Hindi, Italian, Pashtu, Russian, Serbian, Spanish and Urdu. Education is performed according to several courses with different goals. Total amount of courses and number of students differ depending on operational environment. In cases when there is a need for several uncommon-languages specialists DSL involves them from the specialized civil educational institutions. Thus, during 2002 over 80 students, proficient in 35 foreign languages, from civil educational institutions were involved in solving different tasks on behalf of MD [7].

From 2003 in this college special attention is paid to the Arabic language. Large number of military staff of different categories pass this training before coming to Iraq with British armed forces. Training time is one week (learning basis phrases, greetings etc.), six, nine and twelve months (to work as an interpreter and to fulfill intelligence tasks). Monthly courses, except intensive language training assume studying basic features of Arabic culture and Islam, for this purpose visits to Arabic cultural centers and short-term visits to Jordan and Oman are organized. According to the military management of the country, military stuff that is fluent in Arabic, play the leading part in the activity of the British armed forces in the Middle-East.

There is also a range of courses where military stuff and civil employees from overseas countries study English as a foreign language. Aim of creating such courses is to improve students' knowledge of military English and those of its aspects that can be useful for those who intend to work for NATO or UNO. Besides in case of necessity, short-term military English courses can be organized for those who will fulfill specific tasks, for example, take part in realization of explosives and armament utilization program. Except full-time and part-time education more and more popular becomes internet-training.

On the regular basis seminars for the representatives of foreign educational institutions (top managers, teachers, linguists-theorists) that deal with teaching languages on behalf of MD are organized. These seminars aim to discuss policy in the sphere of language teaching, improve teaching techniques, forms and criteria of testing academic progress during and after the training process, inter-academic cooperation etc. In spite of the balanced system of training foreign languages specialists for the military forces, in the UK Ministry of Defense admit a range of imperfections that prevent them from providing adequate reaction on the unexpected tasks that demand interlingua competence from the military staff [7].

Being a partner of the USA in the "Five Eyes" intelligence alliance, UK has similar approaches to the formation and improvement of the foreign language training of its specialists. In case of necessity the employees of MI-6 (Secret Intelligence Service – SIS) [8] are given the possibility to study foreign languages on the language courses of the department and during Intelligence Officer's New Entry Course (IONEC). SIS Special agents often recruit talented spotters in premium universities and military academies. Young soldiers should first pass basic entrance examinations of the civil service before proceeding to a profound interview with a group of SIS officers. Training usually takes place in Fort Monkton, Portsmouth.

As it can be seen from language teaching report, that is a part of regular survey of military training of UK armed forces, the possibilities of further foreign language teaching are almost unlimited. The primary directions of the language training development, according to the military management are: optimization of the teaching stuff structure management and its usage; creation of a big "stock" of linguists mainly due to reservists in order to solve unexpected operative tasks; identification and recognition of all the existing linguistic forces and means; correction of plans for maintaining rotations of linguists, including stimulation projects for those who are in the process of studying; substantiation and establishment of the priority tasks for the linguistic training etc [7].

Conclusions

Analysis of the foreign practice of language teaching of special and military departments' personnel shows that in the world leading countries and in military (intelligence) blocks there is an active, complex and systematic policy in the sphere of linguistic maintain of the national security.

Modern foreign language training of the security sector specialists in

different countries can be characterized by:

- multi-level structure that assumes the formation of different levels of professional communicative competence on the different stages (courses) of training (need in common communication, professional terminology, coordination with other departments, translation of technical or diplomatic documents etc);
- complex goal that is directed on professional, social and personal development of the employees while studying foreign languages by means of formation of the corresponding competences according to the given tasks;
- systematization that is reached by gradual implementation of profession-oriented foreign language teaching in secondary and professional education at all levels taking into consideration the peculiarities of organization and contents of training, specific character of the activity (sphere of economic, military, informational, ecological security);

Urgent for the implementation and improvement of the departmental programs (concepts) of foreign language training considering the existing foreign experience are modernization and optimization of the educational model: involving and rational usage of the native speakers and highly-qualified linguists, systematic usage of forms and methods of competence, communicative and profession- and personal-oriented education (learning in small groups, training levels, penetration into the language environment, studying abroad etc); elaboration of standardized teaching methods and assessment of academic progress on the different levels of professional foreign language competence, financial and technical support of the departments that perform language training of the employees, introduction of new teaching services (courses, seminars, trainings) according to needs of practical departments.

USA and UK special and military departments offer different training strategies for their students: 1) meta-cognitive techniques for organization, focusing and self-assessment; 2) affective strategies for processing emotions or circumstances; 3) social strategies for cooperation with other participants of the learning process; 4) cognitive strategies for obtaining new information and implementing it into the existing schemes, its analysis and classification; 5) memorizing strategies for implementing new information into memory, its storage and withdrawal in case of necessity; 6) compensation strategies (guessing or using gestures) to fight the imperfections and gaps in the current language proficiency.

Further research perspectives can be directed to the analysis of the structure and contents of the foreign language teaching of the security sector specialists in Ukraine, optimization and elaboration of the modern training courses for the employees of practical departments, studying the possibilities of the SLP (Standardized Language Profile) – STANAG 6001 (NATO Standardization Agreement) implementation for foreign language training of the specialists from special departments of Ukraine.

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Abstracts

ЛЕСЯ ВІКТОРОВА. **Сучасні тенденції навчання іноземній мові співробітників служби безпеки в США і Великобританії.** *У статті розглядаються питання змісту іншомовної підготовки співробітників спецслужб США та Великобританії. Висвітлено основні стратегії, тренди та форми іншомовної підготовки, мету та структуру мовних курсів спеціальних та військових відомств сфери національної безпеки США та Великобританії. Описані особливості роботи центрів лінгвістичної підготовки для різних категорій військовослужбовців, особливості функціонування перекладацьких служб.*

Ключові слова: *іншомовна освіта, стратегії навчання, розвідка, національна безпека, військові відомства, зарубіжний досвід, іноземна мова.*

ŁESIA WIKTOROWA. **Współczesne tendencje nauczania języków obcych funkcjonariuszy służb bezpieczeństwa w USA i Wielkiej Brytanii.** *W artykule przedstawiono wybrane treści programu nauczania języków obcych dla pracowników wywiadu USA i Wielkiej Brytanii. Opisano kluczowe strategie, trendy i formy nauczania języka obcego, cel i strukturę kursów językowych resortów specjalnych służb wojskowych w sferze bezpieczeństwa narodowego USA i Wielkiej Brytanii, a także działalność centrów przygotowania lingwistycznego dla różnych grup wojskowych, zwłaszcza służb tłumaczeniowych.*
Słowa kluczowe: *edukacja języka obcego, strategie uczenia się, wywiad, bezpieczeństwo narodowe, służby wojskowe, doświadczenie międzynarodowe, język obcy.*

ЛЕСЯ ВИКТОРОВА. **Современные тенденции обучения иностранному языку сотрудников службы безопасности в США и Великобритании.** *В статье рассматриваются вопросы содержания иноязычной подготовки сотрудников спецслужб США и Великобритании. Освещены основные стратегии, тренды и формы иноязычной подготовки, цель и структура языковых курсов специальных и военных ведомств сферы национальной безопасности США и Великобритании. Описаны особенности работы центров лингвистической подготовки для различных категорий военнослужащих, особенности функционирования переводческих служб.*
Ключевые слова: *иноязычная образование, стратегии обучения, разведка, национальная безопасность, военные ведомства, зарубежный опыт, иностранный язык.*

LESYA VIKTOROVA. **Modern tendencies of foreign language training of US and UK security service personnel .** *In the paper the problems of the foreign language training of US and UK security service personnel are analyzed. The main strategies, trends and forms of foreign language training are highlighted; the objective and structure of the language courses in special and military departments in the US and UK national security sphere are investigated. We describe the features of the language training centers for different categories of servicemen, the peculiarities of translation services.*
Key words: *foreign language teaching, learning strategies, intelligence service, national security, military departments, foreign experience, foreign language.*

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MANAGEMENT IN EDUCATION AND CAREERS

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EUROPEAN HUMANITIES STUDIES: State and Society

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Moderation Technology in Education Manager's Activity: Content-Related Aspect

Problem statement. The modern stage of educational development in Ukraine is characterized by the activation of modernization processes. The general meaning and direction of modernization lie in systematic changes in education with the aim of bringing them in line with the demands of modern life, creating culture and mechanisms of constant renewal, purposeful commitment of education to urgent and perspective demands of a personality and society, state requirements.

Nowadays problems of economy and education are analyzed with reference to each other, technocratic approaches and position of scientism become standard, and economy based on the knowledge and high-tech technologies is considered by the government of Ukraine as the main result of the educational system functioning.

It is obvious that such changes are extremely significant for a manager of an educational institution. It is especially important in the system of general educational training, which is aimed at achieving an eventual result – a competitive graduate.

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Nowadays there are lots of general requirements to a manager of a general educational institution, which are predetermined by current problems of modernization of modern national education. Nevertheless, the rate of modernization development does not always correspond to manager's possibilities in real working conditions, because a manager has to be competent enough to perform a set of tasks.

The common requirements for all levels of educational management are the following: aspiration to overcome an administrative managerial style, minimize the bureaucratic bonds between levels of management hierarchy, maximally support the initiative and use intellectual and creative potential of pedagogues.

Innovations in educational management are performed by means of determining new functions of management activity, which is conditioned by creation of new management bonds and relations. The purpose of management innovations is bringing management into accordance with changing management subjects.

Analysis of the latest researches and publications. Management of a general educational institution in state documents is considered as a public one, which provides assurance of adaptiveness, flexibility and openness of management, contributing to gradual transition to the strategically target management. Management efficiency of a general educational institution is determined by a level of goal achievement, positive changes in establishment's activity [3].

The development of theory and methodology of management in the field of school education, substantiation of patterns, principles, functions, methods of managing general educational institutions were performed by famous native and foreign scientists: V. Bezpalko, Yu. Vasiliev, Yu. Konarzhevskyi, M. Kondakov, V. Krychevskyi, V. Maslov, N. Nychkalo, S. Sysoieva, V. Sukhomlynskyi, M. Potashnyk, T. Shamova etc.

Didactic aspects of general educational institution management were examined in researches of Yu. Babanskyi, V. Bondar, M. Burda, N. Burynska, I. Lerner, V. Madzihon, Yu. Maliovanyi, V. Palamarchuk, M. Potashnyk, M. Skatkin etc.

The results of Ukrainian scientists' pedagogical researches (V. Behei, V. Bodnar, B. Zhebrovskyi, V. Maslov, L. Danylekno, H. Yelnikova, L. Kalinina, I. Likarchuk, N. Ostroverkhova, V. Oliinyk, V. Pikelna, T. Sorochan etc.) indicate a new approach to the management of general educational institutions at the interdisciplinary level. These approaches were widely used in the school management practice of managers-

innovators V. Alfimov, M. Huzyk, O. Zakharenko, T. Karpenko, A. Solohub etc.

The purpose of the article is to determine the content of management moderation technology, to argue the practicability of applying this innovative management technology in professional activity of a modern manager of an educational institution.

Representation of main contents. A constant self-renewal is a significant feature of modern educational environment: formation of organizational units in its infrastructure, which realize the principles of innovative policy.

V. Lazariev and representatives of his school of thought consider the use of the method of normative and analytical design to be efficient, when it is assumed to choose a new kind of management system with account of complex of available normative standards (content of educational management functions, number of employees, their salaries, type of management structures etc.).

It is also well-known that the development of a system can be performed by means of inner conflicts resolution due to new changes or new system structuring. This fact gives an opportunity to reveal factors of development within the system of the structure components, which are the following (according to V. Zahviazynskyi): external changes, changes of management subjects' motivation, structural and content changes, new management approaches etc. [6].

The usage of advanced technologies in the management of general educational institutions is considered by L. Danylenko as important attributes of nowadays. Advanced innovative management technologies include those, which change the system of relations between participants of educational and management processes, the communication system (direct contact and feedback communication in management), system of forming universal (national, transcultural, humanistic) way of thinking. The advanced technologies are the following: modern information technologies, modeling organizational structures, technologies of innovative management, in particular, innovation marketing (organization of "public relations", engineering, reengineering, brand-strategy, fronting an innovative market) [5].

Moderation is also considered as an advanced innovative technology of educational management, which is widely used abroad. Management moderation is one of the ways of professional management optimization. In any field, which includes interaction between people, choosing goals,

strategies and ways of activity, the usage of moderation significantly increases working efficiency and aspiration of achieving goals. Management moderation is able to increase the efficiency of any team-work not only in a group of managers, but in an educational institution in the whole. The quality of education to some extent depends on the successfulness of educational moderation technology implementation.

It is necessary to determine the meaning of moderation as a scientific category. Moderation is support of a certain type of activity. In etymologic sense the term "moderation" means mitigation, containment, abstinence.

A moderator is a facilitator of group communication, who masters the techniques, methods and tools of moderation. He/she supports a group organizing its well-adjusted purposeful behavior. His/her task is to assist, coordinate, contribute, and support a team-work.

Moderation is aimed at revealing personality's inner potential. The process of moderation helps to convert potential (would-be) into real, which is very important in any type of management interaction.

Moderation in management is a culture of discussions and decision-making in situations, which require wide recourses for problems and tasks argumentation, as well as their interaction at the stage of the implementation of the made decisions. Moderation allows performing management on the basis of faith, mutual understanding and collaboration.

The technique of management moderation lies at the root of team-work organization and project management implementation [4].

The technique of management moderation allows a manager within a short time to find rational methods of solving certain problems, unite participants, encourage to common searching for ways of problem solution, and stimulate them to practical acts and personal responsibility. The use of moderation in management activity improves the cultural behavior in an educational institution, instills standards of client-orientation.

Moderation in management helps to solve problems of corporate management, which decrease the efficiency level of management activity, among which are the following:

- Lack of clarity in decisions and absence of responsible (which is usually deficient during strategic sessions, in the process of working on new conceptions and ideas of educational institution development);
- The absence of corporate (organizational) culture (the success of correct moderation in the process of managing an educational project influences the further team-work, increases participants'

desire to consider all ideas and opposed points of view, accept and use them);

- Insufficient motivation of teaching stuff:
  a) Everyone is not just informed, but takes an active part in decision-making, based on common workings;
  b) Moderation is aimed at elimination of factors, which decreases motivation, among which there is authoritarianism of a manager and other team members, departure from aspects of works, personal accesses, drive for power of vice-administrators, which prevents constructive decisions;
  c) The process and result of moderation is similar to coaching, which is aimed at the development of understanding and responsibility as a choice of ideas' and acts' authorship.

The abovementioned gives reasons to claim that technology of moderation refers to the group of person-centered technologies. The theory of team management is the basis of moderation technology; it forms the high level of team responsibility, due to which the moderation technology provides efficient management of teaching stuff [2]. A moderator-manager has to understand that members of a constant or temporal team, which works on a pedagogical problem or an educational project, concentrate on the professionally organized educational process, in which a teacher participates with pleasure, because he/she develops as a personality and is professionally growing. A moderator-manager creates the necessary conditions for the development of teaching stuff members due to the management system, which is developed by him-/herself or with the help of consulting experts. Motivational program and target management of teaching stuff is used in the work (by a team of executives) on the basis of general management competence [1]. The management moderation includes the following functions:

- Planning (development of program objectives of an educational event, a process, a project (social or scientific));
- Organization of program execution;
- Program (plan) control;
- Control and adjustment of a process;

A manager-moderator uses rules of motivational program and target management and qualimetric assessment of management process. A manager-moderator has to possess the following personal qualities: organizing skills, democratic communication style, empathy and humanity, erudition, self-discipline, reflection. A manager-moderator has

to master the moderation technology, has to distinguish needs of teaching stuff in time, perform communications, prevent (eliminate) a conflict situation, consult, form a creative atmosphere and climate of confidence, use pedagogues' experience and demand everyone's accountability and know how to perform appraisal and self-evaluation. A moderator manages teachers' professional activity without any pressure. In the process of moderation pedagogues master skills of an active, conscious and purposeful action, open exchange ideas, results, active mutual help, skills of useful criticism, self-esteem and peer assessment.

Management with the use of moderation technology is performed in some technological stages:

1. *Preparatory stage.* Organization of participants' interaction process. Creation of teamwork rules and regulations.

2. *Organization of teamwork.* Problem statement. Discussion of the desired goal. Collective decision-making concerning methods of further work.

3. *Formation of subgroups on activity areas.* Work in groups. Control over the working process in subgroups and the process of interaction between them.

4. *Review of the preliminary results.*

5. *Activity control and correction.* Statement of further tasks. Division of functions and tasks between team members.

6. Progress review and reflection. Discussion of difficult moments in different work situations, simulating these situations for future use. All participants analyze their own behavior, get other members' and a manager's feedback.

Basic components of management structure during the moderation process are the following: focus on the task performance, collecting all members' ideas, task evaluation according to the significance level, designing and formulating plan of actions, its performance based on motivation and purposefulness of each subgroup, permanent control over task performance in terms of compulsory group discussion.

A new educational paradigm is focused on the development of a personality as an expert, who acts on his/her own authority and is responsible in the process of his/her professional activity. In this regard, director's management competency becomes especially important, because this is only a director, managing an educational institution, flexibly adjusting to changeable conditions of pedagogical activity, is able to cause positive changes in the quality of education.

Observation on the implementation of moderation technology proved that it helps to form a stable professional team of pedagogues. Under the conditions of comfortable psychological atmosphere this group of professionals is constantly recruited by other employees, who want to work in a new modern way.

The moderation technology allows a manager to develop his own motivational sphere, his life values, professional competence, and demand for professional behavior.

There is no doubt that implementing the moderation technology in national educational sphere as the best world management experience will influence the formation of administrative competence of an educational manger. This innovation management technology will significantly increase the efficiency and quality of the educational process in a general educational institution.

Conclusions. Despite the fact that this issue is topical nowadays, the moderation technology is not considered as an integral part of professional and advanced training of professionals in different specializations, as well as experts in the field of educational institutions management.

Future researches are focused on determining the potential of educational subjects optional for master degree students on the formation of knowledge, skills and abilities in the field of management moderation technique of future masters with a degree in "Educational institution management" as well as designing training sessions for retrainees.

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Abstracts

ОЛЕГ ДОЛЖЕНКОВ, ТЕТЯНА ПОСТОЯН. ***Технологія модерації в управлінській діяльності менеджера освіти: змістовий аспект.*** *Спільною вимогою для всіх рівнів управління освітою є прагнення подолати адміністративний стиль управління, мінімізувати бюрократичні зв'язки між рівнями управлінської вертикалі, максимально підтримувати ініціативу та використовувати інтелектуальний і творчий потенціал педагогів. У статті розкрито можливості технології модерації щодо забезпечення ефективної реалізації механізмів управління педагогічним колективом з ураху-*

ванням їх готовності до самоуправління і мобілізації особистісних ресурсів.
Ключові слова: *управління освітою, перспективні технології управління, технологія модерації.*

OLEG DOŁŻENKOW, TETIANA POSTOJAN. **Technologia moderacji w działalności kierowniczej menedżera oświaty: aspekt treściowy.** *Często wymogiem dla wszystkich poziomów zarządzania oświatą jest dążenie do przezwyciężenia administracyjnego stylu zarządzania, zminimalizowania biurokratycznych hierarchicznych powiązań w zarządzaniu, maksymalnego wsparcia inicjatywy oraz wykorzystanie intelektualnego i twórczego potencjału nauczyciela. W artykule opisano możliwości technologii moderacji w celu zapewnienia skutecznej realizacji mechanizmów zarządzania zespołem nauczycieli uwzględniającej ich gotowość do samorządu oraz mobilizacji zasobów osobowych.*
Słowa kluczowe: *zarządzanie oświatą, perspektywiczne technologie zarządzania, technologia modernizacji.*

ОЛЕГ ДОЛЖЕНКОВ, ТЕТЯНА ПОСТОЯН. **Технология модерации в управленческой деятельности менеджера образования: содержательный аспект.** *общим требованием для всех уровней управления образованием является стремление преодолеть административный стиль управления, минимизировать бюрократические связи между уровнями управленческой вертикали, максимально поддерживать инициативу и использовать интеллектуальный и творческий потенциал педагогов. В статье раскрыты возможности технологии модерации по обеспечению эффективной реализации механизмов управления педагогическим коллективом с учетом их готовности к самоуправлению и мобилизации личностных ресурсов.*
Ключевые слова: *управление образованием, перспективные технологии управления, технология модерации.*

OLEG DOLZHENKOV, TATYANA POSTOYAN. **Moderation technology in education manager's activity: content-related aspect.** *A common requirement for all levels of education is a desire to overcome the administrative style of management, to minimize bureaucratic communication between levels of management vertical, the maximum to support the initiative and use the intellectual and creative potential of teachers. The article reveals moderation technology capabilities to ensure effective implementation of the control mechanisms of the teaching staff with regard to their readiness for self-management and the mobilization of personal resources.*
Key words: *education management, advanced management technology, moderation technology.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Maryna Kharchenko

Airport as a Multimodal Transportation Hub in the System of Carriage Type "Sea-Air"

Relevance of the research Globalization and increased competition in the global transport market make it necessary to use fundamentally new approaches to international and sectoral economic relations. The transformation taking place in the economy of Ukraine, development of economic relations with foreign countries pose Logistic complex challenges for its integration into European and global transport system problem of development of multimodal transport mechanism for the formation of the node as a component of the increase in the provision of multimodal traffic and increase the country's competitiveness in international markets is essential.

The study of problem Many foreign and local scientists engaged in modeling of transport issues. Vojevudskiy O.M., Tikhonova M.O., Lomash D.A., Persianov V.A. and others have contributed to the organization of the transport. Among foreign scholars are G. Zijian, S. Xiangqun, Z. Peng, H. You-heng, Z. Ling-yun and others. Proceedings of scientists is dedicated to modeling of the ports on the interaction of various modes of

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transport, optimizing the supply of goods, the amount of storage space and other issues of the transport systems.

However, nowadays any work on the issues of complex transport systems to optimize the performance of all transport modes involved in multimodal transportation process, and particularly describing the organization of the airport as a multimodal transportation hub in the transportation system of the "sea-air" have been found.

The aim of the paper is to describe the organization of the airport as a multimodal transportation hub in the transportation system of the "sea-air".

The main statement of research material Submitters take in the computation to six factors, choosing the means of delivery of a particular product. For example, if the sender is interested in rate, the main choice is manifested between air and road. If the goal is a minimum cost, the choice is between water and pipeline transportation. Senders are increasingly resorting to the simultaneous use of two or more modes of transportation – multimodal transport due to containerization.

Analysis of scientific literature on the subject of practical research has shown that an explicit formulation of the concept of the term "multimodal transport" is not in the current development of national transport science that could reveal the understanding of the nature and subject of study. The vast majority of scholars and practitioners give a purely contextual definition of this concept. We believe, most researchers and practitioners formulate the term "multimodal transport" and give it a too wide definition.

The first and only legal source of international level contains the term "multimodal transport" and reveals its essence the UN Convention of 1980 "On international multimodal freight" which, unfortunately, has not entered into force yet. Based on the basic provisions of this document the main features that characterize transportation as multimodal, that is organized on the basis of the Western doctrine produced by traffic law (which is stated as "international multimodal transport of goods") includes:

- cargo must be international;
- at least two modes of transport should be involved in transportation;
- transportation is organized transport operator or a person acting on his behalf;
- transportation operator in the contract of carriage between him and the person who bought traffic (client), acts as an equal party

to the contract, and not as an agent or on behalf of the consignor or carriers involved in operations of transportation;
- transport operator assumes responsibility for the execution of the contract of carriage;
- a document that gives the operator transportation covers all the way of movement of cargo from shipper to consignee;
- operator is responsible for the consignment in the period from the date of acceptance of the goods in his keeping until the transfer of the goods by the recipient [4, p. 77].

Thus, multimodal transportation can be defined as international traffic carried by two or more modes of transport organized by the operator, who assumes responsibility for carriage of goods in general, which gives the sender to multimodal transport document covering the entire path of movement of goods. The operator of multimodal transport, which takes responsibility for all risks associated with the carriage of goods sent to a single shipping document covering the entire path of movement of goods, is indigenous honors of multimodal transportation from all others related to it.

The most important structural element of multimodal transportation is a multi-modal transportation hub. The term multimodal transportation hub (MTH) means the geographical point connections and interaction of several modes of transport. This node can combine the railway stations, sea and river ports, airports, train stations, highways, final and intermediate objects pipelines, municipal transport networks.

Multimodal transport hub is a complex of technical means to perform all operations with cargo units. There are basic types of multimodal transport hubs:
- ports where there is reloading with sea ships on river boats, cars and cars there and back;
- airports (reloading from aircraft to cars, wagons there and back);
- river ports (reloading of riverboats in carriages and automobiles);
- dry ports (terminals land vehicles) for reloading of cars in the car there and back [2].

Storage facilities and cargo terminals with control centers and distribution of freight, customs clearance facilities, transport insurance organization representing the freight forwarding and banking services include infrastructure multimodal transport hubs. These nodes, in fact, are springboard organizational, technical and technological interaction between different modes of transport, the implementation of multimodal

transport logistics on principles not only on a national but also at international level.

The strategic objective in the development of programs to create any of multimodal transport hubs is an integrated development of all of his modes of transport, terminal and storage facilities, as well as their infrastructure links. Therefore, the basis of (MTH) always makes 2–3 of transport investments, the development of which allow to get the greatest effect, because due to natural causes, not all transport modes have the same development.

The largest segment of international transportation is associated with marine transportation. The main feature of this type of transport is that unlike other types of cargo, where the price depends on the distance at which it is necessary to carry the load, the shortest path is not always cheaper than using sea transport which is much longer.

Marine multimodal freight transport is best suited for large shipments over long distances and used when needed solving complex transportation problems, such as intercontinental shipping. Maritime transport is used in most cases in implementation and attracts 2 (air, rail and road transport) or more of the counterparty.

We can introduce a skip scheme material flow in the "shipper-carrier-consignee" in the multimodal transport of the "sea-air" as follows (Fig. 1).

Airport, in the multimodal transport such as "sea-air" serves two

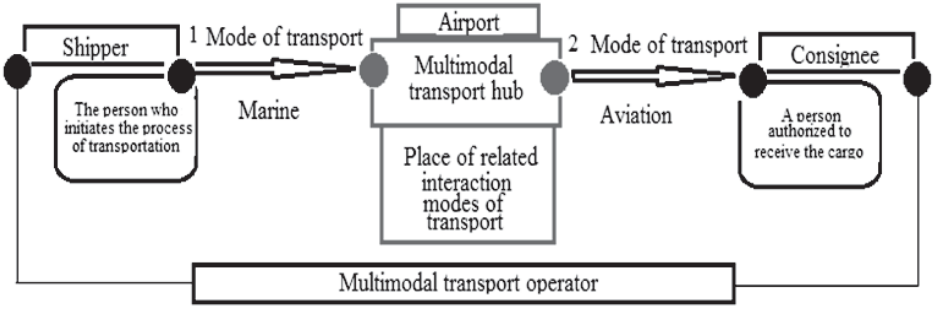

Fig. 1. The airport serves multimodal transportation hub in the maritime transport of the «sea-air»

kinds of input streams loads submitted during unloading and cargo to be submitted under load. Operations with loads occurring at the airport such as loading and unloading supply of empty containers by the shipper

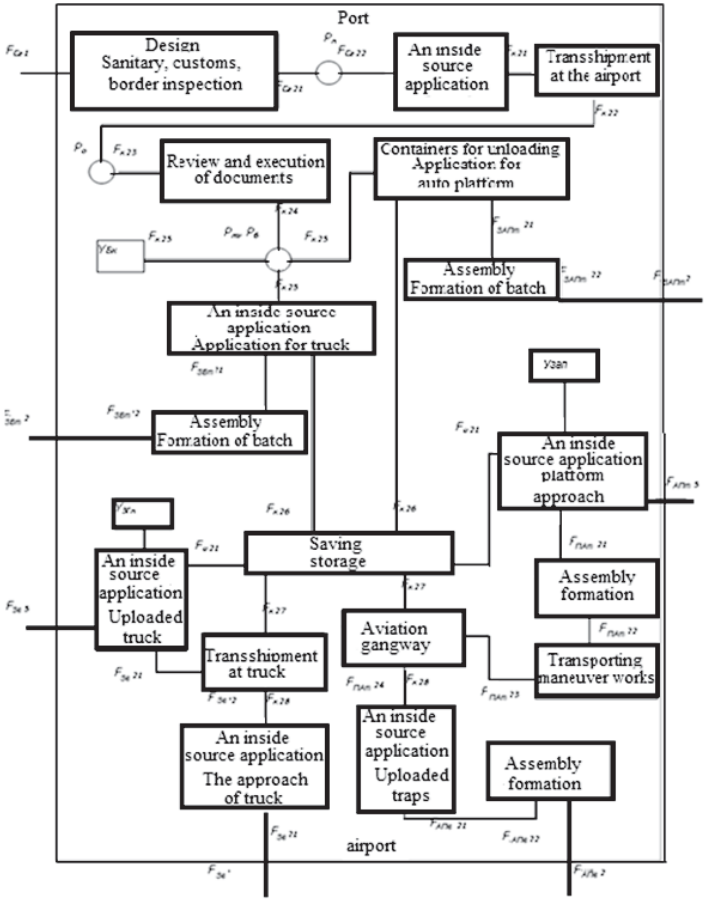

Fig. 2. Stepping algorithm process of transactions cargo in multimodal transport hub (airport) at transportation of the «sea-air», where:

FCг - ship loaded with containers; FAПт -- empty aviation gangways; FГп -- empty trucks; FЗAПт -- Application for empty aviation gangways; FЗГп - Application for empty trucks; FAПЗ - empty aviation gangways on the application; FВЗ - empty trucks on the application; FAПт - laden containers of aviation gangways; FВв - trucks loaded with containers; Fк - containers; Fи - notification of readiness for service of the application; УБк - rejected containers; УЗAПт - waste applications of aviation gangways; УЗВп - waste application to empty trucks; Рп - algorithm of selection berth processing vessel; Рв - the party formation algorithm of for Customs Supervision; Рт - algorithm selection method of transportation containers; Рб - rejection algorithm of containers.

for loading, delivery of loaded containers recipients returning empty containers at the terminal – is calculated based on the amount of input streams and airport capacity [1, p.39].

Process of operations with cargo in multimodal transport hub (airport) can be represented as a single-step algorithm, where at each stage of the production capacity is distributed (Fig. 2).

Process of reloading cargo on a plane during multimodal freight transportation such as "sea-air" begins with the delivery of the cargo at the port, then to airport cargo department. After that the sender must present his goods for carriage, where he will be asked to overload the goods on pallets for its inspection, weighing and design. Acceptor asks to perform this operation by using this service right on the part of the airport, if the product is not properly packaged. This procedure is similar to the process of package shipments [5].

Next shipment will be issued and the party will be completed and sent to the warehouse, where it waits for the earliest opportunity to load the plane. The cargo will be tested for safety for transportation by analogy with the usual baggage of passengers with the appearance of free air gangway.

Forwarder after clearance gets consignment note, stating the name adopted by the cargo, its weight, volume, number of seats, the cost of transportation, name of sender, recipient and carrier, and other necessary information.

Consignee is required to get into the cargo department of its power of attorney and the airport with passport on arrival, where he can pick the name of his company's sent goods.

Conclusion. Thus, the formation of multi-modal transport hubs is directly associated with the creation of logistics centers that have a regional or interregional status. They are designed to take control of the circulation of goods and services within cities and economic zones. Formation and development of logistics centers should aim at maximizing the release of local producers and consumers of goods and services from their non-core activities related to the supply, sale, transport and storage of raw materials and supplies finished products to customers.

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Abstracts

МАРИНА ХАРЧЕНКО. **Аеропорт і мультимодальні транспортування HUB в системі перевезень типу «SEA-AIR».** *У статті аналізується поняття і основні риси змішаного перевезення. Це зачіпає проблему мультимодальной транспортної розв'язки в структурних підрозділах мультимодальних перевезень. Тут показано схему мультимодальних перевезень, таких як «морське повітря» і представлено покроковий процес алгоритму транспортування вантажу в мультимодальних транспортного вузлах (аеропортах) при транспортуванні в системі «морське повітря».*

Ключові слова: *мультимодальні вантажні перевезення, мультимодальні перевезення маточин, Трансфер до аеропорту, алгоритм «море-повітря».*

MARINA CHARCZENKO. **Lotnisko jako węzeł transportowy w systemie przewozów typu „SEA-AIR".** *W artykule przeanalizowano*

podstawowe cechy transportu multimodalnego, w tym opisano problem multimodalnego węzła komunikacyjnego w jednostkach strukturalnych transportu multimodalnego, a także przedstawiono znaczenie algorytmu „morze-powietrze" («sea-air») w procesie transakcji ładunku.
Słowa kluczowe: *transport multimodalny, multimodalny węzeł komunikacyjny, transport na lotnisko, algorytm „morze-powietrze"*

МАРИНА ХАРЧЕНКО. **Аэропорт и мультимодальные транспортировки HUB в системе перевозкок типа «SEA-AIR».** *В статье анализируется понятие и основные черты смешанной перевозки. Это затрагивает проблему мультимодальной транспортной развязки в структурных подразделениях мультимодальных перевозок. Здесь показано схему мультимодальных перевозок, таких как «морской воздух» и представлено пошаговый процесс алгоритма транспортировки груза в мультимодальных транспортного узлах (аэропортах) при транспортировке в системе «морской воздух».*
Ключевые слова: *мультимодальные грузовые перевозки, мультимодальные перевозки ступиц, Трансфер до аэропорта, алгоритм «море-воздух».*

MARYNA KHARCHENKO. **Airport as a multimodal transportation HUB in the system of carriage type «Sea-Air».** *The article analyzes the concept and main features of a multimodal transport. It touches upon the problem of multi-modal transport hub as the structural units of multimodal transportation. It reveals schematic diagram of multimodal transportation such as «sea-air» and builds stepwise algorithm process transactions cargo in multimodal transport hub (airport) at transportation of the «sea-air».*
Key words: *multimodal freight transportation, multimodal transportation hub, airport transportation such as «sea-air» algorithm.*

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ARTE ET HUMANITATE, LABORE ET SCIENTIA
EUROPEAN HUMANITIES STUDIES: State and Society

Olena Tsymbalistova

Problems and Prospects of Control Combined Cargo Transportation within the Sea and Air Transport

Relevance of research. Combined Transport (CT) significantly changed the traditional nature of competition in the transport sector, therefore a large number of rules and principles approach to transport are obsolete or in need of revision. Thus, the most fundamental change made in the transport sector is a change from the traditional practice of transportation from point A to point B (port - port or station - station) to the system of through traffic (from the point of origin of the cargo to its final destination point). The key element of the system is to control the load. Indeed, one who controls the movement of goods throughout the system, regardless of whether it covers the aircraft, trains, road transport or ports, has a competitive advantage over those who control the cargo that is carried only by certain types of vehicles. The party that controls the load all along the line can take any decisions related to transportation, from route selection, carrier and port of call to transport. Such control shippers exempt from their traditional concerns about specific routes,

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ports, warehouses, transshipment facilities. As a result, certain types of transport are changing marketing strategy, especially in relation to the central object of competition – control the loads.

The increasing specialization of modes of transport, which is necessary for the organization of CT and different organizational structure of foreign trade cargo transportation have exacerbated not only "multi-modal" competition, but competition within individual transport modes ("one species" or "within species").

The main reason for this is that the potential hinterland of each mode of transport, spatial and functional – a range of transport operations segments (marine and terrestrial) is expanded, sometimes beyond the conventional scope. Therefore, all modes of transport are exposed to greater competition in their traditional areas.

In addition, with the development of CT new participants such as air transport which gradually creates its own niche have appeared in multimodal competition nowadays. Herewith shipping lines mark more active strategy for air transport in "skimming" of their goods (implying prices, not quantity). It is also important to emphasize that the CT led not only to an intensification of competition in transport, but also strengthened the element of complementarities for both combined and single-species transport.

Research problems. Solving problems to ensure the efficiency of the processes of cargo transportation is given considerable attention in the writings of Vorkuta A.I., Bakayeva O.O., Kulayev Y.F., Sich E.M., Mirotin L.B., Smekhova A.A., Tovkun D.L., Chekalov V.I., Tsvetova Y.M., Zayonchyk L.G. and many other scholars. At the same time, Ukraine has paid insufficient attention to the disclosure features of combined transportation within the maritime and air transport and management of traffic.

The purpose of the article is to study the characteristics of regulation of combined transportation within the maritime and air transport Ukraine.

The main material of the study. We should note that the development of combined transportation (equipment) in any country should be based on the interaction of three key partners actively participate in combined traffic:

• state that develops and implements national laws and regulations relating to trade and transport;

• service providers, including a supplier of transport services (carriers, freight forwarders, operators and equipment that perform operations on

Combined Transport in accordance with national and international trade and transport practices, and suppliers of other services (banks, insurance companies) associated with international trade agreements;

• transport users (buyers and sellers, importers and exporters) that can take advantage of combined transport in the implementation of trade agreements. [1]

Activity of these partners covers not only economical, commercial and operational aspects of international transportation, but all aspects relating to trade facilitation and responsibility for the goods. The participants – partners in undertaking a range of equipment typical measures in the context of international trade and transport are presented in Chart 1.

We get the conclusion that the required training of government

Chart 1
Members of combined transportation

Partners in trade and transport	State	Users of transportation	Transportation service
State	Simplification of customs procedures. The liberalization of foreign exchange control	The strategy of export expansion. The strategy of replacing imports. Systems for temporary storage of goods in customs warehouses	Providing infrastructure and equipment. The introduction of the legal requirements (licenses). Adoption of financial liens for the fulfillment of the contract
Users of transportation	Lobbying / applying pressure in favor of adopting the necessary laws and regulations	Improving the use of commercial practice. Better understanding of the requirements of the product. Enhancement organizations by means of shippers bargaining	Long partnership with selected operators of transport. Best exchange of information at the right questions. Find competitive offers
Transportation service	Lobbying / applying pressure in favor of adopting the necessary laws and regulations	Marketing services related to trade and transport. Closer ties with the clientele. Better understanding of customer needs.	Increase professional organizations. Improve logistics management to provide efficient transport services. Make innovations on transport operations.

officials and high-level management personnel are advisable to focus on solving the problems of international trade and transport, including the common practice of procedures and documents relating to the facilitation of trade, combined transport and container operations.

Air cargo transportation is one of the segments of transport that is developing rapidly. By the 1970s, they were not considered a significant competitor of maritime navigation (in international traffic) or overland transport (inland transport) and regarded as a stepchild of air passenger traffic. Even shippers and forwarding agents often do not consider air freight transportation by an independent and separate type of freight transport [3, p. 97].

For many years air cargo transportation kept in their lack development of economic operation of the aircraft. The introduction of the wide body jets, especially the "Boeing 747" and significant improvement of cargo terminals and a growing recognition of the great potential of the line as a kind of freight transport that can carry standardized containers and accessories - all at once strengthened the competitiveness of air transport. However, the share of air transport in the total volume of international freight traffic is low. The value of airlift constitute 10–20% of international trade based on the specific route [4, p. 11]

Competitive advantages of air transport compared with other modes can be determined by four main factors: time and transportation cost, the nature of the goods and the feature of the market. One of the benefits of air transport is less the duration of transportation, especially at medium and large distances. Time saving factor is especially important if the transport time is considered to be the total duration of carriage of goods from point of origin to point of final destination. Airports are often closer and more accessible than ports at the location of these items inside the country. Another aspect of the overall length of transportation is the frequency of transport services. The number of flights per week or month that senders can use in most major shopping centers is significantly higher than the frequency of waste line vessels. Moreover, the transfer of cargo from one flight to another takes less time on air transport than on the sea. Improving airport ground equipment, the use of special containers and transshipment of unified cargo provide temporary advantage of air transport, although ccontainerization greatly accelerated transport operations in maritime transport. This advantage is vital for the following product groups:

- products with biologically short life cycles, (flowers, fruits, meat);

- products with a short economic life that are shipped on a special occasion, such as certain holidays or fashion goods, like those that have come on the market from time to time not to lose their value;
- products in which air transport serves primarily as a marketing tool and allows you to meet sudden increase in demand for the goods or demand in specific markets for specific products;
- urgent items (equipment needed for production line that is out of work or medication and care facilities). This group includes the goods sent by air at one time basis because of problems with land transport mode as strikes, simple vehicles, the need to withstand the delivery time to ensure their reliability;
- goods, fast delivery of which allows decline in inventories, and provides significant cost of capital;
- equipment, the use of which in the production justifies the increased transportation costs (the revenue is much higher than the additional transport costs);
- goods of high value, rapid transit of which in spite of the higher tariffs can provide significant savings "frozen" capital.

The second factor that affects the competition is the cost of transportation. Of course, the high cost of air freight is one of the major constraints to their development. The main reason is the higher capital investments in aircraft compared to their carrying capacity and the relatively high cost of fuel.

However, air transport is not always the most expensive. The system of distribution of goods (from the point of origin to point of final destination) includes a list of cost items, such as packaging, insurance, transportation and delivery of goods, capital expenditures. For a number of these elements air transport has advantages over the sea. For example, rapid transit and careful handling of cargo allow the use of lighter package than strong boxes or containers designed for maritime transportation. This package is saving labor, materials, weight and volume of cargo, which generally leads to lower overall transportation costs. Of course, containerization greatly reduced the cost of packing for sea transportation, air transportation but still has a distinct advantage. The advantage of the cargo packing is connected with its value. Thus the carriage by air of cars does not need oil as protection of the marine environment during transportation by sea.

At the same time, we note that insurance fees – is another area where air transport is an advantage. Statistics show that the number of air

transport accidents is lower than any other form of transport. Also, due to lower transportation duration and greater the cargo insurance rates for a particular direction are lower than in maritime transport. The convenient location of the airport in relation to the market also has a significant cost advantage.

It is important to note that the various surveys of exporters, importers and freight forwarders of the factors they are guided in the process of choosing between air and sea transport, the most frequently mentioned: the total duration of transport, the timing of the contract, the cost of transporting one ton of cargo, the need to reduce inventory, freight rate berthing fee, the ratio between the volume and weight of the goods, the shelf life of products, size of shipments and reliability of transport. It follows that any factor can be isolated as the main transport for all in choosing the mode of transport, and for each product different factors are prevailed.

In our view, many transportation problems are the result of institutional, inter-governmental and legal difficulties, such as the decentralization of decision-making at all levels of the state; complicated, sometimes contradictory, responsible government agencies; complexity of the reconciliation of public and private interests. Therefore, in order to enhance or reduce the inefficiency of trade and transport system and make way for the development of equipment state can take the lead by taking the following measures:

- it is allowed to harmonize liability regimes on transport and insurance practices, and provide a legal framework for the establishment and development of CT;
- facilitate trade and transport operations (customs regulations, trade and transport documents, electronic data interchange technology) and their recognition of the trade community operators of transport, government agencies, banks and insurance companies;
- provide a smooth evolution of customs and transport operations / services and eliminate wasteful use of resources, computerization of customs administrations, improve infrastructure (custom equipment, internal bonded warehouses, intermodal original equipment) and means of transport;
- training of local staff both in the public and private sectors (primarily freight forwarders and ocean carriers) [2, p. 247].

In our view, required a close relationship between service providers (transport companies, banks and insurance companies), their users, and government agencies in order to take into account the interests of

the parties participating in the development of combined transport and solve major problems. Only in this case it is possible the rational use of existing facilities, coordination of transport policy, obtaining a synergistic effect. The quest for more efficient and smooth transportation system is based on the need to have a strategy of planning and management that go beyond the individual modes of transport and enjoy the results of their mutual competition, improving both their interaction; lead to more consistent regulation unlimited each type of vehicle; take into account the requirements of the new working relationship between the public and private sectors.

In addition, robust advisory mechanism is required, a national organization promoting trade and transport can act in such a mechanism. This mechanism may also take the form of public or private initiatives aimed at ensuring a coordinated and reliable system of transportation. Such an initiative could raise competitiveness and quality standards of the national transportation system. Obviously, the development of optimal solutions is possible with such an organization, and can improve the efficiency of transport. This arrangement will improve coordination between government agencies; public and private sectors; commercial parties; with all stakeholders at the regional level equipment.

The main objectives of the organization should be to encourage the improvement of transport for the benefit of Ukraine's foreign trade, and the main objectives are as follows:

- the role of national forum for discussion the measures of formalities, procedures and documents used in international trade and transport;
- making government projects in Ukraine for approval policies and practical approaches to the regulation of trade and transport;
- developing recommendations on prospective investments in transport;
- expansion of public awareness about the methods and benefits of providing the conditions of trade and transport operations.

Since the effective functioning of the national organization depends on its representativeness , the activities should cover all aspects related to the mixed messages and trade, namely customs , public transport authorities , finance and planning; banks; insurance companies; transport users (senders, recipients, importers, exporters); Chamber of Commerce, international transport operators (shipping companies, airlines, CT and their agents); management port and terminal operators, including

operators of internal customs warehouses; operators of inland transport (road, rail, inland waterways).

Thus it is necessary to note that the very nature of measures to facilitate trade and combined transport requires going beyond national borders. Thus it is necessary note that the very nature of measures to facilitate trade and combined transport requires going beyond national borders. In other words, the need for coordination is not limited only to trading partners because the application of appropriate measures without neighboring countries risks a problem of transit traffic in (through) those States.

Government measures to promote equipment can not be taken in isolation from the overall strategy, which should: be based on the efficient use of resources, compared with a profit derived from international trade; have an orientation to the market and take into account the requirements of customers; different objective attitude to the various modes of transport; encourage the development of national transport technology and the accumulation of experience; exhibit sufficient flexibility to changing conditions and needs of international trade and technological development.

Conclusion. Thus, the passage of equipment strategy will lead to the economic approach to assess the role of the state in the field of transport; reduce the length of the logistics process and the cost of it; growing containerization; strengthened the validity of legal norms; responsible for operators and users; limited control functions of public authorities; eliminated the conditions for fraud and corruption; eliminated shadow economic activity as a result of its inclusion within normal economic process, characterized by legal business atmosphere.

This strategy can be performed using a variety of means: modification of the existing concept to promote trade and transport operations; updating the legal framework; changing the structure of government agencies and professional organizations; changing the working methods of administration; vocational training and the creation of his motivation; increasing the availability of tools for data processing.

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Abstracts

ОЛЕНА ЦИМБАЛІСТОВА. **Проблеми і перспективи управління комбінованими вантажоперевезеннями із задіянням морського і повітряного транспорту.** *У статті описуються нові принципи і правила підходу до комбінованого транспортування. У статті представлені такі проблеми, як необхідність змін у звітності державних організацій та установ для координації та партнерства нового типу між державним і приватним секторами для використання транспортних систем; оцінка інституційних, міжурядових і правових питань, що стосуються розвитку транспорту. Це передбачає заходи щодо підвищення ефективності торгівлі та транспорту і створення умов для розвитку інтермодальних перевезень.*

Ключові слова: *комбінована транспортування, транспорт морський, транспорт повітряний, аеропорт, держава, інтермодальні перевезення.*

OLENA CYMBALISTOWA. **Problemy i perspektywy zarządzania kombinowanymi przewozami ładunków z wykorzystaniem transportu morskiego i powietrznego.** *W artykule przedstawiono nowe zasady i reguły podejścia do transportu kombinowanego. Opisano*

problemy związane z koniecznością dokonania zmian w sprawozdaniu instytucji i organizacji publicznych w celu koordynacji oraz rozwoju nowego rodzaju partnerstwa między sektorem publicznym i prywatnym w zakresie wykorzystania systemów transportowych.
Słowa kluczowe: *transport kombinowany, transport morski, transport lotniczy, linie lotnicze.*

ЕЛЕНА ЦИМБАЛИСТОВА. **Проблемы и перспективы управления комбинированными грузоперевозками с задействованием морского и воздушного транспорта.** *В статье описываются новые принципы и правила подхода к комбинированному транспорту. В статье представлены такие проблемы, как необходимость изменений в отчетности государственных организаций и учреждений для координации и партнерства нового типа между государственным и частным секторами для использования транспортных систем; оценка институциональных, межправительственных и правовых вопросов, касающиеся развития транспорта. Это предполагает меры по повышению эффективности торговли и транспорта и создание условий для развития интермодальных перевозок.*
Ключевые слова: *комбинированная транспортировка, транспорт морской, транспорт воздушный, аэропорт, государство, интермодальные перевозки.*

OLENA TSYMBALISTOVA. **Problems and prospects of control combined cargo transportation within the sea and air transport.** *The article describes the new principles and rules approach to combined transport; in the article such problems as the necessity of changes to the accountability of public organizations and institutions of coordination and partnership of a new type of public- private sectors for the use of transport systems, the evaluation of institutional, inter-governmental and legal issues regarding the development of transport, such as the decentralization of decision -making at all levels of the state and complexity of the reconciliation of public and private interests are discussed. It suggests efficiency measures of trade and transport and creating conditions for the development of intermodal transportation.*
Key words: *combined transport, combined transport freight transportation, sea transportation, air transportation, airline, state level.*

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Oleg Dołżenkow, Tetiana Postojan
Technologia moderacji w działalności kierowniczej menedżera oświaty: aspekt treściowy . . . . . .

Marina Charczenko
Lotnisko jako węzeł transportowy w systemie przewozów typu „SEA-AIR" . . . . . .

Olena Cymbalistowa
Problemy i perspektywy zarządzania kombinowanymi przewozami ładunków z wykorzystaniem transportu morskiego i powietrznego . . . . .

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