

**MODERN TENDENCIES IN
PEDAGOGICAL EDUCATION
AND SCIENCE OF UKRAINE
AND ISRAEL: THE WAY TO
INTEGRATION**



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MODERN TENDENCIES IN THE PEDAGOGICAL SCIENCE OF UKRAINE AND ISRAEL: THE WAY TO INTEGRATION

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The 9th issue of the materials of Israeli and Ukrainian scholars is primarily dedicated to various aspects of current researches in the field of educational and psychological sciences, focused on the improving the system of education. This book of articles is open to the scientists from other countries.

The given papers are of interest to various researchers, graduate students, undergraduates and creative teachers who are interested in developments in the field of educational and psychological sciences in the system of education.

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Bartienieva Iryna

FORMING SUBJECT-MATTER COMPETENCY IN HIGH SCHOOL STUDENTS

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Abstract. *The article deals with the urgent issue of training high school students for external independent testing, the necessary condition for which is formation of their subject-matter competency, in particular, the mathematical one. The essence of competency-based approach, concepts “competence”, “competency” are revealed. The author singles out the effective forms, methods, technologies of organizing high school students’ educational activity in mathematics lessons aimed at quality preparation for external independent testing.*

Keywords: *competency-based approach, competency, competence, subject-matter competency, external independent testing.*

Reforming education in Ukraine involves the updating of the content of education with a focus on key competencies, which will enable students to solve various tasks in all spheres of life. The concept of competency in education arose as an understanding of the fact that the formation of the school graduate’s competency should be considered a task and a mission of education. This competency should provide them with an opportunity of self-realization in society, and contribute to the formation of civil society.

Competency is a prerequisite for graduate’s successful self-realization in society and the development of society per se. The main task of education is training a competent citizen of a society (graduate) who is able to discover, develop, maintain, successfully realize their potential in the face of complex requirements posed today.

The analysis of the latest studies on the research problem has shown that the main feature of the competency-based approach is the emphasis shift from the load of normatively determined knowledge, skills and abilities to formation, development of students’ ability to practically act, apply individual techniques, experience of successful actions in various activity fields (I. Burhun).

The competency-based approach doesn’t imply student’s mastering of certain knowledge and skills, but acquiring them in the complex. It includes humanistic, moral, ethical, cultural, aesthetic, motivational and other components, aimed at creativity, action, initiative, performance, result (S. Rakov).

A. Khutorskoi proposes to divide the concept of “competency” and “competence”, to use them in parallel, but giving them different content. Competence is a set of interrelated qualities of the individual (knowledge, skills, abilities, activities), which are given according to the appropriate range of subjects and processes and are necessary for a top-quality productive action related to them. Competency is the person’s possession of an appropriate competence, which contains their personal attitude to the subject of activity [4]. That is, the competence, according to A. Khutorskoi, should be understood as a given requirement, the norm of student’s educational preparation, and competency – as their real formed personal qualities and minimal activity experience [4].

A. Belkin, V. Nesterov suggest considering competence as “a set of professional powers, functions that create necessary conditions for effective activity in the educational process”, and competency as “a set of professional and personal qualities that ensure the effective implementation of competences” [2, p. 4].

There is a formula of competency: 1) knowledge as dynamic information to be found, selected, analyzed, translated into own experience; 2) the ability to apply this knowledge in a particular situation, an understanding of how to obtain the knowledge; 3) an assessment of oneself, of the world, one’s place in the world, the method of applying the knowledge.

A. Lukianchenko argues that competency is not just a sum of knowledge, skills and abilities, but a psychosocial trait that gives the student strength and confidence in their success, the ability to effectively interact with the environment.

According to experts from the Council of Europe, competencies imply the ability of the individual to perceive and respond to individual and social needs; complex of attitudes, values, knowledge, abilities, skills.

A. Khutorskoi distinguishes the key competencies (refer to all subjects), general subject-matter competencies (refer to the cycle of subjects or educational branches), subject-matter competencies (refer to each subject). Subject-matter competencies form the basis for the formation of key competencies.

The aim of the paper is to reveal, to theoretically substantiate the necessity of forming the subject-matter competency in high school students as a condition of preparation for the external independent evaluation.

According to the State standard of basic and complete general secondary education, subject-matter (branch) competency is acquired by students in the learning process experience specific to a particular subject of activity associated with acquiring, understanding and application of new knowledge. The competency-based approach contributes to the formation of key and subject-matter competencies.

According to H. Potapova, subject-matter competency is the student's ability to apply a set of knowledge, abilities, skills from a certain area of knowledge in accordance with the life situation; the ability to act on the basis of the knowledge and skills acquired.

The subject-matter competency is comprehension of the place of each science in the system of mankind's knowledge, understanding of the dialectics of obtaining new theoretical knowledge and its usage in practice, independent operation of the subject knowledge and its critical comprehension from the standpoint of practice, other sciences. According to L. Huzeiev, the subject-matter competency is the ability to analyze and act from the point of view of certain areas of human culture [2]. Consequently, the subject-matter competency is a component of general-branch competencies that relates to a particular subject.

The European reference system contains eight key competencies, including mathematical competency and basic competencies in the field of science and technology. Mathematical competency is the ability to see and apply mathematics in real life, to understand the content and method of mathematical modelling, the ability to construct a mathematical model, to study it by mathematical methods, to interpret the obtained results, to evaluate the calculations error.

In determining mathematical competencies, both specific mathematical competencies and the contribution of mathematical competencies into the key, industry, subject-matter competencies should be identified. S. Rakov considers it necessary to include into the subject-branch mathematical competencies the procedural (ability to solve typical mathematical problems), logical (possession of deductive method of proof and disproof of statements), technological (possession of modern mathematical packages), research (possession of methods of researching socially and individually meaningful tasks), methodological (ability to evaluate the feasibility of using mathematical methods for solving individual and socially important problems).

The main objective of mathematical education in Ukraine is the formation of the students' scientific outlook, mastering the methodology of mathematical knowledge, the provision of intellectual development of the individual, continuity in the system of general secondary education. For successful participation in modern social life, a person must possess certain techniques of mathematical activity and skills of their applications to solve practical problems. A certain mathematical training and readiness to apply it is required by the study of many educational subjects of general secondary education institutions. Significant requirements for the possession of mathematics in solving practical problem are put forward by the modern labor market, obtaining high-quality professional education, continuing education at the next stages.

The main objective of the “Mathematics” educational branch is to form students’ mathematical competency at a level sufficient to provide life in the modern world, to successfully master the knowledge of other educational branches in the process of school education, to ensure the intellectual development of students, the development of their attention, memory, logic, culture of thinking and intuition.

The tasks of this educational field are: to reveal the role and opportunities of mathematics in the cognition and description of real processes and phenomena of reality, ensuring the recognition of mathematics as a universal language of natural sciences and the organic component of the common human culture; to develop students’ logical, critical and creative thinking, the ability to clearly and reasonably articulate and express their judgments; to provide students’ mastering of mathematical language, their understanding of mathematical symbols, mathematical formulas and models as those that make it possible to describe the general properties of objects, processes and phenomena; to form the ability to logically substantiate and prove mathematical statements, to apply mathematical methods in the process of solving educational and practical problems, to use mathematical knowledge and skills while studying other educational subjects; to develop abilities to work with the textbook, to work on mathematical texts, to search and use additional educational information, to critically evaluate the obtained information and its sources, to highlight the key thing, to analyze, to draw conclusions, to use the information received in the personal life; to form the ability to evaluate the correctness and rationality of solving mathematical problems, to substantiate statements, to identify logically incorrect considerations, to make decisions in the conditions of incomplete, superfluous, accurate and probabilistic information.

The objectives of the educational field that determine the content of mathematical education in the high school are: increasing students’ competencies in relation to the identical transformations of expressions (power, logarithmic, irrational, trigonometric), solving the relevant equations and inequalities; the completion of the formation of the concept of numerical function as a result of the study of power, indicator, trigonometric functions, the formation of skills of their investigation and their use for the description and study of phenomena and processes; acquaintance with the ideas and methods of differential and integral calculus, formation of elementary skills of their practical application; the formation of practical competency for the recognition of random events, the calculation of their probability, the application of basic statistical-probabilistic models during the solution of educational and practical problems and processing of experimental data in the process of studying the natural cycle subjects; the formation of a system of knowledge of spatial figures and their main properties, ways of calculating the areas of their surfaces and volumes, as well as the ability to apply the acquired knowledge when solving

educational and practical problems; the formation of the idea of axiomatic construction of mathematical theories.

According to O. Novykova, the main forms of organizing students' educational activities are lessons with the elements of using information technologies, Internet lessons, Internet contests, press conferences, project defense, lessons-discussions, disputes, workshops, seminars, "brainstorming", video lessons, lectures using the slide method. The essence of the heuristic slide method is to add to some slides of the presentation, which accompanies the teacher's narration, the programmed mistakes, that must be corrected on the side of the student at the end of the lesson. This method helps to develop students' critical thinking, creates an atmosphere of active constructive dialogue between a teacher and a student.

One of the methods of working with information is to use additional sources for finding answer to the problem set in the task, to do Internet tasks, the methodological basis of this training activity is previously learned experience, autonomy.

A special role is played by individual homework, performed by students on their own, the purpose of which is to identify the quality of the material acquired by the student, students' creative potential, the method of mathematical abstraction, which allows to reduce the number of tasks requiring direct reproduction of the material from the textbook.

O. Novykova also offers, in our opinion, an effective version of methodological support for the formation of subject-matter competency, namely: monitoring of the quality of mathematical education, quizzes, testing, preparation for external independent testing, use of thematic route maps, solving Internet tasks, creative tasks, participation in the contests of Internet, Minor Academy of Sciences, project method, case method, heuristic slide method, mathematical abstraction method, etc.

Interactive forms and methods of teaching, the use of information and communication technologies and multimedia tools are an integral part of the work of a modern maths teacher. Formation of all key competencies needs to be done at each lesson. However, it is necessary to vary the content of tasks, forms and methods of work in certain lessons, to direct the learning process to form one or another competency. Consequently, due to the content and form of work in certain lessons, one should try to form objective competencies and through them key competencies.

It is advisable, that in the lessons students should be encouraged to self-assess their response, to select a reviewer for their response, to determine the purpose of their activities and the purpose of the lesson, to reflect on the educational activities.

Let us consider the peculiarities of students' preparation for external independent testing in mathematics.

Students' successful accomplishment of the tasks of external independent testing on mathematics is based, first of all, on their successful mastery of the theoretical material of the mathematics course, as well as methods for solving the problems implied by the program in mathematics.

At the initial stage of preparation, it is necessary to familiarize students with the program, features and specifications of external independent testing in this academic year. We analyze the results of testing of the past years, single out those topics which caused most difficulties, keep them in mind.

Then we carry out the systematization and generalization of theoretical material and methods of solving tasks on the content lines of the school course of mathematics: numbers and expressions; equation and inequality; functions; elements of combinatorics, probability theory and statistics elements; geometry (planimetry, stereometry).

Mainly, we offer a list of the main supporting facts of the school course of mathematics in the form of tables, which contain the main theoretical positions on each topic and the main algorithms and techniques for solving problems with related topics. In the lesson we work collectively, first repeat the theory, solve typical tasks on this topic. We necessarily consider the tasks that were offered in the past years. Particular attention is paid to the revision of the basic geometric and algebraic formulas. For this purpose, mathematical dictations are written on formulas, oral notes. One a week, students are read a lecture, which reveals the content of a particular theme, and supporting notes are compiled. Students independently work out the information they receive, and at the next lesson we work out the skills and abilities to solve the main tasks. The tasks for self-solution in the form of home tests and test tasks are given as a homework. As a self-control, students can be given correct answers or be check in the next lesson. Also, we practice preparing for external independent evaluation online, several students during and after the lesson can try their hand and evaluate the result. This stimulates students to get even more points next time. All students at home independently undergo on-line testing, and then show the teachers their results.

To control knowledge, we use the tests of two types: "choose the answer from the proposed ones" and "write the correct answer". The tasks of control works are being carried out in the form maximum close to external independent testing, necessarily involving tasks with one correct answer, the task of establishing conformity.

In geometry, special attention is paid to revising the formulas of the areas and volumes of geometric figures, the main theorems. For each topic there is a selection of tasks based on the principle of "from easy to complex". In parallel with the collective form of training we use an individual form. Students who prepare themselves for external independent testing in advance are provided with tutorials on the issues of interest.

Therefore, the goal of external independent testing is to increase the level of Ukrainian citizens' education and to provide the implementation of constitutional rights of citizens to equal access to quality education, to monitor compliance with the State standard of basic and complete secondary education and to analyze the state of the educational system, to foresee its development. Thus, we claim that the targeted formation of the subject-matter competency (including mathematical competency) in school graduates is a prerequisite for their effective preparation for the external independent testing, since the formation of mathematical competency is a mission of mathematical education.

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Bohdanova Inna

CHARACTERISTICS OF AN OPTIMAL STATE OF FUTURE SOCIONOMY MASTER'S PERSONALITY

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Abstract. *The relevance of the research is caused by the study of optimal state peculiarities of a future socionomy Master. The understanding of the essence of this state is determined by the interaction level of such basic systems of personality functioning as motivational, cognitive, emotional, perceptive, operational and evaluative, and productivity of a professional activity training depends on the harmonious interaction of the defined systems. The research made it possible to state that the necessary condition for obtaining the optimal state of preparedness is a motivational mindset for the transition from a lower state to a higher one, as well as cognitive and emotional components in the structure of a personality, and these components provide the driving force of future specialist's claims. The three defined interrelated components, namely: motivational, cognitive and emotional systems contribute to the mobilization of personality's volitional efforts and a personality's stable emotional mood for a gradual transition from a lower level of preparedness to a higher one.*

Sufficient conditions for obtaining the optimal state of preparedness are perceptual, operational and evaluative components, the interdependence of which contributes to personality energy-efficiency as self-determination for a successful result in professional self-development. The results of these conditions diagnosis indicate that the majority of Masters in total remain in the passive and moderate states – 56%, the rest of Masters remain in the optimal state – 44%.

Keywords: *optimal condition of a personality, the preparedness of a Master to professional self-development.*

Statement of the problem. A future socionomy specialist's personality in the dimensions of a pedagogical analysis is considered through the prism of the interaction problems in the system of "person to person" relations. Among the fundamental problems of the existence and activity of this field specialists, there can be defined the interaction problem of subjects in the educational process in general as well as the interaction problem of subjects in the socio-pedagogical process in particular.

The basis of a subjects' interaction is communication as a specific dimension, owing to which socially significant features of human existence are evaluated. The problem becomes particularly critical for socionomic professions specialists when there arises a need in communication and interaction with children, young

people and elderly people, who are either in a crisis state or have behavioral disorders and life difficulties. A conscious interaction acts as an integral system that ensures a certain functions fulfillment, in particular those functions that are necessary to serve activities, behaviour, thoughts, and emotions and provides overcoming difficulties while achieving the goals of professional activity.

The features of the interaction between socio-pedagogical sphere specialists and activity subjects are investigated with the help of different methodological approaches, among which there should be stated the following approaches as system, personal-and-activity, integrative, competence-based, resource approaches, etc. The interrelation of these approaches makes it possible to find out the integrity of phenomena and processes of the objective reality, that provide an opportunity to identify the essential components of the interaction process, the essence of interinfluence and changes that occur as a result, to identify the most important structural qualities of specialists' personalities, the sources of their activity and motivational mindsets.

The scientific sources analysis also makes it possible to find out the most effective pedagogical conditions for the acquisition of the ability to control oneself by the personality of a specialist, aiming at the transformation to a completely new state, connected primarily with the inclusion of an individual into an active social and pedagogical activity.

Modern approaches to the personality development of Masters in social and pedagogical spheres prove that future specialists of higher qualification are characterized by a measure of socialization, a level of real connections and relations, the achieved degree of acquired social life conditions, and in their individual development claim to be the subjects of creativity in a professional activity.

Therefore, this circumstance obliges to analyze scientific works on the formation and development of a future Masters' personality and consistently generate our own strategic guidelines in their life activities training in the modern world. It is known that the change in the professional state of future specialists depends on a set of circumstances that affect the process of their growth, which, in turn, is the first step to personal self-development.

Future Masters' preparedness to self-development gives possibilities to single out a personal formation, the structural unit of which is an optimal state that provides approving oneself as a subject of creativity.

Analysis of recent research and publications. The involvement of a personality in a system of social relations, its essence, functions, actions, etc. are subjects of research in many scientific fields, among which the sphere of future specialists' training to professional activities should be highlighted. Scientific research on training of future specialist's personality is dedicated to various aspects, and the significant place among these aspects is taken by a problem of social maturity (V. V. Radul, Ye. A. Yacuba and others), the

characteristic feature of which is a certain state of the personality integrity, the establishment of its relationships with the subjects of activity, its social activity as an indicator of preparedness and readiness to perform professional functions [3, p. 31].

The research is theoretically based on scientific statements grounded on ideas about personality activity and development (H. O. Ball, I. D. Bekh, A. V. Brushlinskyi, L. S. Vyhotskyi, D. B. Elkonin, O. M. Leontiev and others), about the importance of perception and evaluation of social subjects state (H. S. Abramova, N. O. Antonova, L. S. Bazilevska, L. F. Burlachuk, and others), about peculiarities of interpersonal communication and perception in various spheres of life activities (N. V. Chepelieva, Yu. S. Shvalb, T. S. Yatsenko and others), opening up opportunities for new life choices of the personality, that determine the vector of personality development and a certain state of his/her readiness.

Research on professional training of future social and pedagogical workers (O. V. Bepalko, R. Kh. Vainola, I. D. Zvierieva, A. Y. Kapska, L. I. Mishchyk, V. A. Polishchyk, S. Ya. Kharchenko, and others) define essence of such a training, characteristic features of approving it in the present time, the corresponding level of certain qualities being formed, ability to manage the state and development, etc. Nowadays, a number of actual studies defines the processes degree of specialists' preparedness to professional activity, their readiness, competence, etc.

In the course of research on training of future social and pedagogical sphere Masters, there have been clarified the essence, structure and levels of their preparedness to perform professional activities (I. M. Bohdanova). There have also been clarified the essence of health-saving competence, integral self-regulation, personal mobilizedness, which in its turn is determined by a future social pedagogue orientation to professional self-development and is understood as a fundamental ability to successfully perform any activity owing to self-adjustment to control one's own actions, which depends on a volitional activity as self-adjustment to volitional efforts mobilization, emotional mood as a self-tuning to mobilization of protective and management resources of the organism, energy-efficiency as a self-determination for a successful activity result [1, p. 5]. The research results defined various states of preparedness of a future social and pedagogical sphere Master's personality to professional activity, for example, passive, moderate and optimal as basic states and adaptive, constructive and resultant as intermediate states.

The purpose of the article is to define the optimal state manifestation peculiarities of future social and pedagogical sphere Master's personality.

Presentation of the main material. On the basis of the conducted research during the last five years in South Ukrainian National Pedagogical University named after K. D. Ushynsky it was found out that the preparedness state of the

future social and pedagogical sphere Master's personality is determined by a level of interaction between such basic systems of functioning as motivational, cognitive, emotional, perceptive, operational and evaluative, and the productivity of training to professional activity depends on the harmonious interaction of these systems. The dominance of personal mobilizedness in this interaction directs a future specialist to a conscious choice of content, conditions, methods, means of professional self-development. The transition to a qualitatively new state in the process of professional activities training happens gradually and depends on the personality's ability to find out their potential abilities and manage them. The states evaluation occurred due to the determining of the mean score of academic achievements and Master's theses defence.

Evaluation scale of preparedness states of future social and pedagogic sphere Masters

Pic. 1

Preparedness states	Total score for types of work	ECTS	National grade
Passive	60-63	E	Satisfactory
Adaptive	64-73	D	Satisfactory
Moderate	74-81	C	Good
Resultant	82-89	B	Good
Optimal	90-95	A	Excellent
Constructive	96-100	A	Excellent

The diagnosis results of preparedness basic states testified that in total the majority of future Masters are at the passive and moderate levels – 56%, at the optimal level – 44%.

Therefore, educational achievements of students who are at passive and moderate levels should be better. Many years experience of work in the institution of higher education and scientific research analysis on the features of optimization of future specialists' educational activities indicate a violation of self-regulation mechanisms both at the physiological and mental levels. That is, learning as an activity is characterized by an increased stress [2, p. 135].

Among the defined basic states of preparedness, the optimal state is the most effective one, in which a specialist's personality acts as a properties holder of the subject of knowledge and creativity that provide professional self-development. This is clearly seen in the manifestation of the main personality features, which are a necessary and sufficient condition for obtaining the optimal state that provides professional self-development.

A necessary condition for obtaining the optimal state of preparedness is a motivational mindset to the transition from a lower state to a higher one, as well as cognitive and emotional components in the structure of a personality that provide the driving force of future specialist's claims. The three defined interrelated components, namely: motivational, cognitive and emotional systems contribute to the mobilization of personality's volitional efforts and a personality's stable emotional mood for a gradual transition from a lower level of preparedness to a higher one.

A sufficient condition for obtaining the optimal state of preparedness is perceptual, operational and evaluative components, the interdependence of which contributes to personality energy-efficiency as self-determination for a successful result in a professional self-development. Therefore, the existence of necessary and sufficient conditions ensures the dominance of future specialist's personal mobilizedness that in its turn triggers the ability to control his/her own thoughts, actions, emotions, i. e. to control oneself.

In general, the optimal state of preparedness is displayed in a stable positive motivation, values orientations, interests, goals, needs, mindsets, active life position of a future specialist's personality, commitment and persistence, readiness to continuous self-improvement, and also the optimal state is characterized by the idea of the purpose, plan and means of professional self-development, the ability to manage it and achieve the most effective result owing to the implementation of rational, systematic and orderly work.

The development of individual trajectories of personality development of future social and pedagogical sphere Masters, concerning changes in preparedness states, is based on certain statements. Let us consider the conceptual statements that contribute to the confidence awareness of future socionomic specialists in their potential abilities, and in their personal mobilizedness. The key statement of the concept is "personal mobilizedness is a conscious integral self-regulation of one's own state". These statements were offered to future specialists during the elaboration of their individual development trajectories in the process of professional training [1, p. 7].

Statement № 1. **Our thoughts control the state of integral self-regulation.** Our beliefs, our desires, and ideas affect the result of our life activities. Supposedly it is the well-known truth, which is common and quite ordinary regarding the fact that thoughts are material and they can be realized, but having become ordinary, this truth has lost its essence. Why are thoughts material?

Thoughts program our actions, especially significant are those that are often repeated by us and supported by our emotions, which means that they are supported by the corresponding state of integral self-regulation, the core of which is personal mobilizedness, as the essence of a successful activity. Personal mobilizedness as a source of strong-willed activity, emotional mood and energy-efficiency indicates the mobilization of potential abilities. Therefore, personal mobilizedness is a measure of realized opportunities. What state we program with our thoughts, such a level of its implementation we get!

Statement № 2. **Faith in your potential abilities provides a state of integral self-regulation.** Life activities success is determined by faith, i. e. the ability of a person to believe before seeing, the ability to create an optimal state of confidence in personal capabilities before getting a successful result. The formula of this truth is “state-activity-success”, i. e. before a person sees and carries out a successful activity, he/she believes that success already exists and creates his/her own corresponding state of optimal integral self-regulation, i. e. confidence in their ability to provide personal mobilizedness. Consequently, a person concentrates his/her thoughts, i. e. the energy without any extra effort on the corresponding state of personal mobilizedness, on the belief in his/her own abilities to carry out successful activities, then a person acts, and then he/she has success. Another formula “success-activity-state” is generally accepted, i. e. most people want to have a successful activity first, and then get a corresponding personal state. On this way there is not enough faith in one’s own abilities, i. e. there is not enough energy-efficiency for achieving goals of the activity.

Statement № 3. **The need for the implementation of the optimal state of integral self-regulation is inborn.** Most people want something more than they have, something better than they have, thinking that when dreams come true, they will be happy. However, having got what they’ve wanted, people strive for the better again, they want more again, and they only dream about the state of joy and happiness, but the state of suffering becomes real for them. Preventing suffering, they limit their activities, lose their faith in their abilities, and give in to difficulties. The state of passive personal mobilizedness becomes habitual, inherent, i. e. the feeling of self-satisfaction is not fixed. The question arises whether it is necessary to create a state of optimal personal mobilizedness instead of a passive one? It means that the state of optimal personal mobilizedness shouldn’t be dreamt of or created, but it’s important to stay in this state, internally feel it in the present moment of life, i. e. to create oneself successful, satisfied, happy now for one’s own new future. Thus, to be in a state of optimal personal mobilizedness means to carry out a conscious integral self-regulation of one's own state, i. e. the control of self-satisfaction now and then. A person should control one’s own pleasure now for oneself of future. We must remember that getting the desired result will not change the inner state,

a personality is only personally able to change it by his/her unconditional love for oneself, his/her thoughts about the joy of moving forward, about life as a process of successful development. Hygiene of thoughts suggests not letting negative thoughts come through yourself, but taking to heart thoughts about one's own potential, that will ensure the success of activities. The energy of thoughts should be accompanied by an emotional positive mood, which can be created artificially.

Statement № 4. **Intentions set the vector in management of integral self-regulation state.** Why do so many of the promises we make to ourselves remain on the side of the road? In most cases, we focus our attention on the problems and what we wouldn't like to happen, i. e. there is a negative reaction to the current situation. Instead of this you need to focus on solving the problem and with the help of the subconscious it is possible to find out how to do it. Self-respect and belief in one's own capabilities and high value encourage other people to believe in us and help us too. Even children can be our teachers. It is important to understand that we get used to seeing and doing things that fit into our usual framework of reality representation, but it is necessary to open your mind to new information and focus on the final result. Those people who surround us also have to focus not on problems, but on a result. Negative mood of those who are around us can do a lot of harm, that's why people who surround you need to have high self-assessment and optimal personal mobilizedness. Thus, in order to achieve successful changes in life, it is necessary to learn how to raise the level of one's own claims. First believe in yourself, create a state of optimal integral self-regulation, and then see the result. It is necessary to be guided not by what we have now and not by what we did some time before, but by what we intend to do, by what I wish. Therefore, it is necessary to believe in advance before you see the result. Well-formulated intentions and determination to achieve them are a key to success. In any case, we make a choice, i. e. we make every step because we have decided so ourselves. You need to answer the question: "What first of all would I like to do if there were any opportunities for me?" Then you need to think about a question "What would I like afterwards, for the second step?"

Statement № 5. **Writing your own script of integral self-regulation management is energy-efficient.** A written plan of action implementation clarifies and reinforces intentions and makes them powerful. The motorial act of writing adds moral strength, helps to deal with obstacles and moments that distract from the main occupations. In addition, the plan provides better control over the progress of fulfilling the task and its efficiency assessment, as the progress of the plan implementation indicates the level of goal achievement. It is important to understand the benefit; it reinforces the desire to achieve the planned result. The benefit situation, potential compensation after receiving the result should be included into the target in advance. A specific benefit is an

incentive for an activity. However, it is necessary to start with a change in your inner state, i. e. to believe that the desired has already happened and to feel the state of personal optimal mobilizedness. To estimate realistically the possibility of a successful idea implementation there appears a need to appeal to the subconscious. It is important to think over all possible obstacles, possible difficulties, then there will be a way to overcome them and it will be easier to cope with unpredictable difficulties. Stage-by-stage fulfillment of the plan, i. e. step-by-step fulfillment will lead to a successful outcome.

Statement № 6. **Affirmation and visualization are the management means of integral self-regulation.** Success in achieving a result also depends on the positive feedback. Revision of the action plan, provided that it is constant, will give the opportunity to be charge with its energy and maintain motivation to achievements. All the information that we receive, we store in the subconscious, and soon it acquires the status of the truth, so there is a need to review regularly one's beliefs in order to verify their expediency, i. e. to find out if current beliefs help or hinder to achieve success in the implementation of the action plan. Thus, if the belief system that we are guided by is unsuccessful, then it means that it is necessary to create another, new system of beliefs that the subconscious will work with. This system should be created consciously and personally and a person should not allow others to interfere in the programming of his/her subconscious. Our subconscious is able to create everything that we believe in, i. e. our beliefs control our actions. Changing beliefs we change our activities, which means that we change our reality. Therefore, *it is important to remember that we always know what we need to know.*

Affirmations, or positive statements, ideas, thoughts, which can fill the consciousness and the subconscious in order to support our actions and emotions, automatically direct activity to success. The action principle of affirmations is pressing out, i. e. replacing inappropriate thoughts with those that will benefit. Consequently, the hygiene of thoughts, namely the elucidation of the essence of the dominant thoughts, is an effective way of programming oneself for success. Affirmation involves repeating of thoughts until they become convictions, i. e. the truth. To achieve a better effect it is necessary to combine affirmation with visualization, with a fancy image. Visualization is the process of imagination through the ability to see reality in images. A thought, generating an image that is supported by emotion creates a conviction. Therefore, visualization is the control of imagination. Affirmation must be formulated in the present tense, so the subconscious will perceive it as a fact that has already happened. In addition, the affirmation should contain only its own goals, important for the individual.

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**FEATURES OF PROFESSIONAL DEVELOPMENT OF FOREIGN
LANGUAGE TEACHER IN THE SYSTEM OF HIGHER
PEDAGOGICAL EDUCATION**

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Abstract. *The article deals with the issues of professional development of a foreign language teacher and identifies its main features. It is stated that modern world demands new approaches to the organization and improvement of the teaching process of learning a foreign language. It is determined that improving the quality of teaching depends on many factors. It is stated that the constant professional development of teachers is characterized by a variety of forms, methods, approaches. It is noted that new technologies created conditions for fundamental changes in teaching methods, changed the conditions of professional activity of a teacher, transformed his/her role and functions, and also required mastering a range of new skills. The qualification characteristic of a teacher is formulated as an integral part of his/her professional culture, which is aimed at improvement and self-development. It is emphasized on the importance and necessity of increasing the effectiveness of acquiring knowledge and practical skills in the institutes of advanced training and improvement.*

Keywords: *teacher, professional development, foreign language, students, innovative pedagogical technologies*

Statement of the problem. The leading role in the realization of the teaching and educational process belongs to the teacher. Therefore, the requirements for the personal creation of the teacher's image, his/her professional development are progressively increasing. A foreign language teacher should have a fluent command of a foreign language in all spheres of communication, have general linguistic knowledge of language and language phenomena, and its link with culture. Knowledge of processes, phenomena, laws of speech activity, didactic principles is necessary for the fulfillment of professional duties and optimization of the educational process of learning a foreign language.

Analysis of the research. The research of a number of scientists (I. Zvereva, A. Kapska, L. Koval, L. Mishchik, etc.) is devoted to the determination of the features of the teacher's pedagogical activity. A. Kapskaya, with a group of scientists, determined the content, the essence, and functions of a teacher, which envisage mastering knowledge and creating a system of means and techniques for planning his/her activities, as well as achieving professional development.

Scientists emphasize that when determining personal characteristics of a teacher it is always necessary to remember that he/she works in a field which is based on the ability to function successfully in the system of interpersonal relations where the following characteristics are needed: psychological – emotional balance, creative thinking, good visual and auditory memory, persistence, endurance, attentiveness; moral and ethical – honesty, kindness, tolerance, responsibility; psychoanalytic – self-control, self-analysis, self-discipline; pedagogical – sociability, visual attractiveness, ability to persuade, perception of another person [1, p. 50].

The purpose of the article. Identification of the main features of the professional development of a foreign language teacher.

The main material. New technologies, the development of globalization and information technology, the use of global information resources and network technology put new demands on teachers for a fundamentally new organization of teaching a foreign language. At the present stage, the effectiveness and quality of teaching a foreign language depends on many factors that should be taken into account. The main feature of them is the constant professional development of teachers, which is characterized by a variety of forms, methods, approaches to its realization. New technologies have created conditions for fundamental changes in teaching methods, in relationships between teachers and students. The implementation of these technologies into the educational process creates social and pedagogical conditions for increasing the effectiveness of further formation of the features of teachers' professional competence, promotion of innovations, and emergence of new approaches to the development of students' learning skills.

The professionalism of a foreign language teacher needs the qualities that ensure his/her mobility, personal responsibility for his/her own continuous professional development, the creative nature of practical activity, which contributes to raising the level of his/her culture of foreign language communication and requires taking into account ethnocultural experience, as well as learning and understanding of the processes of interaction between cultures and peoples.

One of the mechanisms for developing the educational process of learning a foreign language is the link between theory and teaching methods of educational material. The determining role in the organization of teaching plays information-subject support. However, it should be noted that in the educational process, the use of information technology itself is not so much important as ensuring the correspondence of its features in achieving educational goals, that is, the choice of specific means of communication should be determined by the content of teaching, the level of teacher's education, the degree of disclosure of the essence of speech phenomena, another system of concepts, features of the comparison of phenomena of a foreign language. [2, p. 15]. That is, the teaching

of a foreign language requires from a teacher not only the proficiency in his/her subject, the use of both traditional and interactive methods, processes, approaches, but also the special knowledge in the field of modern information technology. Today the teaching of a foreign language is increasingly becoming an applied one.

In order to develop ability and readiness in students for foreign communication, it is necessary to teach them to communicate within certain areas of activity, in different situations by mastering particular linguistic and speech material through the development of appropriate practical skills, abilities, and to radically update the content of teaching the foreign languages in higher school on the basis of further development of knowledge. The development of foreign communication and communication skills in students depends on many factors, such as the organization of the process of learning a foreign language, the professional competence of the teacher, the form of teaching materials of a foreign language, etc. [3, p. 444].

Analysis of the materials of scientific and pedagogical sources (T. Anderson, G. Ball, V. Bykov, C. Woodley, R. Harrison, R. Gurevich, O. Dovgyallo, M. Zhaldak, G. Kozlakova, K. Meredith, G. Onkovych, etc.) shows that information and communication technologies can be considered as one of the main components of providing modern educational process, the basis of the development of a new informational and educational environment with specific didactic requirements, which change the style of teaching and the level of knowledge development, make it possible to use unlimited amount of information, develop skills to work with it as well as form the personality of a future specialist in the conditions of globalization and informatization of society, contribute to improving the quality of teaching a foreign language.

With the development of information and communication technologies, new technologies of teaching (distance learning) appeared, the conditions of professional activity of a teacher (tutor) changed, his/her role (an expert, a conveyor, a leader) and functions (controlling, methodical, communicative, motivational, managerial, diagnostic, planning).

Therefore, it should be noted that the emergence of new technical means requires teachers to develop fundamentally new methods of teaching and learning (author distance courses and programs, designing delivery of courses to students with the preservation of their information and ensuring the perception activity, management of virtual groups), as well as additional responsibilities and mastering a range of new skills. In particular, teachers have to learn to hold teleconferences, seminars through network or satellite communications, to master the programming fundamentals.

Teachers' training for working with new information technologies includes widespread use of computers, audio and telecommunications, etc. This indicates that the teacher's scientific and methodical work involves getting to a new level

by creating, in cooperation with specialists in the field of pedagogy, psychology and information technologies, the new generation of educational materials.

The teacher of a foreign language must be able to implement the following: *communicative and teaching function* consisting of information, motivation-stimulating and controlling-correcting components, that is, to competently apply modern principles, methods, techniques and means of teaching foreign language communication; *bringing-up function*, that is, to solve problems of moral, cultural-aesthetic, labor education of students by means of a foreign language taking into account the features of the degree of education; *developing function*, that is to foreseen the ways of formation and development of the intellectual and emotional spheres of the personality of students, their cognitive and mental abilities in the process of mastering foreign language speech; *educational function*, that is, to help students in their ability to learn, to expand their worldview, to know themselves and another system of concepts through which other phenomena can be understood; *gnostic function*, that is, to analyze their professional activity and educational activities of students, to acquire textbooks and manuals, to predict the difficulties of students while learning linguistic and speech material, as well as to master the speech activity, to study and generalize the experience of other teachers in the field of teaching the foreign languages; *designing and planning function*, i.e. planning and creatively designing the educational process as a whole and the process of studying a particular material, taking into account the features of the degree of education, planning the educational and communicative activities of students, implementing different types of individualization of the teaching a foreign language – motivating, regulating, developing, forming; *organizational function*, that is, to implement plans taking into account the features of the degree of education, creatively solve methodological problems in the process of education and bringing-up, taking into account the leading characteristics of students of a particular educational institution, to make corrective plans in order to achieve the desired result based on the objectives of teaching a foreign language. For the successful performance of the above-mentioned functions, the teacher must master the course of methodology of teaching the foreign languages [5, pp. 13, 14].

As it is known, the knowledge, skills, abilities of a teacher will not become the property of students, if he/she does not possess the theory of teaching a foreign language, which is based on the achievements of science. In order for the teaching of a foreign language to be effective and up-to-date, the teacher shall master on the proper level the theoretical course “Methodology of teaching a foreign language”, which shall occupy a leading place in the system of teacher’s professional competence [5, p. 14]. The professional competence of a foreign language teacher includes mastering a foreign language as a means of verbal and written communication in all spheres of communication, as well as a means of pedagogical activity in different conditions, taking into account the goals of

education, age characteristics of students and their language competence. The teacher must have general linguistic knowledge of the language as a social phenomenon, its connection with thinking, culture, system and levels of language, modern trends in linguistic science, and to be able to use them in the process of learning a foreign language, to have knowledge and skills in psychology and pedagogy, to have a proper cultural and aesthetic competence. The latter includes knowledge of world culture with a deep knowledge of the culture of people of his/her own country and the culture of people of the country which language is being studied. A special place in the training of a teacher has professional and methodological knowledge and skills that determine the methodological proficiency of a teacher of a foreign language. The teacher must have a deep knowledge of the teaching methods of a foreign language and be able to implement them in the learning process. This knowledge and skills will ensure the realization of the main professional and methodological functions of a teacher of a foreign language: communicative and teaching, bringing-up, gnostic, designing and planning, organizational [5, p. 242].

The qualification characteristic of a teacher is an integral part of his/her professional culture, which reflects the attitude of a person to society, its history and nature and is aimed at improvement. The development of the profession involves a change in the requirements of its representatives, including knowledge, skills, abilities, certain personal qualities [1, p. 48].

Self-development as a form of professional development of teachers is the most productive way not only for gaining knowledge, but also for the development of beliefs. Properly organized and purposeful work of a teacher allows to develop skills and abilities of deep comprehension of the essence of problems, to master them practically. It teaches to analyze and generalize the facts of life, arming with scientific methods of knowledge and transformation of reality. Cognition opens the way of knowing the truth, since the categories and principles of philosophy are a methodological basis for understanding the content of the laws that operate in the educational field, constitute the starting point for a broad vision of the areas for pedagogical research [6, p. 37].

Forms of professional development of teachers include applied research. According to O'Hanlon, an applied research is "a process of research, critical analysis and activities aimed at improving the quality of the real situation, which forms the focus of research" [7, p. 181]. The effectiveness of applied research, as a form of professional development of teachers, is ensured by the following factors: underpinning on curiosity, which allows to explore the teacher's own world; the focus on improving the learning and teaching process; the focus on understanding the actions and improving the conditions of the educational process [6, p. 43].

The instructor teacher improves his/her qualification due to planned training (advanced training) in institutes of advanced training and improvement

(postgraduate education, the purpose of which is to support the professional development of a teacher at the level of modern requirements, the formation of his innovative ability).

Increasing the effectiveness of obtaining knowledge and practical skills by teachers can be attributed to the concept of “effectiveness of learning”, since learning is a two-way pedagogical process that results in a certain level of acquiring the information, mastering a range of skills and abilities. This process integrates the activities of a teacher in order to implement a variety of methods and techniques. The professional rising of a teacher is a coherent, open in space and continuous process that should provide every person with such training that would enable him/her to deepen his/her professional qualification based on his/her own needs and requirements of society, to promote general development, that is, education becomes a means of personal development [4, p. 148].

The society sets new requirements before education, which would ensure the continuity of the professional growth of a teacher: the development and implementation of programs for the organization of advanced training, which are based on targeted, organizational, educational, methodological, information and communication provision of various seminars, systems of training, guidance and methodological meetings, which is a continuation of improvement of the content of teachers' education.

Conclusions. Thus, a teacher constantly improves himself/herself as a result of cognitive, valuable, creative, artistic and aesthetic, communicative activities, as this is based not only on the need for self-creativity, self-development, but also on the social duty. In assessing the role of a teacher in education, it is reasonable to emphasize that a teacher introduces emotional coloring into the teaching process, implements feedback, analyzes and summarizes the facts of life, equips with scientific methods of cognition, carries out planning and control of his/her own professional development and education.

The study does not cover all aspects of the problem. Promising areas for further research are the development of new issues, approaches, strategies, forms, models and attention to new aspects of the professional development of a foreign language teacher.

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IMPLEMENTATION OF THE REFORM OF PHYSICAL EDUCATION IN A SUMMER CAMP

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Abstract. *One of the most important tasks of modern education degree is the skills preservation and strengthening of health of participants of the educational process. In this context, an important indicator of future doctors, including specialists in physical education, to favor of preserving the culture of the sport. Article observes the main questions of reform of physical education in a summer camp.*

Keywords: *sport, health, education, summer camp, reforms.*

The problem of preserving the health of children and youth in modern conditions of Ukrainian society has exceptional importance and urgency as directly related to the problem of existence of the state. Therefore, maintaining health, its formation is of strategic importance. Constitution of Ukraine recognized the right to health as one of the major civil rights and the protection of human life and health is the responsibility of the state. Among the most important strategic objectives of the state program "Healthy Nation", "Health Promotion Youth of Ukraine" for 2013-2017 years, the National Strategy of improving motor activity in Ukraine in 2025 "Motor activity - healthy lifestyle - healthy nation" National doctrine of development of physical culture and sport defined the basic comprehensive human development and the formation of spiritual, mental and physical health.

Future specialists of physical education in modern conditions should not only be able to perform their functions, but also prepared for activities in the field of health. Therefore, an important criterion of readiness of teachers to educational work is the formation of a high level of sports culture in his possession and methods of forming the students and pupils. It follows that education in the Faculty of Physical Education should focus on the formation of students overall professional culture and sports culture. This situation gives future teachers an opportunity to realize the freedom of choice, the uniqueness of the educational experience, in which he takes his cultural identity and receives education in physical training as part of their own lifestyle and education as a way to subordinate personal creative growth objectives.

Therefore, one of the most important tasks of modern education degree is the skills preservation and strengthening of health of participants of the educational process. In this context, an important indicator of future doctors, including specialists in physical education, to favor of preserving the culture of the sport.

It is a difficult time. Society Reconstruction flows painful and controversial. Changing views on the understanding of all the usual processes of life and activity, approved by the pluralism of approaches to child rearing. It is painful rethinking the need for the existence of practices of pioneer camps, which is mainly due to the crisis of ideology. However, in children 10-16 years of genetic attraction to the organization. Teenager layer is the eternal youth "undersociety" in society.

Because countryside, summer, pioneer camps of different types - very much needed today. Summer camp is unique recessional, relaxed time, the natural environment, changing activities, new teammates, "religion" children of fellowship.

It is hard to imagine a summer vacation in a camp with no sports without competitions in running, jumping, throwing, all-around, without a battle on the football field, the struggle to volleyball and basketball courts. Mass sporting events - the inherent content of motor mode and in the academic year. Sport strengthens children's health, their tempers, makes a strong, hardy, courageous, dexterous.

The camp conditions are very promote sports activities; here athletic and sporting work is planned so as to carry out daily physical training sessions interesting and 1-2 sports events: contests, competitions on mobile games, throwing, relay races, etc. Moreover, the main task here - to give the motor activity of children harmony, turn into fascinating, organized process of physical development.

There is not a summer camp, in terms of the work, which would not have the item "Olympics". Carrying Olympics is scheduled for the end of the change. It must be the result of all sports activities. Olympics - a complex competitions held between the units, several types of units. Virtually any camp may carry sports contest of 3 or more kinds.

Interestingly, the term "Olympics" itself. In common parlance the word started to misuse. Even in the case where the competition is held only on one species, it is called sport. For example, the Olympics volleyball Olympics swimming. What is the principle of the Olympics? During the Olympics to include more sports and physical counselors. Managers have great difficulty in calculating the results. The fact that each event included in a sports contest, is a command. Therefore, counselors task trainers for Physical Culture and the main competition judges - objectively summarize. Usually before the camp Spartacian held company officer Olympics and its results is completed team squad team. Olympics program depends on the age of the children, as well as

takes into account the popularity of this or that kind of competition. In the camps, which can be classified as small, typically groups are not sorted into equal because younger may be offended. Therefore, there is a chance of the equation system and larger and smaller, boys and girls with the help of the table.

Sport	Difference between playing (by age level)						
	1	2	3	4	5	6	7
athletics swimming shooting	<i>at tables (3 t.)</i>						
Table tennis	without handicap	4	6	8	10	12	14
Chess	without handicap	2 pawns	elephant	elephant rook and pawn	rook	rook and pawn	queen
<i>Checkers</i>	<i>without handicap</i>		<i>1 checker</i>		<i>2 checkers</i>		<i>3 checkers</i>

Note. The number "4" in the "Table Tennis" column indicates that, unless the difference game 2 stops (12 and 10 years), the eldest in each batch yields less than 4 points, ie, the party begins with the account 0:.. 4 in favor of the young; if the difference between playing the 3 stages (ie 3 years..), the party starts with a score of 0: 6 in favor of the younger, and so on..

In large camps where more than 15-20 units, sports day is best done in groups - between troops close in age, although there can not be avoided leveling systems. The competition between junior teams in every largest camp should be carried out separately and the game program. It is noteworthy that the program does not include games: football, volleyball, handball, basketball. The fact that any disputes in sports younger are not permitted. Experience has shown that the advantage in senior strength training usually gives them a distinct advantage in the game. That's why football and handball championship held separate camps between teams or clubs; volleyball and basketball are included in the Olympics in the senior squad.

The camp Olympics should be strictly regulated the number of participants number of participants from each unit, for example, each party has the right to act in the team score twice.

Track and Field - groups put on 8-10 team, regardless of the field, scoring is performed on 6-8 best results; along with a team competition in each of athletics and personal mind there. Thus, identified as champions among age groups, and the absolute champions of the camp.

Swimming - 5 people, 4 credit on better results.

Table tennis and chess - 3 people, among them certainly girl, she plays every team of the 3rd racket on the 3rd board. Competition draw system for the games thought out by themselves. For example, if involved at least 4 teams, the championship is played in a round robin (that is, each with each); if more than 4 teams at the Olympic, but with additional games to determine the place of the losing teams in the preliminary meetings.

There is no doubt that, for boys and girls sports day - a holiday, but for the organizers - is hard work. Olympics Movement, even in a small camp is extremely complex, and sometimes capricious. The opening and closing, refereeing, management protocols, care facilities, the order among the spectators and participants, award winners, honoring the organizers and judges, summarizing, and in the shortest time - this is an incomplete list of duties of the organizers of the competition. All this was preceded by extensive preparatory work. Here is how some may look the plan preparation camp Olympics:

- 1) Conduct a meeting of organizers and counselors: the first - for 4-5 days before the Olympics, the second - 2 days (system on games standings, setting forms, discussion programs, opening and closing, awarding of the winners, to discuss issues that may give rise to disputes, etc.)
- 2) Carry out guidance activities for children.
- 3) Update the layout track and sports fields.
- 4) Check the status of the inventory, bring it in order.
- 5) Prepare design competition venues: flags, pennants, banners, etc.
- 6) The day before the opening of the Olympics to check the status of the flag mast for sport and bowls, which usually is a fire Games.
- 7) Prepare certificates, medals, ribbon, souvenirs for ceremony, etc.
- 8) Collect the application.
- 9) Create protocols to establish the order of the races, spend a toss.
- 10) Choose the music program.

Also in the plan may be provided and other necessary things.

To camp Olympics took place in an organized, judges must advance to have a list of participants, the application, which reflect the conditions and the Olympics program, the number of participants in each type of participation each only 2 kinds, etc. Application signed by counselors, Chairman and organizer. After that it is certified by a physician.

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CREATION OF POSITIVE MOTIVATION IN FUTURE NAVIGATORS FOR THE ACHIEVEMENT OF CROSS-CULTURAL COMMUNICATION SUCCESS

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Abstract. *The article highlights the importance of future navigators' motivation creation that is a part of their cross-cultural communication training in the process of higher professional education. The conducted scientific literature analyses allowed us to determine that a person's activity in general and a professional's activity in particular are based on such classical components as a motive, aim, operations or means. Motivation is a driving force of an activity, and person's activities are always motivated. The article reveals the essence of motives and motivation, the essence of future navigators' motivation to cross-cultural communication; the article presents the main future navigators' motives to effective cross-cultural communication creation, external and internal factors that influence this motivation.*

Keywords: *activity, motive, motivation, future navigators, cross-cultural communication.*

Social, cultural, economic, technological and globalization processes in the world, the increase of international cooperation in the spheres of education, production, new technologies spreading, construction, industry, etc. have become the driving force of international relations development at different levels – from the level of country Presidents and their administrations to trading firms and companies cooperation from different countries and continents. On conditions of international cooperation, the priority is to build effective and efficient cross-cultural communication, which is the key to the relations and dialogue success between representatives of different countries and cultures.

Shipping (commercial, passenger, industrial and military fleet) covers a huge geographical area. Since ancient times people have always used waterways (rivers, seas, oceans) as a means of moving from one place to another, transportation of goods for trade, etc. Some time later people started to use waterways for leisure, travel, etc. Nowadays shipping hasn't lost its unique role in people's lives, and remains one of the economic, political, scientific, technological, cultural parts of a human activity. According to the research conducted in 2010 the number of merchant ships worldwide increased by 26% compared to 2005, and the first places in the ranking of countries with the

largest number of ships (except warships) in possession, are occupied by Indonesia, Panama, Japan, China, the US, Singapore and others [10].

Merchant and passenger ship crews are often multinational and multicultural, so the problem of future crew members' training to cross-cultural interactions takes an important place among scientific matters to be studied. Despite a large number of cross-cultural and socio-cultural research, the problem of future crew members' training to cross-cultural communication has not been solved yet. Seafarers become participants of cross-cultural contacts, while they communicate not only with the crew members of their own vessel, but also with passengers, pilots, port workers, coast guard service, port control service, citizens of the countries in which the vessel arrives, etc. Cross-cultural training is a highly important element in the professional training of future navigators as well as other officers and ratings, as cross-cultural communication penetrates into both working and daily routine of seafarers.

A lot of researchers have dedicated and are still dedicating their studies to the various aspects of cross-cultural communication: I. Bakhov, V. Terekhova, V. Safonova, T. Kolbina, N. Zakharchuk, I. Khalieieva, A. Solodka, M. Bennett, J. Koester, R. Porter, L. Samovar, M. Hyde, and others. Peculiarities of sailors' cross-cultural interaction attracted attention of a number of scientists: M. Sherman, O. Frolova, L. Lipshits, I. Wang, P. Gu, J. Storgaard, C. Chirea-Ungureanu, and others.

The purpose of the article is to define the concept of "future navigators' motivation to cross-cultural communication", as well as to identify the types of future navigators' motivation in the context of their participation in intercultural communication.

This purpose implementation involves completing of the following tasks: to carry out a theoretical analysis of the literature on the problem of cognitive interest and motivation; to study the concept of "motive", "motivation", "future navigators' motivation to cross-cultural communication" and to determine its types.

In order to determine future navigators' motives that influence their intercultural communication, it is necessary to analyze the concepts of "motive" and "motivation".

In psychology a motive is defined as: 1) "motivation for activities related to the satisfaction of the subject needs; a set of external or internal conditions that cause the subject's active state and determine the subject's orientations"; "a material or ideal object, achieving of which is the sense of the activity that induces and determines the orientation choices of activity for which it is performed"; "a conscious reason that is a base for the choice of acts and activities of the individual" [3]; 2) "a conscious incentive to a certain action"; "a source of an action that generates it, but to become like that the motive has to be formed" [7, p. 623]; 3) "the inner driving force that induces a person to action"

[9]; “material or ideal object that induces and directs an activity or an action to itself, and the essence of which is in the fact that some definite needs are satisfied with the help of motives; the mental image of this object” [6].

In human life motives appear as worries, they have a motivating and guiding function, which means that if the activity was not initially directed, it acquires focus and sense (substantial) features when motives appear. There are a lot of situations when human activity may be stimulated by not one, but several motives, and in this case such a phenomenon as polymotivation emerges; motives may be subdivided into a leading (main) motive and a motive-stimulus (secondary). Not always a person is aware of his/her action motives, that is why motives are classified into conscious and unconscious [3;6]. Scientific sources say that motivation as a system of motives is a driving force and a system-building factor of an activity and a motive is a basis of any activities (M. Varii, Pavelkiv, O. Vynoslavskya, O. Breusenko-Kuznetsov, V. Zlyvko, A. Apisheva, O. Vasylieva).

There are such definitions of a motive in reference literature: 1) “an incentive reason for person’s actions and activities (the reason that pushes to an action)” [4, p. 217]; 2) “an incentive reason for any action, arguments in favor of something”; b) “a conscious need of a person to achieve certain goals, desirable action conditions, its attitude to the interests and value orientations and their assessment that are associated with the desire to implement them into practice; something that a person is guided by in his/her actions (consciously or unconsciously)” [2, p. 185].

Person’s motivation and his/her activities were studied by I. Ziazun, V. Moliako, V. Klymchuk, S. Maksymenko, N. Nychkalo, A. Maslow, E. Deci, D. McClelland, R. Ryan and others. According to the opinion of psychologists and pedagogues (A. Markova, P. Halperin, Ye. Ilin, V. Yakunin and others), positive motivation and orientation of future specialists to perform certain tasks are the keys to achieving high professional results and goals.

Working on the problem of future specialists’ training to professional activity, Ukrainian scientists pay much attention to the formation of their motivation. Thus, U. Liashenko determines providing cadets’ positive motivation to the content, forms and methods of educational activities as one of the pedagogical conditions for future marine engineers’ training. If this condition is met, there will be an increase in future marine engineers’ motivation to “professional activity in the international environment by means of English as a language of international communication; development of foreign language communicative competence; educational and cognitive activity; self-realization and self-development; learning the basics of cross-cultural communication”. The researcher believes that the motivation of future marine engineers can be increased on condition that there are positive results of cadets’ work and satisfaction, that are influenced by the organization and the content of the

educational process, taking into account age peculiarities and priorities, and an appropriate atmosphere creation for the interest of cadets [5, pp. 87-88].

Providing motivation aimed at overcoming ethnocentrism of future translators during their professional training is a pedagogical condition for future translators' training for cross-cultural communication in the scientific work of V. Terekhova. For the effective implementation of the motivation function it is necessary to understand the factors that encourage workers to their professional tasks fulfillment, as well as awareness of ways how to guide these motives into the right direction to achieve the organization goals [8, p. 65].

According to O. Bahlai, development of motivation and cognitive interest in cross-cultural communication of future international tourism specialists during their professional training is the key to the formation of their readiness to cross-cultural communication. This pedagogical condition implementation depends on "subjective attitudes, interests, values and value orientations of the subjects of communication" [1, p. 10].

We agree that the positive motivation of future specialists, as well as motivation of future navigators, will contribute to their high-quality and effective training for cross-cultural communication. Motivation of future navigators to cross-cultural communication is a set of formed motives that encourage future navigators to achieve positive results of cross-cultural interaction with other countries and cultures representatives, that involves leveling (cutting out) conflicts on cross-cultural difference basis, building-up cross-cultural dialogue, tolerant attitude to traditions, customs, opinions of other cultures and countries representatives.

We believe that the development of cognitive interest and motivation of future navigators to learning cross-cultural communication depends on internal and external factors. Internal factors include:

- 1) values and needs of future navigators;
- 2) interest in acquiring and making knowledge in cross-cultural communication more profound;
- 3) desire to develop skills of cross-cultural communication, skills and abilities to react correctly in situations of cross-cultural misunderstanding;
- 4) awareness of the importance of cross-cultural training as part of the navigators' professional training, focusing on the cross-cultural component of training;
- 5) presence and degree of satisfaction from cross-cultural interaction and satisfaction with its results;
- 6) attitude to the situation in which the subjects of communication happened to appear;
- 7) one's own life position based on one's own experience and/or heard experience of others;
- 8) desire for self-development in the professional sphere and in the sphere of

interpersonal relations; etc.

The external factors of motivation include:

- 1) desire to achieve professional growth;
- 2) desire to have a prestigious, well-paid job (which is possible under the condition of employment in international companies, i. e. on ships with a multinational and multicultural crew);
- 3) desire of respect and recognizing of their professionalism and competence in cross-cultural communication;
- 4) fear of criticism, condemnation, etc. because of cross-cultural interaction failure;
- 5) fear of job and remuneration (in the form of wages) loss for the failure of cross-cultural communication; etc.

We distinguish such types of motivation of future navigators to achieve positive results of cross-cultural communication:

- 1) navigators' motivation to communicate with people of other nationalities and cultures, motivation to search for the best ways and tactics of conducting such a cross-cultural dialogue, motivation to achieve the goal of communication;
- 2) motivation to create a friendly microclimate, an atmosphere of mutual respect of the personality of everyone in a multinational and multicultural crew;
- 3) motivation to increase the number of communication acts for better performance of professional tasks, refusing the avoidance of cross-cultural contacts because of unwillingness of such a communication, rejection of the interlocutor for the fact that he/she is a representative of another country, nationality, culture, etc.; a refusal of communication reduction, even to the detriment of professional activity and its positive results;
- 4) taking into account the fact that navigators are the command staff of a crew and their behaviour should set an example to ratings, motivation to destroy xenophobic sentiments is inherent in a crew in general and in oneself in particular, i. e. the priority task is development of a mindset to tolerant, friendly treatment of the interlocutor, despite the fact that he/she belongs to a different race, culture, religion, and has other views, traditions and customs, due to their own culture, their own worldview, and a set of their own and universal values;
- 5) motivation to conduct a self-analysis and self-reflection of the behaviour, knowledge, cross-cultural communication skills, etc;
- 6) motivation to acquire necessary knowledge, skills and cross-cultural communication skills in the process of training in higher education institutions, as well as independently on one's own.

The creation of positive motivation for cross-cultural communication is possible under the influence of internal and external factors, during special preparatory work and due to the use of various methods and means: lectures, mini-lectures, conversations, discussions, practical exercises, business and role-playing games, case-technologies and others.

As a result of practical training on cross-cultural communication with cadets of the 1st, 2nd and 3rd courses of National University “Odessa Maritime Academy”, the analysis of cadets’ successfulness in performing cross-cultural tasks was conducted. After mini-lectures on cross-cultural communication, the cadets were offered the following exercises as a practical material: “Traditions of different countries of the world”, “Work and everyday etiquette of people from different countries in the world”, “The English language variation: British and American English”.

In the exercise “Traditions of different countries of the world” future navigators had to match correctly a particular tradition from the list presented with a corresponding country, and to try to explain their choice. The exercise “Work and everyday etiquette of people from different countries in the world” involves allocation the enumerated above etiquette rules according to groups – “Work etiquette rules” and “Everyday etiquette rules”, according to the national criterion, also with the explanation of the choice. The exercises “The English language variation: British and American English” aim at the development of the lexical component in the process of a foreign language learning, as well as the cross-cultural aspect of its study. Knowledge of vocabulary, grammar, spelling that are inherent in British or American English, in terms of cross-cultural training is important, so these exercises were added to those exercises that on practice will train future navigators to cross-cultural communication. The task of this exercise was to allocate the given words into two groups – “British English words” and “American English words”.

After performing the mentioned above exercises, which are aimed not only at cognitive (knowledgeable) training of seafarers, but also at motivational training, future navigators were offered a list of questions to determine their motivation and cognitive interest in cross-cultural communication. 102 cadets from the 1st, 2nd and 3rd years of study took part in the survey. The question “Is cross-cultural communication training important and necessary for future navigators?” was answered positively by 79% of cadets (78 cadets), 21% of cadets (24 cadets) replied that they were not sure or could not answer. The question “Would you like to study intercultural communication?” was answered by 81% of cadets positively (80 cadets), 19% of cadets (22 cadets) said that they were not sure whether they needed such a training. The question “Do you think that knowledge of the basics of cross-cultural communication will contribute to the success of professional activities?” was answered by 68% of cadets (67 cadets) positively, 21% (24 cadets) said that they were uncertain, 11% said that it was difficult for them to answer this question. Thus, it can be concluded that after the proposed exercises, motivation has increased.

There were offered exercises to motivate future navigators to cross-cultural communication: “Understanding yourself”, “Helpers and obstacles”, “Cross-cultural assistance”. The exercise “Understanding yourself” is designed to

stimulate future navigators' reflections on their motivation for cross-cultural communication and in this exercises cadets write and/or speak aloud those traits of the interlocutor's character that are necessary for the success of cross-cultural interaction, as well as those traits that are missing in each of the cadets and those they would like to have. This exercise contributes to understanding of one's own internal motives, goal-statement, defining the purpose of the activity, and also the decision for oneself, what qualities should be improved to work for positive result. If there is a cadets' desire, the results are discussed, the students express their thoughts.

Exercise "Helpers and obstacles" is performed in this way: on a sheet of paper, each student writes things-"helpers" and things-"obstacles" in cross-cultural communication. This exercise not only helps to understand cross-cultural interaction better, but to work out the cognitive component of training, and to improve motivation and develop cognitive interest in students to learn new things, etc.

In the exercise "Cross-cultural assistance" cadets name difficulties that he/she has encountered in the process of cross-cultural communication or, if he/she has not been a subject of cross-cultural communication yet, cadets give examples of what they consider to be complex situations of cross-cultural interaction. Then other cadets try to explain where, in their opinion, there were communicative mistakes, how to correct them or not to allow them to be made. This exercise is also aimed at creating a positive motivation of future navigators to cross-cultural communication.

We believe that if the pedagogical condition "creation of future navigators' positive motivation to cross-cultural communication" is implemented, the process of future navigators' training will be easier, faster and more effective, and it will result in the preparedness of future navigators to cross-cultural communication.

Nevertheless, the implementation of such a pedagogical condition as "creation of future navigators' positive motivation to cross-cultural communication" itself is not enough for the cross-cultural preparedness of future navigators. Therefore, the perspectives of further research are considered in studying such pedagogical conditions as teacher's role activation and attraction of interdisciplinary connections.

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**INNOVATIVE TEACHING INSTRUMENTS FOR IMPROVEMENT
MATHEMATICAL TRAINING OF FUTURE PHYSICS TEACHERS**

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Abstract. *Conception of practical-oriented teaching-learning process, turned to the concrete results, is among the modern world educational trends. Physics teacher's personal persuasion in a special, mutually penetrative, character of relations between Physics and Mathematics, his ability to demonstrate this character in teaching and educational process and to favor in such a way the formation of analogic persuasions of his students are among the most impotent concrete results of the process of such teacher's, training. A system of mutual co-ordination between the course of General Physics and mathematical courses for the first-year students of physical specialties, together with the author's concept of its implementation are represented.*

Keywords: *Mathematics, Physics, practical-oriented training, mutually penetrative character of relations between Physics and Mathematics, educational curricula, intensive course of Elementary Mathematics.*

It is well known, that any part of Physics as a branch of science and as an educational discipline does not exist without the corresponding mathematical support.

In the history of social development Physics and Mathematics have been forming as a self-dependent fields of knowledge practically during the same time. Each of them at certain periods of its development was a source of inspiration for the other. For example, concepts of natural, integer, rational and real numbers to a considerable extent have on the grounds of the theory of measuring of quantities, in the first place, probably, physical quantities. Such fundamental branches of Mathematics as differential and integral calculus, vector algebra, vector analysis, tensor algebra, tensor analysis have appeared in Physics in search of the most precise descriptions of some phenomena of surrounding reality. Subsequent specification and interpretation by mathematicians the mathematical nature of the fundamental tenets of the branches allows physicists to deepen, to broaden and, sometimes, even to change essentially the character of understanding of the corresponding phenomena as a whole. From the other hand there exist branches of Mathematics (Non-Euclidean geometry of Lobachevsky, for example) that firstly have formed in Mathematics as pure theoretical concepts, and only latter

have found their direct applications in Physics. Verification by practice made evidence the fact, of their being useful for Mathematical description of certain physical phenomena and processes.

Courses of General Physics, Theoretical Mechanics, Theoretical Physics, Electrotechnology and Electronics for future Physics teachers of secondary schools have not only demonstrate examples of applications of mathematical methods but also have to favor the forming students true notion about the indicated mutually penetrative character of relations between Physics and Mathematics.

Conception of practical-oriented teaching-learning process turned to concrete results, is among the world educational trends.

For the process of training future Physics teachers of secondary schools personal persuasion of a teacher in a special mutually penetrative character of relations between Physics and Mathematics, his understanding the necessity and ability to demonstrate this character during his work and favor in such a way the formation of analogic persuasions of his students are among the most important concrete results.

A problem of construction for future Physics teachers of secondary schools a necessary curricular and creation its methodical support is under discussion for a long time now. Works of a lot of researches (K. K. Sominskiy, V. P. Epmakov, O. V. Balina, O. V. Ostrovskaya, L. D. Velichko, N. M. Panasyuk, V. O. Gaydey, N. M. Zaderey, for example [3,4,5,6]) are devoted to the attempts of finding its satisfactory solution.

The purpose of the article is to analyze the curricular of training the first year students that are going to be Physics teachers of secondary schools, to represent some suggestions for its improvement, to discuss the possible variants of the corresponding methodical support on the base of innovative teaching instruments.

The initial parts of the course of General Physics, that are intended to the first year students of the stated specialty, need student's knowledge of mathematical facts and concepts from the content of secondary mathematical education [2,7]. First of all it concerns the following concepts: a real number, identity transformation of mathematical expression, algebraic equation with one unknown variable (linear and quadratic equations including), algebraic equation with two and more unknown variables, Cartesian coordinate system in Euclidean plane and in Euclidean space, real function of real argument and its main characteristics, a graph of a function according to Cartesian coordinate system, specificities of reflection properties of functions by their graphs, the most important properties and graphs of the basic elementary functions, including trigonometric functions, inverse trigonometric functions, exponential and logarithmic functions, composition of functions, first of all composition of the basic elementary functions with the linear functions, graphs of such

compositions of functions that can be considered as the simplest transformations of graphs of the basic elementary functions.

And essential problems appear at once. Mainly this fact is explained by insufficient mathematical preparation of students of secondary schools. The last one, to a considerable extent, is explained by the insufficient quantity of school hours, allotted for studies of Mathematics during the last years of school training. It is quite clear that three or four lessons for a week can't guarantee the necessary deepening into the essence of the subject.

We think that for improving the situation, a special intensive course of Elementary Mathematics must be included to the corresponding curricula.

The course must be intended for a one third part of the first semester. It must precede all physical courses, first of all the course of General Physics. We have to think over the content of such a course and the corresponding forms of organizing studies with great care. First of all the main theoretical facts must be remind (or given, because school textbooks contain a lot of inaccuracies, confusions and direct mistakes). We have in mind definitions precise formulations of theorems together with references to the sources of their proofs and necessary examples.

It is naturally enough to divide the corresponding material into the following modules. 1. Real numbers. 2. Algebraic equations and inequalities. 3. Euclidean plane and Euclidean space. Triangles, quadrilaterals, a circle. Prisms, pyramids, truncated pyramids, right circular cylinder, right circular cone, frustum of a cone, sphere. Areas and volumes. 4. Cartesian coordinate system in Euclidean plane and in Euclidean space. 5. Concepts of a sine, cosine, tangent, cotangent of an angle of rotation. Transformations of trigonometrical expressions. Trigonometrical equation and inequalities. 6. Concept of a real function of a real argument. Main characteristics of such functions. A graph of a function according to Cartesian coordinate system. Algebraic operations of functions, composition of functions.

In contrast to secondary school the presented material as far as it is possible mustn't have an inaccurate, propaedeutic character. Singularities and exclusions have to be of a special attention.

Practical studies must be the next. During them the indicated material must be worked off on the lever of skills.

Presence of the modern information – communicative equipment and its expedient application can essentially improve the efficiency of the course. Thus, in the presence of interactive blackboard and tablets for all the students the corresponding theoretical material may be introduced in the form of presentation which content in a moment reflects and preserves on the tablets of every student (there isn't the necessity in making a summary), for solving practical tasks the student automatically has the necessary reference book in front of him. Working through skills may be conducted by the next scheme.

Firstly some student solves a typical task on the blackboard, the others – make a summary of the suggested solution. The teacher comments the method of solution of the point of view of general theoretic positions, answers the possible questions. Then, with the help of Internet, all students are suggested the same by content but different by figures tasks. Students in turn solve the received tasks on the blackboard. At the same time every other student solves his task in his notebook or in his tablet and sends the received answer to the teacher. In a case of the answer being correct the students may begin to work out the next task, in a case the answer being wrong – he looks for mistake until the next task appears on blackboard. All tasks that have not been solved during the study are left as a homework. The suggested approach to the organization of a practical study admits the subsequent personalization of teaching with the help of complicated tasks for students that have successfully coped with the necessary minimum of tasks. At the end of every module it is advisable to offer to students some complex control work. Such work must contain as theoretical, as practical tasks. Both types of tasks must be in two forms – in a form of tests and in an open form. At is quite clear, that carrying out the process of training in the suggested form needs from teachers a rather complicated preparation. At the same time approbation of the suggested methods of teaching, that have been realized at one time in a paper form, allows to state, that such methods are able to improve the quality of student's mastering the suggested material nearly by 50 %.

We mean that, simultaneously with such intensive course of Elementary Mathematics, the first year students, that are going to be Physics teachers of secondary schools, will start to master a course of Mathematical Analysis and the integrated course of Linear Algebra and Analytical Geometry.

It is obvious, that content of the suggested intensive course of Elementary Mathematics must be carefully coordinated with the content of the course of Mathematical Analysis. The last one, for example, has to start with the theory of sequences.

The integrated course of Linear Algebra and Analytical Geometry for students of physical specialties has existed in high school already for nearly fifty years. But, methodical questions about it's the most optimum content and structure have not been solved yet.

It is obvious, that mutually penetrative character of relations between Linear Algebra and Analytical Geometry has formed theoretical pre-conditions for the creation of such a course. But it is difficult to recognize it satisfactory the known examples of realization this pre-conditions in teaching – learning practice.

Usually just algebraic questions of the course forms it first part [1]. And by objective reasons it can't be limited only by questions of linear algebra. It is impossible, for example, to introduce the conceptions of linear vector space without the conception of a group and a field.

At the same time, according to the needs of the course of General Physics, that is planned to be the following one and, during some period, parallel to the course under discussion, it is more expedient to start with vector algebra, that forms the beginnings of the traditional nowadays course of Analytical Geometry. Then there is a sense to consider a theory of matrices and determinants, elements of the theory of sets, concepts of a group, a field of real numbers, concepts of an arbitrary affine coordinate system in Euclidean plane and in Euclidean space, of the essence of coordinate method as a main method of Analytical Geometry, a theory of geometrical images of the first and the second order in Euclidean plane and in Euclidean space.

We think that suggested consequence of mastering mathematical courses and their separate themes can guarantee more or less adequate base for the course of General Physics, mastering of which is planned to start only by finishing the course of Elementary Mathematics.

The problem is in fact, that all this is not enough. Standard course of General Physics needs the students of the first year of studies to be profound in the theory of differential equation and the ground of statistic method of treatment physical experimental results [2,7]. And no one of mathematical courses for the first year of studies can't already guarantee such knowledge.

Physicists nothing else are left but to simply indicate the necessary formulas. The corresponding mathematical theory will be given later it will have already preceded the course of Theoretical Physics.

The author's propositions for the directions improvement the curricular of students that are going to be Physics teachers of secondary schools have been discussed on the conferences of teachers of Physics and Mathematics of South Ukrainian National Pedagogical University named after K. D. Ushynsky. The common opinion was the next. All propositions are interesting and actual. It makes a sense to conduct the corresponding pedagogical experiment. But such experiment needs the corresponding methodical support thoroughly to be worked out.

Conclusions. The problem of improvement mathematical training of students that are going to be Physics teachers is a component of the general problem of improvement the process of training of such students. The innovative teaching instruments provide wide opportunities for solving the both problems on the presence stage of scientific and technical progress successfully. Suggested system of mutual coordination between the course of General Physics and mathematical courses for the first-year students of physical specialties together with the corresponding concept of its implementation may be considered as a possible step in the mentioned direction.

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Chymak Mykola

HISTORIOGRAPHY DIMENSION OF PROFESSIONAL SELF-DETERMINATION FROM THE PERSPECTIVE OF THE EUROPEAN AND AMERICAN PEDAGOGICAL APPROACHES

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Abstract. *The article analyzes the problem of professional self-determination through the historiography prism of existing pedagogical practice. The research attention is focused on the structuring of authors' models of professional self-determination in modern high school. The close relationship of completed professional self-determination with the domination of the creative approach and innovative thinking of the individual, at the theoretical and practical levels, is conceptualized.*

Keywords: *historiography, professional self-determination, personality, pedagogical practice.*

Modern conditions of the development of Ukrainian society highlight the need for a rethinking of the modernization of the national system of specialists' educational training. It should be based on the achievements of beacons of pedagogical thought. The task of finding the optimal ways for continuous self-development, self-education and the introduction of the latest innovative technologies accumulates a number of socio-cultural problems, the solution of which involves the availability of a high level of professional teaching staff training.

Essential changes in the educational paradigm, which conceptualize the transition to a person-oriented teaching system, are dictated by the need to revise the content of the existing normative standards regulating the functioning of the socio-cultural sphere in general. The Law of Ukraine On Education (2017), the National Doctrine of the Development of Ukraine's Education in the 21st Century (2002), the Strategy of Innovative Development of Ukraine for 2010-2020 in the context of globalization challenges (2010), the National Strategy for the Development of Education in Ukraine for the period up to 2021 (2013) and many other normative legal acts today form an aggregate list of national standards, the observance of which involves the achievement of a certain educational optimum, which ensures the implementation of a personality strategy called «professional self-determination.»

The relevance of the professional self-determination problem of young students is quite evident today, and proceeds from the social order, which is «dictated» by the conditions of the military and political instability in Ukraine.

Despite the multi-disciplinary nature of the specified scientific problem, reflected in the various philosophical, sociological, psychological and other types of science papers, it remains a little studied from the pedagogical science perspective.

The sociological circle of the problem under study is actualized in the context of the introduction of the individual to a particular social group and during the practical implementation of the complex task of socialization. In connection with the foregoing, the holistic problem of «self-determination» acquires even more distinct outlines due to the completeness of the influence of various factors of endogenous and exogenous origin on the complex process of professional self-determination.

The lexico-semantic construction of the phenomenon of «self-determination» is sufficiently deeply disclosed in the dictionaries and reference publications, which define it as an unambiguous identification of the individual's place in a society, based on the completeness of his/her interests, aspiration and abilities [6].

The multidimensional sociological rethinking of the question of professional self-determination is so essentially ambiguous that it is often compared, at the general theoretical level, with life self-determination, which is eventually associated with the diversification of social conditions.

According to the job «In search of yourself: personality and self-determination» by researcher I. Kon, there are parallels between two mutually determined processes - age-specific features of a personality and professional self-determination in general [3].

A slightly different psychological approach to the interpretation of the term is found in «Fundamentals of General Psychology», where the subject of the study is substantiated as a long way to a continuous personal search that involves the intersection of existing interests of subjective nature with the conditions of personal development and the actual requirements of society (see Fig.1) [7].

Fig. 1 reveals the centralization of professional self-determination in three key elements: interests, social requirements and personal development. Such structure of the investigated phenomenon provides the opportunity for making responsible decisions that actualize the tasks of self-realization and self-identification in the modern socio-cultural field.

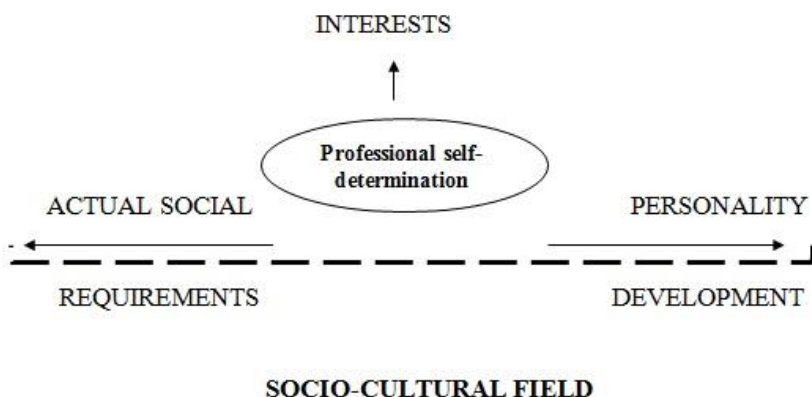


Fig.1 Psychological dimensions of professional self-determination

In the creative essay «Psychology of professional self-determination in early youth», the author drew readers' attention to the problem of the close relationship between the individual and the society, which dictates the rules of professional «performance», based on the general demand of the labor market and the level of personal fulfillment [1].

In accordance with some scholars, the transition to a reinterpretation of a specified problem, on the theoretical level, justifies the typology of personal behavior, based on the principles of the subjective approach, which ensures the logical inclusion of personality in the world of professional identification - that is self-determination [2].

World-famous scientist A. Maslow, analyzing the stated problem, focused his attention on the phenomenon of self-actualization, which envisaged the logical fulfillment of social duties, based on the significance of the chosen case for the individual himself [4].

The evolutionary way of formulating the notion of "professional self-determination" was made through the historical development of professional orientation, which enabled the leveling of a number of problems - employment, professional self-determination and personal development. Such event sequence made it possible to overcome professional ambiguity at the personal level, reorienting the subject to achieve productive results of educational activity. It should be noted that the personal identification in the time and space of work led, in the end, to the formation of holistic self-consciousness [9].

A cross-sectional analysis of the investigated category has shown that a professional self-determination is characterized by a certain gradualism, which reflects the sequence of performance of certain tasks and confirms the effectiveness of their implementation by an individual (see Fig. 2).

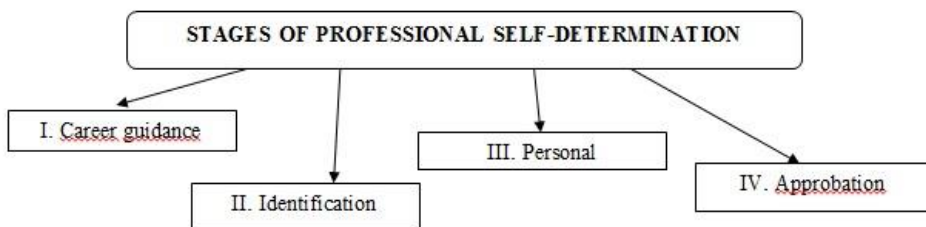


Fig. 2. Stages of professional self-determination

The first stage (career guidance) focuses on thematic and on-site activities, that reveal all the versatility of the chosen list of professions (Fig. 2).

The identification stage of the career guidance is indicated by the implementation of a number of practical measures aimed at conducting the independent research activities within the chosen professional area (Fig 2).

The peculiarity of the third stage (personal) is the active participation in optional (special and themed) classes, based on the chosen professional direction (e.g. economic, engineering, industrial, etc.) (Fig. 2).

Approbation stage involves the writing of an independent research paper, which allows revealing all the versatility of the acquired knowledge and appropriately formed skills and abilities (Fig. 2).

On the personal level, the formation of the integral feeling of oneself, as a peculiar mechanism of a complex social system, ultimately leads to a high level of consciousness development [2].

Perfect functioning of a complex mechanism of «personal life activity», which actualizes the existing intrapersonal contradictions that activate personal development, in general, is quite important in terms of the above-mentioned facts [5].

An educator S. Chystyakova considered self-determination to be a kind of self-realization, which opens the door to the world of implementation of individual and socio-professional needs, which are specified at a certain stage of life, according to the tasks of self-realization activity [8].

The research focused on the problem of professional self-determination, which is tangent to the implementation of the professional perspective strategy. Its comprehension requires professional and personal development as the product of the effective functioning of pedagogical practice in general.

Within the conditions of higher education institution, the phenomenon of professional self-determination is presented in the form of integral construction, as a peculiar dynamic process, which becomes a kind of a projector of future professional activity that requires qualified pedagogical support. In modern social and research society, the issues related to the lack of value motivation for future professional activity are being sharply criticized. In our opinion, such

situation is caused by external (the level of teacher's competence, in particular) and internal (e.g. the professional adaptability of a future specialist) determinants.

The phenomenon of professional competence in its essence reflects the individual characteristics of a personality, necessary for the successful implementation of professional tasks. From this perspective, the individual student's capabilities must best fit the inclinations and abilities of a particular person to achieve a certain labor productivity.

Focusing on the problem of professional interests, there is a need to emphasize the multidimensionality of such interests, which is based on the identification of a chosen profession of natural or humanitarian direction (see Fig. 3).

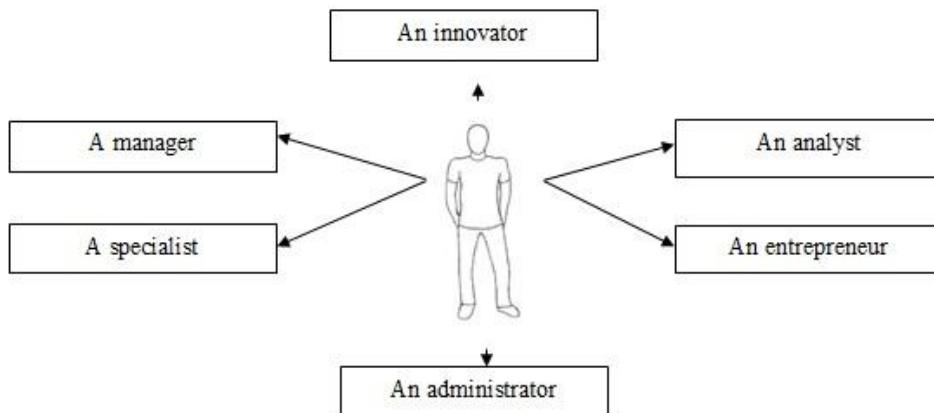


Fig. 3. The list of the most common professional interests

Thus, pedagogical support for professional self-determination today is an important component of the organizational and pedagogical activity, aimed at the individualization of professionally oriented student inquiries, which enables to form an integral educational space of a higher educational establishment.

The key task of the professional self-determination is to satisfy the urgent need to form a stable professional position, which meets modern requirements, is aimed at identifying personal abilities and professional interests, and takes into account the challenges of the existing labor market.

A complex way of professional and personal self-determination within the educational space is determined by a design of organizational and pedagogical conditions and a set of social interactions, which ensure the maximization of identifying the professionally oriented inquiries.

The above-mentioned research leads to the conclusion that the studied phenomenon in European and American pedagogical science is referred to as:

- a peculiar total result (professional choice plus decision-making); its qualitative aspect testifies to the level of formation of the personal worldview, the axiological sphere and the areas of professional self-realization;
- an innovation that undergoes various personal influences (interests, needs, values and activities) in the development of one's own life;
- a set of value orientations that actualize the development of a personality.

In terms of history and psychology, an outline of the studied issue allows us to define it as an important characteristic of the social and psychological formation of a personality, based on the individual needs for self-realization. Thus, the subject of the research appears to be a process and a simultaneous result that actualize the formation of a personal development direction, based on the existing social and cultural realities.

The variability of the students' professional and subject position accumulates the totality of personality-meaningful attitude to the future profession, which is integrally connected with the professional and personal development of an individual. Nowadays, the consistent formation of the personal position of future specialists acquires complex features of subjective development, which should occur within the conditions of productive pedagogical support. Such support is perceived, first of all, as a joint productive cooperation at the level of a "teacher-student" system. Its functioning is oriented toward the maintenance of professionally oriented educational inquiries formed in accordance with the market demand.

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INFLUENCE OF SPORTS ON PATHOLOGICAL CHANGES OF THE MUSCULOSKELETAL SYSTEM

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Abstract. *The paper demonstrates that the most spread among the diseases of the spine, acquired as a result of doing sport, is intervertebral osteochondrosis; the distribution of degenerative changes in the spine according to the type of sport was studied. It was found out that the leading position is occupied by high-skilled athletes – masters of sports, candidates for masters, first-grade sportspeople (75% of cases).*

Keywords: *spine, osteochondrosis, sport, prevention, rehabilitation.*

Topicality. Injuries and diseases of the musculoskeletal system in athletes is a major factor limiting the growth of athletic skill. Traumas and diseases lead to violations of the training cycle, decrease the sporting result, and sometimes cause athletes' disability. With a rational, planned approach to the training and competitive process, those processes that cause pathological changes in the musculoskeletal system are minimized. Modern sport is characterized by more and more increasing loads, and hence emerge the increased demands to the locomotor apparatus. The topicality of the paper is explained by the need to identify the distribution of degenerative changes in the spine and determine the anatomical and physiological features of the spine according to different sports. In recent years, the interest of specialists in sports medicine in the study of diseases of the spine has increased [1; 6; 8]. The authors note that degenerative changes in the spine are caused by irrational training, overload of the neuromuscular system, congenital anomalies that create an unfavorable situation in the disk-body segments of two adjacent vertebrae, against which the athletic load affects the development of pathological processes. Particular importance is given to chronic microtraumas [2, 7].

The spine is an important link in the human musculoskeletal system. It does not only protect the spinal cord, but also takes an active part in all complex and diverse movements, carries a large static and dynamic load [3]. For a correct understanding of those pathological processes that are possible in the spine, it is necessary to know its anatomical and physiological characteristics in general and in relation to an exact sport activity in particular.

The anatomical complex consisting of one intervertebral disk, two adjacent vertebrae with the corresponding joints and ligaments, is called the vertebral

segment. Each vertebra is articulated with the adjacent vertebra in three points: in two intervertebral joint articulations from behind and the bodies (with the help of the intervertebral disc) from the front. The joints between the articular processes represent the true joints. Arches and dorsal processes of adjacent vertebrae are connected by a system of ligaments: yellow, interstitial, supraspinous and interdigitum. Functionality of the spine can be considered only in the interaction of the ligamentous apparatus and the muscles of the trunk (back and abdominal press), flexors and extensors, which P. F. Lesgaft called “strong”. These muscles have an oblique direction of fibers, a large surface, capable of developing considerable strength [4].

Spine movements are carried out in three axes:

- 1) flexion and extension on the front axis,
- 2) lateral inclinations around the sagittal axis,
- 3) rotating around the longitudinal axis; circular movements are possible in all three axes.

The normal function of this complex system is possible due to the dynamic equilibrium of all structures. The main function during the movements of the spinal column is performed by the intervertebral disc, which has a complex anatomical structure and consists of two hyaline plates closely adhering to the terminal plates of the adjacent vertebral bodies, the pulpous nucleus and the fibrous ring. This complexity is conditioned by the variety of its functions, namely: the function of connecting and holding together the bodies of adjacent vertebrae, functions of the half-joint and functions of a perfect biological shock absorber, protecting the body of the vertebrae from permanent traumatization [7].

It should be emphasized that all these functions can be performed in full only by the unmodified disk. The turgor and the elasticity of the pulpous core are provided by a high content of water in it. The height of each disk individually and that of the spinal column as a whole is determined by the dynamic equilibrium of the effects of the pulpous nucleus and the fibrous ring, with the fibrous ring extensibility playing the leading role.

Human intervertebral disk is in the same conditions as the articular cartilage. Absence of ability to regenerate, insufficient blood supply and constant loads lead to early development of aging processes in the disk. People, at the age of 20 already have their hyaline plates beginning to thin out and being replaced in some places by connective tissue cartilage. The absolute majority of authors associate the occurrence of degenerative changes in disks with chronic overloads of the spine, but as Ya. L. Tsivyan points out [5], many young people have these lesions as a consequence of the acquired or constitutional inferiority of the spine, in which even the daily load is excessive.

The aim was: to determine the anatomical and physiological features of the spine in relation to practising certain sports.

Research methods. Analysis and generalization of scientific and methodological literature, the study of medical cards.

We analyzed 460 medical cards and medical histories of athletes who were undergoing a medical examination at the Odesa Regional Medical and Physical Culture Dispensary. 290 of them were active athletes and 97 – those who had been engaged in sports in the past. What is interesting, is the distribution of degenerative changes in the spine according to different sports:

1. complex coordination – 28.9%;
2. cyclic – 22,7%;
3. game sports – 9.3%;
4. speed and power – 17,9%;
5. martial arts – 11.2%.

The leading position is occupied by high-skilled athletes – masters of sports, candidates for masters, first-grade sportspeople (75% of cases).

One should mention the “rejuvenation” of the spine osteochondrosis in athletes. Signs of degeneration of intervertebral discs and paravertebral tissues appear at the age of 15-20, and spondylarthrosis and spondylosis occur more often in athletes aged 25-30.

The emergence of degenerative changes at an earlier age is not usually caused by the increase in physical activity, but by some inborn or acquired unfavorable features of the spine, with the presence of which the athletic load (inadequate to the physiological capabilities of this spine segment) can contribute to the development of lesions. Therefore, early detection and especially prevention of osteochondrosis in athletes is very important, especially in those types of exercises where the load on the spine is more significant (gymnastics, acrobatics, athletics – long, high jumps, sprint).

The common characteristics of gymnastics and acrobatics are hyperflexia and hyperextension of the spinal column, rotation, as well as large axial loads on the chest-lumbar area. Such extreme amplitude states cause micro-mobility in the motor segment, the intervertebral disk–the bodies of adjacent vertebrae, which subsequently leads to a state that is estimated in the literature as segmental instability.

The disk, as was mentioned above, has a high amortization ability and, until a certain point, copes with excessive physical load, then degenerative changes occur, therefore segmental instability is possible only with the development of pathological processes in the disk.

Among the athletes those who complain of back pain are often sprinters, long and high jumpers. Sprinters often unreasonably include in training exercises with weights, the performance of which exceeds the physiological capabilities of the lumbar spine apparatus. Often, the weights used by sprinters exceed the weights used by weightlifters, while the special strength training of sprinters is far behind that of weightlifters. Sometimes the principle of gradualism is

violated: intensive loads are applied after a long break, suffered injuries and diseases. This leads to overload of the neuromuscular system, the stabilizing function of the back muscles sharply decreases, as a result of which the load on the front and back ventral column complexes of the spine increases, the adaptation mechanisms fail.

Long jumpers often have a flexor-extensor mechanism when performing a jump. In the phase of the thrust and flight, a sharp overextension of the spine follows, the main load falls on the posterior bearing complex and partly on the anterior (articular processes, arches), the front longitudinal ligament stretches, the front half-ring of the disk overstretch, the disk nucleus is relatively displaced forward, muscles are actively involved – long back muscles strain, the muscles of the anterior abdominal wall stretch. At the time of landing, there is instantaneous redistribution of the load to the front parts of the spine (vertebral bodies, intervertebral disks), strain of the posterior longitudinal ligament, yellow and interstitial ligaments, tension of the capsule of the intervertebral joints, tension of the muscles of the anterior abdominal wall and relaxation of the extensors of the back. The body at the moment of landing in the pit slides by inertia forward, with fixed lower limbs, which contributes to the appearance of micro-mobility in the disk-body segment. In the future, it causes the development of persistent degenerative changes, which manifest themselves in a certain clinical picture (osteochondrosis, spondylarthrosis, spondylosis).

Conclusion. Analysis of medical history and cards of athletes showed that the most spread disease of the spine, acquired as a result of doing sports, is intervertebral osteochondrosis – an extensive degenerative process that affects intervertebral disks, the subcutaneous part of the bodies of adjacent vertebrae. In the future, the articular processes, nerve roots, and the muscular system are getting involved in this process.

The distribution of patients suffering from degenerative changes of the spine according to different sports is determined – complex coordination, cyclic, game sports, speed and power, martial arts.

The leading position is occupied by high-skilled athletes – masters of sports, candidates for masters, first-grade sportspeople (75% of cases).

Some anatomical and physiological features of the spine have been determined with respect to doing certain types of sports.

In further studies, the priority is given to the development and implementation of preventive and rehabilitation tools for athletes, not only to maintain a high level of athletic performance, but also to remove undesirable consequences in athletes' physical condition.

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Foksha Olena

METHODOLOGICAL RECOMMENDATIONS FOR FORMATION OF FACILITATIVE COMPETENCE OF FUTURE TEACHERS OF HUMANITIES IN INSTITUTIONS OF HIGHER EDUCATION

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Abstract. *The article reveals the methodic aspect of the process of formation of facilitative competence of future teachers of humanities in professional training at a higher educational institution of a pedagogical profile. The author proposes a program for students to acquire information and theoretical material on the issues of facilitation in education; a cycle of practical exercises and tasks that illustrate the functional context of facilitative interaction in the work of a modern school teacher; a system of self-research tasks that make students aware of the importance of facilitative activities in the work of the teacher of the New Ukrainian School.*

Keywords: *facilitative competence, methodology, formation, future teachers of humanitarian specialties, institution of higher education.*

The consolidation of humanistic values, human centeredness and subject-subjective guidance in education requires a reconsideration of the role of a modern teacher, and, therefore, the reorientation of his professional training within the educational space of modern higher educational institutions.

The named processes led to the conversion of scientists to the competencies of the teacher, which ensure the elevation of the spiritual forces of the child-student, the development of his inclinations and talents, creative self-realization by means of developmental interaction between the subjects of the educational process: communicative and strategic competence (M. Oliyar, etc.), competence of self-development (M. Kniazian, etc.), facilitative competence (T. Sorochan, etc.).

A promising direction for improving the professional competence of the teacher of the New Ukrainian School is the implementation of his facilitative competence.

The facilitative competence of the teacher is defined as follows: an integrative, dynamic complex of individual-personal and professional-activity qualities of a teacher's personality, built on interdisciplinary structured knowledge, multilevel abilities, characterized by the ability to build a facilitative interaction with all subjects of the educational process, taking into account the developmental potential of the humanities disciplines [1, p. 205].

The purpose of the paper is to develop methodological recommendations for the formation of facilitative competence of future teachers of humanities in professional training at a higher educational institution.

We propose the formation of facilitative competence of future teachers of humanities in three conceptual directions: to stimulate the search for independent ways of students to implement facilitative competence in future professional and pedagogical activities by acquiring special knowledge of a professional nature (the professional orientation stage of the formation of facilitative competence of students); to provide organization of educational process at the integral-spiritual level, based on creative self-realization of future teachers of humanities by using the potential of pedagogical practice (constructive and modeling stage of formation of facilitative competence of students); to form students a personal humanistic, subject-subjective paradigm, built on the value comprehension of the individuality and uniqueness of each child-student (subject-enrichment stage of the formation of facilitative competence of students).

Realization of the mentioned-above tasks at the professional orientation stage (realization of the pedagogical condition of forming the facilitative competence of future teachers of the humanities «systematization of students knowledge about the specifics of the facilitative interaction in the work of the teacher» in order to influence the epistemological component of the phenomenon under investigation) involves the use of research and heuristic-search methods aimed at activating the cognitive sphere of future teachers of the humanities, organizing the basic knowledge of students by enriching their terminology thesaurus, systematizing their professional and general pedagogical knowledge, developing the emotional sphere and creative forces of students, stimulating imagination, opening new knowledge in the process of joint creative activity.

This area of work involves understanding the following forms of work with students: conducting a special course «Fundamentals of forming facilitative competence of future teachers of humanities»; compiling map-thesauri «Teacher as a facilitator», «Teacher as a mediator in conflict», «Teacher as a mentor», «Teacher as an advisor and counselor»; proficiency training of the future teacher-humanities «Facilitation in the time space of the New Ukrainian School»; linguistic analysis of the concept «facilitation» («facilitate») and its definitional variety, according to methods of application in different languages; analysis of the experience of specialized public associations.

At the constructive-modeling stage (the implementation of the pedagogical condition for the formation of facilitative competence of students «acquiring by students the experience of facilitative interaction» in order to influence the praxeological component of the phenomenon under study), special attention should be paid to the methods of simulation, synesthesia, production of the humanistic context of professional training of students. These methods should

be combined in the system of research and creative tasks of professional orientation, that is, the whole context of experimental work on the formation of facilitative competence should be realized with the projection of the future professional activities of teachers of humanities in the school.

Within this area, the following forms of work are envisaged: the development of an educational and professional guidebook and a diary of pedagogical practice «Trajectory of professional growth»; development of scenario projects for building parity interaction with students on the basis of facilitative interaction; work of the discussion club «New Ukrainian School - School of Spirituality and Culture»; pedagogical debates «Facilitation of FPP - forecast, practice, perspectives»; role debate «I am a teacher-mediator», «I am a teacher-counselor and adviser», «I am a teacher-tutor and a conductor»; development of multimedia educational projects in the course of pedagogical practice «Parity education in the New Ukrainian school».

The realization of the tasks at the subject-enrichment stage (realization of the pedagogical condition of the formation of facilitative competence of future teachers of humanities, «actualization of students' value attitudes toward facilitative interaction in professional activity» with the aim of influencing the axiological component of the investigated phenomenon) requires the use of reflexive analysis methods that give the opportunity to comprehend the future students of the humanities in the professional-pedagogical activity of the teacher at the world-view level.

The preference should be given to the following forms and types of work: reflexive essay «Facilitation - the path to the humane core of the educational process of the New Ukrainian School», «Facilitation in working with children - creating the aura of Good and Mercy»; essays «Facilitation and the search for modification of the teacher's daily educational practice», «New Ukrainian School - School of Abilities and Talents of the Child»; works of reflection «Facilitator of the New Ukrainian School - School of Culture and Spirituality», «Teacher of the New Ukrainian School - Creation and Reflection», «Facilitation in school - a catalyst for changing the era of knowledge into the era of spirituality»; cycle of autotraining exercises «Pedagogical techniques of modern teacher-facilitator», «Psychotraining technologies of self-development of the future teacher as a facilitator».

We will describe in details the special course, acting through the means of forming the facilitative competence of future teachers of humanities.

The logic framework of the special course program consists of topics that reveal the ideas of the humanization of the educational environment of the modern school, by identifying the phenomenon of facilitation as a way of establishing the subject-subjective relationships among all participants in the educational process; psychological and pedagogical context of facilitative competence of a modern teacher as a professional-personal characteristic of a

teacher; practical-oriented content of the training of future teachers of humanities as facilitators for the New Ukrainian school.

The purpose of the special course is the formation of facilitative competence of future teachers via theoretical and practical preparation for implementation of facilitative interaction with all subjects of the educational process of the school with the consideration of the development potential of humanitarian disciplines. Interdisciplinary connections: a special course is an integrated course that involves the use, systematization and improvement of students' knowledge of pedagogy (introduction into a specialty, history of pedagogy, theory of teaching, theory of education), psychology, general theoretical and professional disciplines.

Monitoring system: presentation of self-research projects, surveys, control testing.

We will describe the content and structure of the special course in details.

The first content module of the special course «Facilitation in the system of pedagogical knowledge» included the following topics: «Historical analysis of the problems of facilitation in scientific and methodological and psychological and pedagogical sources» and «Pedagogical context of facilitative interaction in the modern school». They were selected according to the epistemological component of the facilitative competence of the teacher of humanities.

The content module of the special course «Facilitation in the system of pedagogical practices» is represented by the sub-topics like «Technological support for the implementation of facilitative competence of the teacher», «Socio-pedagogical space of developing pedagogical relationships in the modern school». The topics were selected in accordance with the praxis component of the facilitative competence of the teacher of humanities.

The content module of the special course «Facilitation as a world-view orientation of the teacher» consisted of the following topics: «Teacher - as the subject of facilitative pedagogical interaction», «Humanistic worldview as the basis of facilitative pedagogical activity». The topics were identified taking into account the ideological component of the facilitative competence of the teacher of humanities.

Conclusions: the developed methodological recommendations take into account the specifics of the formation of facilitative competence of students - future teachers of the humanities.

The results of the work are:

- provision of a special theoretical training of future students of humanities by mastering the future teachers of the humanities with knowledge about the phenomenon of «facilitation» and ways of its realization in the future professional activities;
- to acquaint students with the pedagogical context of facilitative interaction in the educational environment of the school;

- ensuring the practical training of future students of humanities via the acquisition of future specialist of humanities special skills that make it possible to implement mechanisms of pedagogical facilitation (pedagogical support for personal growth of pupils and pedagogical support of their academic achievements).

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**METHODS OF DEVELOPING THE INTERPRETIVE COMPETENCY
OF FUTURE MUSICAL ART TEACHERS IN THE PROCESS OF
PIANO PLAY TEACHING**

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Abstract. *The article deals with the problems of developing interpretive competency of future musical art teachers in the present conditions. The key aspects of the step-by-step methods of developing the interpretive competency of future music teachers in the process of piano play teaching are presented.*

Keywords: *interpretation, interpretive competency, methods, future musical art teachers.*

Today, Ukrainian society is undergoing the process of modernization in all spheres of public life. Reform of pedagogical education, in particular, the problem of future teachers professional training is of paramount importance, since the law of Ukraine “On Education” (2017) sets new requirements for training highly qualified teachers of a New Ukrainian school. The leading role of the teacher is emphasized in the legal state documents: the law of Ukraine “On Education” (2017), “On Higher Education” (2014), Conceptual Framework for Pedagogical Education of Ukraine and its integration into the European educational space (2004). The problems of higher education development at the present stage are reflected in the UNESCO program “Education for the 21st Century” [6], which states that life-long education is a multiside dialectical process built on everyday experiences and marked by intense efforts to understand complex data and facts. It involves repetition or simulation of various actions and operations, as well as it is a process of personal creativity and acquisition of special skills. It combines informal and formal knowledge, the development of innate abilities and the acquisition of new skills. This process involves efforts and, at the same time, the joy associated with the discovery of the new. As an individual experience of everybody, it is also the most complex form of social relations, since it deals simultaneously with culture, labor and citizenship” [5, p. 5]. In this regard, of great urgency becomes the problem of developing the interpretive competency of future teachers of musical art, which is an integral part of their professional competency and which characterizes the degree of training future music teachers for further work at school, becomes a prerequisite for the effectiveness of their pedagogical activity.

The aim of the paper was to present methods for developing the interpretive competency of future teachers of musical art in the process of piano play teaching.

The problems of competency development was substantiated in scientific works of various scientific fields: N. Aminova, L. Boholiubova (social competency); L. Antropova, S. Rohozhkina, O. Fadeikina (communicative competency); A. Busyhina, M. Lobanova (pedagogical competency); N. Vytktivska (informational competency); P. Shenderov (research competency), etc. Interpretive competency was studied by S. Krymskyi, N. Zhukova, L. Mykhailova, I. Kuznetsov, V. Ovcharuk, L. Pirozhenko, V. Krytskyi, O. Kotliarevska, Yu. Kochnev, O. Liashenko, L. Masol, O. Rudnytska, V. Cherkasov.

Determining the essence of the concept of “competency” we rely on the statement of V. Vvedensky, who defines this concept as a new psychological formation of the individual, caused by interiorization of theoretical and practical experience, which is a set of different competencies and individual qualities. Competency, in its turn, is a certain area of application of knowledge, skills, capacities and personal qualities which, in a complex, help the specialist to act in unequal situations and under different conditions [1, p. 53].

The term “interpretation” is also used by various sciences and is interpreted primarily as a scientific method of cognition, “the process of logical methods formation: from a simple description, through explanation and interpretation, to a strictly logical operation”, which includes analysis, synthesis, comparison, contrasting, etc. [4, p. 247]. N. Korykhalova defines the notion of “interpretation” as a long process of gradual performing development and the disclosure of the ideological form of the musical work with the result of creative activity – a performing interpretation, which is implemented in separate acts of performance [2, p.160].

Interpretive competency is considered in the context of defining the concept of “interpretation”, since the process of interpretation is always associated with the personal sense of what the person understands, interprets, and explains. Interpretive competency is developed in the course of interpretive activity and is an integral quality of the professional competency of the future teacher, who has to be a connecting link between the student’s personality and the surrounding reality [3; 8]. According to L. Masol, “... instead of the traditional analysis of works of art it is necessary to introduce into the educational practice the concept of “interpretation of the works of art”, because it is the search for the personally meaningful senses, in harmony with individual’s spiritual world, their artistic and aesthetic experience, which gains fundamental importance ...” [7, pp. 84-93].

We consider interpretive competency of future teachers of musical art as an integral property of the person, which includes fundamental knowledge, ability

and capacity of the individual to comprehend, understand and convey the artistic content of the musical work in their own piano performance and which contains motivational and creative, content and activity-based, productive and reflexive components. According to the components of the investigated phenomenon, the criteria for interpreting future music teachers' skills were determined: motivational and emotional, cognitive and operational, reflexive and interpretive.

The tasks of the experimental study on the development of the interpretive competency of future musical art teachers envisaged the activation of students' motivational attitude towards future pedagogical activity and systematic involvement of students in performing artistic, analytical activity, which contributes to the development of students' interpretive competency in the process of interpreting piano works.

The implementation of these tasks was carried out using the following **methods**: lectures, conversations, demonstration, visual illustration, discussion, creative tasks, analysis and interpretation of works, use of multimedia technologies. Experimental work was conducted on the basis of the Faculty of Music and Choreography Education of the State Establishment "South Ukrainian National Pedagogical University named after K. D. Ushynsky" among the students of the 4th year of study. The total number of students was 28.

The methodology of the forming experiment was carried out in three stages: informational and hermeneutic; artistic and activity-based; reflexive and analytical, which ensured the realization of the purpose and experimental tasks in accordance with the process of developing future music teachers' interpretive competency in the process of piano play teaching.

The informational and hermeneutical stage was aimed at developing students' hermeneutic skills in the process of analytical and theoretical mastering of musical works and included the organization of lectures, discussions, collective discussions with the purpose of discussing various sense interpretations of musical texts of different styles, genres, artistic directions. At the informational and hermeneutic stage, students were given lectures on the following themes: "The concept of style and genre in music", "The origin and initial development of clavier art", "Stylistic features of clavier works by Y. S. Bach", "Stylistic peculiarities of piano writing in the works of Viennese classics", "Romanticism in the piano art. F. Schubert, F. Mandelson, R. Schumann". Also, this stage of the experiment included collective discussions aimed at discussing various sense interpretations of musical texts of various styles, genres, artistic directions and conversations in the form of a "round table", where students presented their reports on selected topics. One of the tasks was to write an essay on the topic: "Interpretation as a creative process. Artistic interpretation of musical works".

The artistic and activity-based stage involved the development of students'

creative and performing skills in the process of practical and creative mastering of musical works, organization and conducting of performing and methodical seminars, creative classes to present and discuss various performances of various musical works. At this stage, attention was paid to the stylistic analysis of a musical work, which envisaged students' discovery of common typical invariant features of artistic interpretation of musical works with a consistent awareness of the ways of its original reproduction. Also at the artistic and activity-based stage of the study, we conducted a performing and methodical seminar, where students presented two different types of works that they had been studying for two weeks. At this stage of methodology implementation, each student presented his artistic concept of a musical composition, justifying concrete performing means. Herewith, it was necessary to reveal the figurative dramaturgy of the work, to make a performing analysis of the intonational basis of the themes, to give arguments to the choice of ways and means of performing intonation and the performing methods of the implementation of artistic content (strokes, articulation, dynamics, climax moments). All the above-mentioned aspects were discussed by students together with their classmates and teachers of the department, who directed the student's activity, but did not dominate over them and did not offer their own version of performing interpretation of the work, trying to awaken student's own initiative, creative activity, motivated them to think independently and consciously perceive the musical text. This task employed a comparative stylistic analysis of works, the method of verbal analysis of one's interpretation of the work and the method of comparing one's own interpretation of a musical work with other performing interpretations, including interpretations of the most famous pianists in the world.

Reflexive and analytical stage was aimed at developing students' reflexive skills in the process of analytical comprehension of their own performing actions and the result of artistic interpretation, and implied organization of students' independent performances and concerts followed by performing and artistic self-analysis of the musical work interpretation. At this stage of the methodology realization, increases considerably the role of students' independence in interpreting musical works and their performing interpretation. It is assumed that the student must act as a mature performer, a full-fledged subject of artistic dialogue with the author of the work, presenting his own view of the artistic conception of the work. Within the framework of experimental study, students were offered the task of self-guided mastering of two musical works and their public presentation to the expert commission. This became possible after students in the process of previous work had mastered the algorithm of performing artistic interpretation of a musical work, which involved: studying the historical and biographical context of the work creation; analysis of musical form and expressive means; decoding and deciphering informational senses, coded in a note text; creating options for own reading of

musical content; performing embodiment of a musical content.

Afterwards, students had to demonstrate all this in their independent performing work, to comprehend and critically evaluate the results of their own interpretation of works. To develop students' reflexive skills, to ensure the completeness and objectivity of analytical comprehension of their performances and the result of artistic interpretation, we elaborated a questionnaire for self-examination and self-assessment of the performing interpretation of the work, which was offered to students as a practical guide to self-guided work. At this stage, methods to master the algorithm of detailed analysis of musical works (M. Petrenko) and the method of verbalizing the artistic works contents were introduced.

The results of the experimental study of the development of future music teachers' interpretive competency showed significant changes in all the values in the experimental group: the high level of development of future music teachers' interpretation competency changed from 9.3% to 14.3%, that is, it increased by 5%; the average level at the initial stage of the study was 23.3%, and after the experiment it was 33%, that is, it increased by 9.7%; the low level decreased by 14.7% (67.3% versus 52.6%), which testifies to the effectiveness of the elaborated methodology for developing the interpretive competency of future musical art teachers.

Conclusions. The problems of developing the interpretive competency of future musical art teachers are of particular relevance in the process of professional development of a teacher's personality, since the specificity of the teacher's pedagogical activity requires mastering a lot of professional knowledge, skills and abilities. The proposed methodology for developing interpretive competency of future musical art teachers creates conditions for effective training of students in the class of piano play, gives the opportunity to operate with a variety of thinking activities, namely: analysis, synthesis, comparison, generalization, contributes to the formation of the ability to interpret discrete piano pieces, increases students' ability to a full-fledged presentation of musical works to the students audience, which encourages modern youth to be involved in the best achievements of the musical art. The prospect for further work is seen in the study of individual psychological factors in developing interpretive competency of future music teachers in the process of studying at a pedagogical university.

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THE ROLE OF SELF-GUIDED WORK IN TRAINING FUTURE PHYSICAL EDUCATION TEACHERS

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Abstract. *The article analyzes the scientific studies concerning general concepts of self-guided work. Special attention is paid to the periodization of projecting in the life of a society with a deep historical background. The authors argue that the phenomenon of projecting is related to such concepts as method, technology, activity. A multidimensional study of pedagogical projecting has led to the conclusion that due to its use in future physical education teachers' self-guided work the following traits are formed: the style of projective thinking, the ability to create pedagogical projects, the formation of creative abilities and thinking, reflection, etc. Based on the conducted research, the authors present their position on the phenomenon of pedagogical projecting. They also prove the effectiveness of the attitude of future physical education teachers to the use of pedagogical projecting in self-guided work.*

Keywords: *self-guided work, pedagogical projecting, project method, project activity.*

Introduction. The urgency of the study is explained by the construction of new strategies of physical education and health orientation aimed at shifting the emphasis on creating conditions for a full-fledged, comprehensive personality development, the formation of social, physical and spiritual health of Ukrainian youth. Although it is reflected in the Laws of Ukraine "On Education", "On Higher Education", "On Physical Culture and Sports", as well as in the conception of the National Targetted Social Program for the Development of Physical Culture and Sports for 2012-2021, the general state program "Health 2020: Ukrainian Dimension", the National Strategy for the Development of Education in Ukraine for the period up to 2021, the urgency of the problem of determining the role of self-guided work in training future physical education teacher is undoubtedly important primarily due to the scientific and practical aspect.

Brief review of publications on the problem. In the conditions of credit-modular training when the ratio of classroom and self-guided work is changing with the shift of emphasis to the latter, with the introduction of self-guided work as an integral part of the credit or other assessment unit, traditional goals, characteristic features and functions of self-guided work are supplemented by new ones. Self-guided work is gaining more profound sense. It is becoming the

basis of the entire educational process, an important method and technique of activating educational activity, updates the content of learning activities, improves traditional forms of teaching (lectures, practical and laboratory classes) and provides an opportunity and incentive for a wide introduction of innovative methods into the educational process (problem learning, business games, learning projects, individual research tasks, etc.) [2].

The analysis of modern psychological, pedagogical literature and dissertation papers shows that research of various aspects of students' self-guided work is an important problem of pedagogical theory and practice. At the same time, the concept "self-guided work" is used in different meanings. Thus, self-guided work is a specific kind of educational activity, the main purpose of which is the formation of the autonomy of the subject of learning (by V. Kozakov) [3]. O. Savchenko defines self-guided work as an organizational and methodically planned cognitive activity, which is carried out without the help of the teacher directly for achieving a concrete result, whose integral part is self-guided work, conducted under the guidance and control of the teacher by means of reducing the obligatory classroom classes. I. Zymnia defines self-guided work as an activity targeted, internally motivated, structured and corrected by the subject according to the process and results. We agree with the definition of P. Podkasystyi [8], in accordance with which self-guided work is understood as a means of learning which in each particular situation of acquiring corresponds to a specific didactic aim and task, forms in student at each stage of cognition the required amount and level of knowledge, skills and abilities for the expansion of a certain class of cognitive tasks and the corresponding advancement from lower to higher levels of mental activity, produces a psychological guideline for self-guided systematic replenishment of their knowledge and skills to navigate in the flow of information when solving a new cognitive task.

So, based on the scientific literature, we found out that one of the most effective forms of self-guided work is its realization through the student's projective activity.

However, despite the above highlighted scientific research, the problem of using pedagogical projecting in self-guided work in the study of psychological and pedagogical disciplines has not been sufficiently investigated today (both at the level of a holistic educational process and at the level of pedagogical interaction between a teacher and a student), which also confirms the relevance of the research problem.

The aim of the paper is to substantiate the theoretical basis of the phenomenon of "self-guided work" and determine its role in training future physical education teachers. The main tasks of the research are: 1) to analyze the essence of the phenomenon of "self-guided work" in psychological and pedagogical literature; 2) to present comparison of two experimental groups; 3) to describe the results of

the students' attitude towards the use of pedagogical projecting in their self-guided work.

Materials and methods. The analysis of the problem of projecting (Latin *projectus* – one that advances ahead [10]) in the life of society has a profound historical background, which dates back to the period of Antiquity and the Renaissance (Plato, Descartes – social constructs-projects of the “ideal” state). Due to the overview of the history of science, we can conclude that projective methods were used in the fields related to the construction of objects in architecture, engineering, operational research, network planning, etc. The following reflections and works can be considered a prerequisite for theoretical understanding of the ideas of pedagogical projecting: K. D. Ushynsky (Project of the teacher's seminary), F. Yankovych (Guide for teachers of the first and second grade of national schools), V. Zuiev (Designation of natural history), V. Yastrebova (On the system of sciences that are decent for children nowadays), etc. The development of pedagogical knowledge in the field of pedagogical projecting (J. Dewey, R. Seidel, G. Kershenshtacher, E. Meyman, et al. – XIX century – beginning of the XX century.) directed us to distinguishing between two focuses of the teacher's projective and pedagogical activity: his own activity in relation to projecting pedagogical processes; training teacher for the organization of students' educational and cognitive activity, which has elements of scientific and pedagogical research of the environment, and forms the basis of the educational projective activity. Progressive ideas of educational projecting (work in a “team of like-minded people”, expressing the results of joint activity in the form of verbal description, drawing, generalization of the results of the experiment, observations, work activity at the school playground, etc.) are reflected in the experimental studies of Ukrainian researchers S. Rusova, O. Muzychenko, Ya. Chepiha. The versatility and depth of the views on pedagogical projecting can be found in the works of A. Makarenko, where the author regards projecting as a necessary element of the educational process [4].

One should pay attention to the research of T. Podobiedova, in which the author considers the twentieth century as a period of theoretical and methodological development of pedagogical projecting problems, emphasizing the attention of scholars (N. Kuzmina, V. Raievskiy et al.) who tried to substantiate the content, structure and objects of pedagogical projecting, psychological and pedagogical essence of the projective activity and determination of its place in the whole system of pedagogical activity. Reflecting on the content and essence of pedagogical projecting as a process and result, T. Podobiedova relates it to the purpose, object, subject, methods and results of projective pedagogical activity. The goal, which is the ideal representation of the final result, is the main prerequisite for projective pedagogical activity. The object of pedagogical projecting is regarded by the

author as a certain pedagogical structure: pedagogical system, process, technology, method, perception, pedagogical situation, content of education, curriculum, textbook, manual, etc. Besides, the projecting object is always based on a new idea. The subject of pedagogical projecting is a teacher or a group of individuals who have such personal and professional features as creative thinking, ability to invent, professionalism and high ability to work, specific value orientations, ability to predict the results of proposed changes [9]. I. Kolesnykova considers pedagogical projecting as a practice-oriented activity, the purpose of which is to develop new, lacking in practice, educational systems and types of teaching (examples of curricula, textbooks, etc.), the process of creating and implementing a pedagogical project, teaching technology and the specific development of personality [4].

In the aspect of pedagogy methodology, of great importance is Ye. Mashbits's view of the structure of pedagogical projecting, which is regarded as a hierarchical system of interconnected levels: conceptual, technological, operational and implementation levels [4].

However, the analysis of psychological and pedagogical literature made it possible to find out that the phenomenon of "projecting" is related to such concepts as method, technology, activity. The essence of the method of projects is to build learning in an active form, through the targeted activity of learners, in accordance with their personal demands for this knowledge. The basis of the project method is the development of cognitive skills, the ability to independently project their knowledge and navigate the information space, as well as the development of critical thinking (by J. Dewey). The projecting methods are quite diverse (heuristic, modelling, qualimetric methods, etc.), their choice depends both on the problem and object of projecting (objective criteria), and on the mastery of projecting methods by the subject of the projective activity (subjective criteria).

V. Bespalko, studying the theoretical foundations of pedagogical technology, proposed a generalized scheme for the development of any pedagogical technology project, emphasizing the necessity of the diagnostic method of goal-setting as the ascent point of pedagogical design [1].

V. Monakhov, outlining the specifics of the objects of educational process pedagogical projecting, the author's methodical system, the trajectory of professional formation, etc., proposed a managerial model of teacher's projective activity, which may consist of the following stages: professional understanding and development of pedagogical projecting, modelling of distribution and attraction of resources, analysis of the difficulties in the pedagogical problem, the creation of a coherent program of projecting, projecting the system of the control of projective activity, the adjustment of the project with the reflection results [7]. As a result of pedagogical projecting, the pedagogical project is defined as an innovative pedagogical formation, a

product ready for pedagogical use, namely: curriculum, syllabus, textbook, didactic and software tools, pedagogical technologies, methodological development of lessons and extracurricular activities, scenarios for holidays, etc. [4]

A multidimensional study of pedagogical projecting has led us to conclude that, due to the use of pedagogical projecting, firstly, future teachers' style of projective thinking is formed (I. Ziaziun and H. Sahach); secondly, the ability to create their own pedagogical projects that focus future teachers' attention on the internal connections of analytical, predictive and projective functions of projective and pedagogical activity (I. Isaiev, O. Mishchenko, V. Slastianin, Ye. Shiiianov); thirdly, there is the development of creative thinking, the formation of creative abilities, research skills and the ability to generate ideas and establish cause and effect relationships, reflections, etc. (I. Bohdanova, Z. Kurliand). On the other hand, the use of pedagogical projecting in training students induces them to realize themselves as future teachers of physical education.

Therefore, we understand pedagogical projecting as active students' activity aimed at creating and implementing innovations in future professional activity, which leads to the formation of their personal and professional features, information culture and creative pedagogical thinking. The essence of pedagogical projecting is to solve educational problems, to determine educational strategies, and also to predict the results of professional activity.

Results and discussion. Proceeding from the aim of the paper, it was quite right to put the task, the essence of which was to determine future physical education teachers' attitude towards the use of pedagogical projecting in the self-guided work during the study of such learning courses as: "Pedagogy and pedagogical creativity", "The theory and methodology of teaching athletics", "Theory and methods of sports mass work".

It is worth mentioning that these courses contribute to the formation of a universal cultural and scientific worldview, the formation of open pedagogical thinking, the development of professional erudition and competence, as well as the development of a wide range of pedagogical knowledge, skills and abilities. The main task of self-guided work during the study of these courses is the development and construction of a pedagogical project and its presentation. At lectures and practical classes future teachers of physical education are offered: various types of pedagogical projects; tips on the necessity of providing a pedagogical reflection at each stage of projective pedagogical activity; works for projecting presentations; projects of educational models of the world countries; the list of professional qualities of the teacher necessary for using pedagogical projecting in professional activity; information technology tools, etc. For example, when creating presentations students are offered the following algorithm of performance (project defense): 1) setting goals (adaptability,

importance, rationality, preciseness); 2) constructing the concept of performance (the value of the author's information for the audience); 3) selection of the structure of the speech (central idea, theses, analogy, examples, statistics); 4) introduction and conclusions (aim and its realization); 5) selection and search of materials for the presentation (additional literature and Internet resources are desirable); assessment of the quality of the presentation material (scientific, methodical, technical); choice of means and methods of presentation (traditional, computer-based).

To test students' attitudes towards the use of pedagogical projecting in their self-guided work during the study of the aforementioned courses, we conducted a study (in the second semester of 2017-2018), in which we tried to find out the following: "Do students need to study and use pedagogical projecting during self-guided work and in future professional activity?". To do this, we selectively interviewed the students of 1st–3d years of the faculty of physical education of the state institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky" (110 respondents, specialty: "Physical education (and method of sports mass work)") and 80 respondents, specialty "Physical education (in a special educational institution)"). The results of the survey are demonstrated in Table 1.

Table 1.

Matrix of answers according to specialties.

Number of respondents	Specialty 1	Specialty 2	Sums
Gave "yes" answers	A (80)	B (35)	A+B=115
Gave "no" answers	C (30)	D (45)	C+D=75
Sum	A+C=110	B+D=80	190

As we see from Table 1, the data on specialties are unequal. Students provided answers on a nominal scale – whether they like to study and use pedagogical projecting (yes), or do not like – (no). Based on the results of the survey in specialty 1, 80 people answered "yes" (in specialty 2 – 35 people). The answer "no" was found with 30 people in specialty 1 (75 people in specialty 2). For the effectiveness of the research we relied on the methods of mathematical statistics – *chi*-square.

The hypothesis of the study was the lack of delimitation between the two empirical divisions. After calculating the empirical value of the *chi*-square we received $\chi^2_{\text{emp}} = 15,09$. Consequently, the positive attitude towards the use of

pedagogical projecting is statistically significant for students of both specialties, regardless of their number.

Summing up, we arrive at the **conclusion** that during the study of courses “Pedagogy and pedagogical creativity”, “Theory and methodology of teaching athletics”, “The theory and methods of sports mass work”, the involvement of students in the use of pedagogical projecting provides the effectiveness of learning, provokes their positive attitude to its use both in self-guided work and in future professional activity, and self-development, in particular. Prospects for further research, are seen in the consideration of factors and the definition of pedagogical conditions that influence the effectiveness of employing pedagogical projecting in the self-guided work of future physical education teachers.

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Ihnatenko Suzanna

SIMULATION AND GAME-BASED APPROACH TO TRAINING FUTURE PHYSICAL EDUCATION TEACHERS FOR PROFESSIONAL ACTIVITY

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Abstract. *The article focuses on the process of training future physical education teachers for future activity on the basis of simulation teaching as a training prerequisite. The essence and significance of simulation and game-based learning in the process of future teachers' professional training are described. The following means of simulation and game-based learning are distinguished: simulation game, business game, role-playing game, problem situations, game training; the feasibility of their usage is argued.*

Keywords: *professional activity, simulation and game-based learning, training of students, physical education.*

Introduction. The urgency of the study is determined by the necessity to expand and deepen the professional worldview of future physical education teachers, to construct models of pedagogical actions in certain pedagogical situations.

The need for teaching how to creatively use the existing theoretical knowledge and transfer it to solving practical problems that arise from a particular pedagogical situation, is satisfied by the game training which is an active cognitive activity where students are participants of the simulation and game situation, have the ability to show initiative and perform amateur activities, to elaborate an active professional position and creative activity style [2].

Simulation is the process of copying others. Simulation and game-based learning is learning simulating real-life situations [3].

Simulation and games are the simultaneity of double communication: real and imaginary, that is, which is played out [2].

Simulation and game modelling is the creation of professional situations and the search for optimal solutions of educational problems, when students are excited by professional interest, actualize existing knowledge, form skills in pedagogical analysis and game simulation, develop pedagogical abilities and professional settings.

The important moments of implementing the simulation and game-based learning approach are participants' empathy and reflection.

We understand empathy as an ability to understand the mental state of other

people, empathy, emotional response, emotional identification with others, which is so important during the formation of moral qualities. Reflection is seen as self-deepening, orientation of cognition in its inner world, vision of its position from the outside, the ability to simulate partner's thoughts.

Presence of empathy is necessary, firstly, for the real game plan – as the consideration of partner's mental states. Secondly, a high degree of empathy is necessary when moving from a real plan to an imaginary one – as an emotional identification with a game character whose role is performed. Thirdly, being in an imaginary role, it is necessary to feel partner's role experiences. It is the various combinations of these manifestations of empathy that provide the highest degree of play.

Reflexive personality traits characterize human intellect, as well as the flexibility of their behavior, that is, the ability to orient in the environment. Because of the presence of such traits as empathy and reflection, the game is a universal means of learning the features of communication and teaching communication. The development of reflection (that is, readiness for self-examination and its skills) at the student's age is especially significant due to two circumstances, on which their professional development depends in many respects. Firstly, developed reflection is the basis for the professional growth of a future specialist, his self-education and self-development. Secondly, a specialist with advanced reflection "plays" in his imagination typical professional situations, his reaction and the reaction of others in response to his actions, allowing them to work out creative, professional style of activity and active professional position. Reflexivity is student's ability to identify themselves with partners, the ability to see the whole situation as if from above and themselves in this situation. Their attitude to the world, a chosen career, themselves and with themselves largely depends on how deep they cognize themselves and surrounding people.

The aim was to describe the means of simulation and game learning that are used in the process of preparing future physical education teachers.

On this basis, we tried to prepare the classes aimed at improving reflection, developing future teachers' introspection skills. During the classes, those situations were modelled, which induced students to self-examination, self-esteem correction. Games and simulation is always a recognition of the behavior type and the choice of the appropriate system of actions.

The means of the simulation and game-based learning, in our opinion, includes: educational games (simulation, business, role plays), creation of special situations, problem and exercise solving, game training.

1. Simulation game. Its basis is the role-based pedagogical situations that are played by students. Plots for these situations are offered by the students themselves. The content of these plots allows the teacher to see students' different social experience, intellectual level and different awareness of their

pedagogical difficulties that arise during modeling the situations of professional orientation.

The goal of the simulation game is to find the optimal behavior strategy in such situations. Herewith, the main aspect of the game is in the logic of the participants' behavior, their artistry, emotionality, initiative and amateur performance. A prerequisite for simulation games is the change of game positions. All students must go to the game's leading positions and must always play the role of ordinary participants in situations that are played out.

2. Business game is a model of pedagogical activity and relationships in the pedagogical team. The basis of the business game is the problem situation, which, with a high degree of reality, has to simulate the specific conditions and dynamics of actions that ensure the inclusion of players in a particular situation and allow them look at themselves with the partner's the eyes. The ability to comprehend other people's prognosis and someone's behavior motive through it is a necessary condition for mutual understanding, which is, to some extent, realized through the role-based interaction [1].

The educational business game serves as a didactic tool for the development of pedagogical thinking, which is expressed in the ability to analyze, synthesize, compare, generalize pedagogical situations, solve and prove (substantiate) subjectively new professional tasks for the learners. This is achieved by designing and implementing (in the game) the system of problem situations and cognitive tasks.

The educational business game is designed and conducted as a joint activity of participants of the educational process in the course of formulating professional goals and their achievement through the preparation and adoption of appropriate individual and group decisions. The joint activity has the character of role-playing interaction, which is developed in accordance with the rules and norms that are implied or adopted during the game itself. Keeping to the game rules on the side of participants, following the "norms" of professional relationships and actions becomes a prerequisite for the deployment of a full-fledged game in the context of conventional practice.

In business game, the students who play, gained a motive, whose essence was determined by how to perform the role to its best. This required a successful reproduction of the activity which this role was connected to. In accordance with this, there was a need for knowledge of the system of actions, their composition and the sequence necessary for the success of the role. The system of actions simulated in the game, was for the player as a goal of cognition, and as any goal, became the direct content of his consciousness. Everything that was studied under the course program for business game could help in a successful performance of the role, was filled with a real meaning for players.

Role-playing games, such as based on subject-subject relations, are closest to the category of "communication". We can say that the role-playing game is the

simultaneity of double communication: the real and the imaginary one (that is, what is played out). The important moments of communication are empathy and reflection which determine the success of the gaming process. But in the game, they have specific features that are dictated by the duality of the gaming process.

We tried to ensure that during the business and role games, the subject-matter and social context of students' future professional activity is reproduced in conditions that simulate pedagogical reality. The game method was chosen by us as an optimal means of intensifying the educational process. This method is aimed at attracting future teachers of physical education to the situation of choice between certain behaviors based on modelling decision-making in the game.

3. Problem situations, game training implement the ideas of the context-based approach the best: most of them contain real life situations (cases, stories), which usually describe some events that were or could have occurred and which led to errors in solving the production problem. The student's task is to identify and analyze these errors using the concepts and ideas of the course. Such approach to professional training is much more realistic than a set of separate issues on a studied subject, considered without any relation to reality. Situational science focuses on the fact that knowledge and skills are given not as an object to which the student's activity should be directed, but as a means of solving the specialists' activity tasks. By means of learning situations, real professional fragments of production and interpersonal relations are reproduced. In this way, the student is given the outlines and contexts of his future professional work. The coefficient of usefulness of situational learning is very high, but educational manuals containing sets of educational situations are very few.

Future teachers need to interact with their children and try to solve a lot of conflict, problem situations during pedagogical practice in school. Often, these situations are of an ethical nature and require of a student a certain level of professional culture that would be able to provide adequate behavior in such situations and would stimulate making an optimal situational solution. The main problem of creative situation, taking into account the interdependent relationship between the teacher and learners, is to identify and translate into the pedagogical process the developmental, co-creative potential of these relationships. Problem situations, in turn, require dialogical, problem relationship, condemning anyone learning for a life-long search for truth, the disclosure of universal values, constant reflection. During the organization of dialogical relationships, co-creativity was manifested in the fact that each student has the right to express his judgment on any question, to make mistakes, to find his way of solving the problem. This leads to openness, interest, a desire to understand each other, serves as an incentive for the further effective

development of pedagogical thinking and the generation of new ideas.

Game training, search for the way out of the proposed communicative and game situation, analysis of the situation and achieved results will promote students' self-cognition, manifestation of personal qualities, their actions, emotions. It stimulates the search for methods of self-regulation and gaining cognitive and communicative experience.

Conclusions. The process of training future physical education teachers can not be limited to classroom activities, therefore, it is necessary to carry out its transfer to real conditions of pedagogical activity during students' practice in school. For a more thorough preparation for professional activity in real conditions, it is necessary to create the same conditions in advance, which is more strongly facilitated by simulation and game-based learning.

At the heart of simulation technologies lies imitation or simulation and game-based modelling, that is, the reproduction in the learning environment of processes occurring in the real system. The construction of models makes it possible to reflect various types of professional context in the educational process and to form professional experience in conditions of quasi-professional activities.

The means of simulation and game learning discussed in the article were: simulation game, business game, role-playing game, problem situations, game training. These means do have great potential, since they make a more understandable problem that may arise in the course of professional activity and reveal important cause and effect relationships. Based on this fact, games as models of a particular subject activity are widely used in the field of training and education, the professional and social contexts of activities that motivate both cognitive and professional orientation are modelling successfully.

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Ivashko Larysa

FEATURES OF APPROACHES TO COMPETENCIES IN HIGHER EDUCATION AND BUSINESS

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Abstract. *The task of the competence-based approach in higher vocational education is the training of qualified specialists that are competitive in the labour market. The review of the requirements of numerous firms to the competence of employees showed that for a particular business one needs professionals who have certain "business"-competencies that bring profit to the company: no profit – specialist has no competencies. At the same time, more attention is paid to universal competencies when hiring. As a rule, professional competence is confirmed by the diploma of the university. In work methodical features of various approaches to modelling "business"-competencies at employment of graduates of high schools are considered.*

Keywords: *professional concepts, universal competencies, "business"-competencies, indicators (concepts), modelling "business"-competencies.*

The main goal of higher professional education is to train qualified specialists, competitive in the labour market. This issue is of great importance, since for a society with an innovative knowledge economy, the level of employees with higher education should be at least 60% [1]. At the same time, graduates of universities should have both professional and universal (general cultural) competencies [2].

Professional competencies (activity-based) are the comprehending of the occupation in its entirety, the possibility of carrying out the necessary research, commanding professional information technologies in the digital economy. Universal competencies presuppose the mobilization of the cognitive and creative abilities of the student, as well as the availability of certain social skills. However, much less attention is paid to them in higher education than to professional competences [3].

In business, they have a different attitude. As the review of the requirements to the competencies of employees of more than one hundred firms, including Fujitsu, Emir Oil, Nissan, OMK has shown, if an employee, even having a doctoral degree and patents, i.e. possessing professional competencies, but because of the lack of universal competencies does not bring the company income, it is considered that he does not have any competencies at all [4].

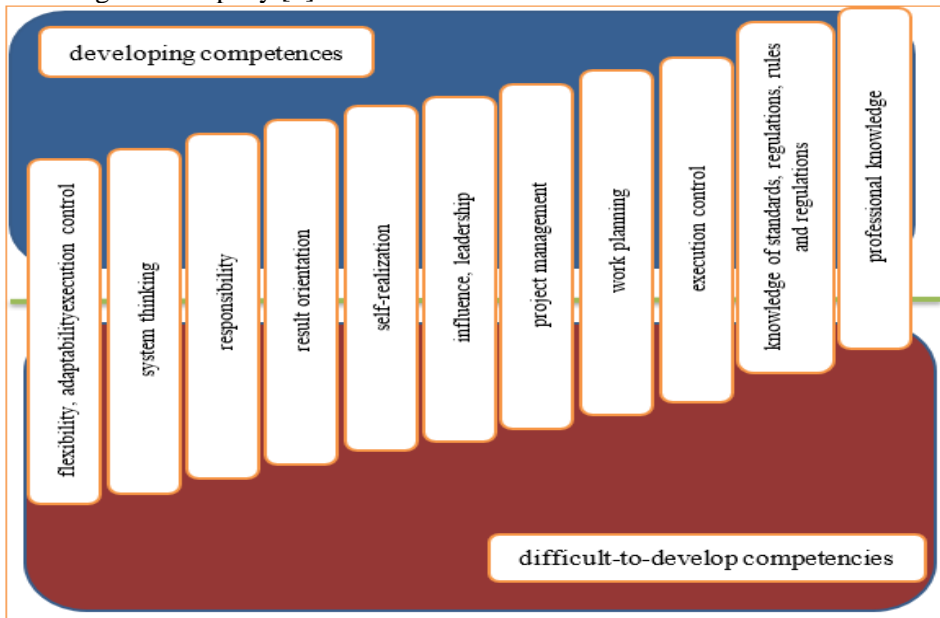
The purpose of this work is to explore the various approaches to competencies formed in higher education for a diverse labour market and

required for successful work in business.

Indeed, at the university at all stages of higher education a fairly wide range of competences is formed, i.e. readiness of the graduate to apply knowledge, skills, abilities and personal qualities in standard situations of future professional activity. But in order for a college graduate to work effectively in a particular firm, he must have well-defined competencies, which are called "business"-competencies. At the same time, it is often forgotten that even if a graduate commands "business"-competencies – it is only a necessary, but not a sufficient condition for graduate's effective work in the firm. For effective work it is important that the company's management is constantly working with the employee. And if this cooperation does not take place, then this situation leads to paradoxical denial of competencies in the business, even for a Ph.D., who has patents for new inventions. In other words, the most important condition is violated - the lack of work of a specialist and a manager in a team.

In the conditions of constant changes in the external and internal environment, at the present time in most large firms, when hiring graduates of higher educational institutions, they simulate the availability of business computations necessary for the firm.

In the Pic. 1, based on the review of the requirements for the competencies of employees, typical requirements for the "business"-competencies of graduates of the university are given on the example of their admission to the United Metallurgical Company [4].



Pic. 1. Requirements to "business"-competencies of graduates when they are hired by the United Metallurgical Company (OMK)

At the same time, it is noted that the most important when recruiting for work are the first five difficult-to-develop universal competencies. Universal competencies are beginning to form in a person already in the family, the school, and then at the university, where, as noted above, much less attention is paid to them than to the professional one. Therefore, it is easier for the HR-department of the firm to find graduates of higher education institutions, trained in universal competencies, than to develop these competencies after a person has been hired. At the same time (except for special cases) the developed professional "business"-competencies receive less attention when hiring. It is very important that the applicant has a diploma of a prestigious university and corporate development programs for the necessary professional "business"-competences.

When modelling "business"-competencies when a candidate enters the firm, unlike the university, not only the qualitative assessment of the competences formed during the study [5] occurs, but also a more rigorous quantitative assessment of their competence takes place. To do this, very detailed components of simulated "business"-competencies, called indicators or more strictly concepts, are developed. Pic. 2 shows the process of evaluating the indicators of one of the main universal "business"-competencies: "Teamwork and cooperation" [4].

Teamwork and cooperation	Direction	Evaluation				
Indicator		Never	rarely	in half the cases	often	always
Asking others about specific situations	+					*
Gives time to explain and assist others	+					*
Acting, takes into account the views of others	+					*
Supports others in their quest to take important tasks	+				*	

Offers help in analyzing situations, helps determine how to improve the situation	+					*
Gives concrete examples of behavior in work situations	+					*
Gives people the power and motivates them to make proposals, how to conduct work	+					*
Shows how to do the work, and how the result should look	+					*
Discusses specific events and gives people the opportunity to respond	+				*	
Provides support, seeks to make sure that the right understood, asking questions and verifying the results	+				*	
Identifies the strengths of employees, team members, colleagues, as well as their parties in need of development, and acts accordingly	+		*			

Does not explain why the work should be done this way	-		*			
Allows himself to judge the identity of an employee	-					*
Unilaterally imposes feedback and actions to improve work	-				*	
Acting, ignoring the opinions of others	-			*		
Does not give feedback on the quality of the work, on the potential	-					*
Agrees with the decisions of the team and carries them out together with other	+		*			
Seeking to know the opinions of other team members, asking additional questions to make sure that they understood correctly	+				*	
Invites others to share ideas and opinions in the decision-making and planning process	+			*		

Benefit from the multiplicity of opinions in the group	+					*
Before making a decision, is interested in the opinions of others	+					*

Pic. 2 Assessment of a specific universal "business"-competence called "Team work and cooperation"

It should be noted that regardless of the number of developed indicators of simulated "business"-competence, its further evaluation is based on a preliminary chosen 5-point scale (Table 1).

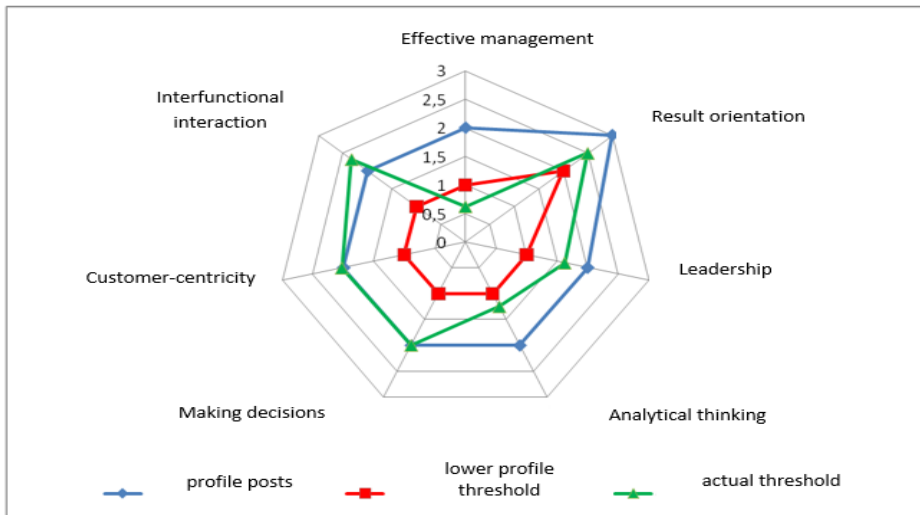
***Table 1
Five-point evaluation of the simulation result
"Business"-competence "Teamwork and cooperation»***

Total result of Assessing the indicators	Evaluation "Business"-competency
175-190	5
145-174	4
84-144	3
54-83	2
38-53	1

In this particular case, when modelling the "business"-competency: "Teamwork and cooperation," it is rated at 4 points [4].

It should be emphasized that the basis for modelling "business"-competencies when hiring graduates from universities is usually a multi-method approach [6]. Thus, when hiring college graduates for ordinary vacancies in the modelling of their "business"-competencies, data are usually used to assess the relevant indicators of these competencies of the best and average performers of this organization on equal terms. At the same time, data on the competence of

medium performers can be taken for the lower threshold of the acceptable profile of the "business"-competencies of the applicant, and the best for the desired profile. Within this range the profile of the candidate for the post (Pic. 3) should be located.



Pic. 3. The profiles of "business"-competencies of the best and average employees, as well as the profile of the applicant for the post

But when a university graduate claims to be a promising group for the development of a company, the modelling of his "business"-competencies is carried out not only by evaluating the indicators (concepts) of the best employees of this group, but also by external experts. Finally, the "business"-competencies, their indicators (concepts) and an acceptable assessment of the competencies necessary for the effective work of the applicant, are determined, in this case, by the persons making strategic decisions in the organization.

The above work is carried out by them in the following order:

1. The factors influencing the development of the organization are assessed (forecast of the company's business environment for the next 3 to 5 years)
2. Clarify corporate goals / business objectives: goals oriented to the future situation that will develop in the next 3-5 years and outline a business strategy to achieve these goals
3. The consequences of achieving the set goals for the team are assessed
4. Developed "business"-competencies and their concepts for employees who must address the strategic goals.

Conclusions. In the university a fairly wide range of competences is formed, i.e. readiness of the graduate to apply knowledge, skills, abilities and personal

qualities in standard situations of future professional activity for a diverse labour market.

At the same time, as the review of the requirements of numerous firms to the competence of employees showed, in business they believe that if the activity of an employee, even having a doctoral degree and patents, does not bring the desired results to the firm, then he does not have competencies. This can only be explained by the fact that if such a specialist is recruited, the most important condition was violated – the lack of joint work between a specialist and a manager in a team.

At present, the necessary condition for a college graduate to work effectively in a particular firm is the presence of his well-defined competences, which are called "business"-competencies. This is determined by modelling such "business"-competencies.

The principal point here is that more attention is paid to hard-to-develop universal competencies when hiring. With the exception of special cases, the developed professional "business"-competencies receive less attention at hiring. Here the diploma of the prestigious university of the applicant and the corporate programs of development of professional "business"-competencies are of great importance.

When modelling "business"-competencies of the applicant when entering the firm one performs not only a qualitative assessment of the competences formed during the study, but also a more rigorous quantitative assessment. To do this, very detailed components of simulated "business"-competencies, called indicators or concepts, are developed.

The basis for modelling "business"-competencies when hiring college graduates is usually a multi-method approach. So, when hiring college graduates for ordinary vacancies in the modelling of their "business"-competencies, data are usually used to assess the relevant indicators of these competencies of the best and average performers of this organization in equal positions.

When a university graduate applies for a position in a promising group for the development of a company, the modelling of his "business"-competencies is carried out not only by evaluating the indicators (concepts) of the best employees of this group, but also by external experts. Finally, the "business"-competencies, their indicators (concepts) and an acceptable assessment of the competencies necessary for the effective work of the applicant, are determined by persons making strategic decisions in the organization.

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INNOVATIVE APPROACHES TO THE PROBLEM OF SOCIAL ADAPTATION OF FIRST-YEAR STUDENTS

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Abstract. *The article is devoted to innovative approaches that promote social adaptation of first-year students. The article highlights the results of the analysis and the experimental work, which was aimed at identifying problems in the first-year students' adaptation to new learning environment.*

Keywords: *adaptation, social adaptation, innovative approaches.*

Professional training of specialists of socio-pedagogical movement in Ukraine is an extremely important task of the state. Indeed, the «National doctrine of education» directs the whole education of Ukraine to the transition to a new type of humanistic education and innovation, which should contribute significantly to the growth of intellectual, cultural, spiritual and moral potential of society.

This is undoubtedly a long process, and its base is laid in high school. Rapid change of social and cultural conditions as on the global, regional and national levels makes the need for appropriate changes in students' training in higher educational establishments, and therefore – the need for introducing innovative approaches to building an effective, integrated system of training, education, development and socialization of children and youth.

Quality of students' training in higher educational establishments largely depends on solving the problem of social adaptation of first-year students to new learning environment due to a lack of a clear continuity between the organization of educational process in schools and universities, as well as personal and psychological characteristics of self-consciousness and professional self-determination of school-leaver.

Nowadays educational sphere is determined by increasing interest of its subjects to creation of something new: modeling of new educational situations, developing innovative technologies, making products of innovative educational activities.

The educational system is defined as open, self-organizing to some extent, able to self-knowledge and change of the structure. Therefore, innovation in education is a necessary condition – for development of the education system according to constant changing needs of society. Innovative processes promote primarily values saving and simultaneously mean the refusal

of all outdated, thereby laying the base for social change. That is why there is an urgent need to study and analyze the theoretical basis of innovative approaches to social adaptation of first-year students.

Analysis of social, educational and socio-psychological literature shows that various aspects of social adaptation have been the subject of study, both domestic and foreign scientists, but the baggage of ideas and concrete solutions to our research were not fully taken into account.

L. Kosarieva, M. Levchenko, O. Moroz, I. Shapoval and others dedicated their research to the problem of first-year students' adaptation to new learning environment. N. Andreieva, O. Plotnykova and others defined theoretical base of the process of individual adaptation. The works of V. Duhinets, I. Kriazheva, L. Shubina and others are devoted to the features of professional pedagogical adaptation of students. Social, psychological and pedagogical aspects of students' adaptation are considered in studies of E. Boryskin, N. Yermolenko, I. Kriazheva and others.

The goal of this article is to highlight the results and analysis of the experimental work, which was aimed at introducing innovative approaches that facilitate successful social adaptation of first-year students to new learning environment.

Achieving this goal requires solving the following tasks: to analyze scientific literature on a given problem; identify the level of social adaptation of first-year students and develop and test experimental program that will facilitate the successful socialization of students.

One of the urgent problems of modern society is the problem of adaptation of the first-year students to the environment of the university, which is widely discussed in higher education because the further career and personal development of future specialist depends largely on the success of this process. Solving the problem of social adaptation of first year students is one of the most important prerequisites for improving the quality of training of specialists with higher education.

Social adaptation has a complex structure, it is determined by both objective and subjective factors, because it requires an innovative approach to its study.

The term innovation (by I. Dychkivska) means innovation, change, renewal. Sometimes the use of something conscious with slight modification is considered as innovation. Innovation is the subject of special human activity that is not satisfied by traditional terms, methods, techniques and seeks not only of novelty content of their implementation efforts, and especially qualitatively new results [4, p. 21].

M. Klarin notes [6], that in the innovative approaches to learning are defined two main types that meet the reproductive and problem orientation of the educational process.

Just such a reproductive and problem orientation of the educational process is embodied in two major innovative approaches to education reform in contemporary pedagogy – technological and search. Technological approach upgrades training based on the reproductive activity of students. Educational process is focused on traditional didactic tasks of reproductive education, is technological in nature, with clearly described results.

Search approach transforms traditional education based on productive students' activities, works out educational models, initiated by students. The purpose of this study is to develop the students' ability to acquire independently new experience, flexibility to adapt to difficult situations, ability to acquire independently the necessary knowledge, to see the problem and be able to solve them, to understand clearly how and in what way acquired knowledge can be used, to be able to generate new ideas, think creatively, work professionally with information. Namely, it is important to draw attention to personality-oriented education, such education when the teaching personality – cognitive activity rather than teaching – is the main in the tandem teacher-student, and traditional education «teacher-textbook-student» has been resolutely changed to a new «student-teacher-textbook». This approach is considered in the world educational practice as an alternative to traditional, based on mastering ready knowledge and reproduction of it [3].

In other words, there is a constant movement from theory to practice, the combination of academic knowledge with practical skills. In addition, the role of the teacher, the way of his interaction with students is changing. He is no longer a simple transmitter of knowledge, he is the organizer of students activity, the system integrator. He stops being the bearer of ultimate truth, he is a colleague, consultant.

In summary, we conclude that innovative approaches to teaching subjects arouse the interest of students, make them think unconventionally, perceive new world and ourselves in it, promote social adaptation, help to organize their life.

Social adaptation is a part of the general concept of «adaptation».

Adaptation according to O. Bespalko – is adaptation of organisms to conditions of existence. In social psychology adaptation is defined as arrangement of individual to group norms and social group. Psychological adaptation of the individual in society takes place due to psychological mechanisms such as reflection, identification, empathy, method of social feedback and etc. According to the same scholar, social adaptation – the process of individual adaptation to the conditions of the social environment, the formation of an adequate system of relations with social objects, the integration of the individual into social groups, activities for the development of stable social conditions, acceptance of norms and values of the new social environment. Psychological and social adaptations are in interdependence.

Without psychological adaptation that encourages people to adaptive activities that supposedly «launches» social adaptation, the latter would have been simply impossible. Individual psychological characteristics of personality (thinking, attention, memory and feelings); temperament characteristics (intensity, rate of reaction, rehidnist, flexibility); personal traits (curiosity, responsibility, communication, industriousness or idleness) influence the typical social adaptation. But we can not overestimate the influence of mind on social adaptation of human, as reasons, continuing social adaptation and defining its essence, lie in the social sphere [2, p. 25].

Based on the most important spheres of personality becoming A. Agarkov defined the main content of the adaptation of junior students, such as: a new attitude to the profession; mastering new educational standards, marks, methods and techniques of independent work and other requirements; adaptation to a new type of training staff, their habits and traditions; learning new activities; adaptation to new conditions of life in the hostel, new samples of «student» culture, new forms of free time use.

In the structure of adaptation he identified three distinct elements: 1) psychological adaptation – forming of psychological comfortable state of the individual in the learning process; 2) social and psychological adaptation (adaptation to classmates and other university students, teachers, administration); 3) social (normative) adaptation as the acceptance of norms and values of social organizations and university students of the institute [1].

Considering the problem of first-year students adaptation to the learning environment in higher educational establishments, O. Moroz singles out three forms of adaptation of first-year students: 1) formal adaptation that concerns cognitive and informational students adaptation to the new environment, the structure of higher education, to training content in it, its requirements and their duties; 2) social adaptation, the process of internal integration of groups of first-year students and the integration of these groups of student environment on the whole; 3) didactic adaptation that relates to preparing students for new forms and methods of teaching work in higher educational establishments [7, p. 67].

Factors of social adaptation were considered in research by S. Izbash: social and moral maturity; level of psychological culture; level of cultural behavior; level of law culture; level of speech culture; individual and personal property; desire to participate in social life of the institution; individual accustoming to group, relationship with it; satisfaction from communication with classmates, teachers; conflict-free behavior; forming their own style of behavior [5].

An important role concerning social adaptation plays the curator of first- year students, he has to work hard to organize successfully, coordinate and implement educational and psycho-social and educational support during

students' adaptation period. As accompanying – means going together, going along, sometimes – a little ahead, if you need to explain possible ways; help these students adapt to new conditions, create a favorable climate in the group. And for this it is necessary to conduct adaptive training, various activities, tours and more. This work contributes to acquaintance, interaction with classmates and teachers, cohesion, establishing of interpersonal relationships, and the most important is that it gives rise to rapid adaptation of students. Another important factor for successful social adaptation of first-year students is the interdependence of social and psychological adaptation.

So, in order to manage the process of adaptation of first-year student high school teachers and heads should realize what innovative approaches should be used, what restructuring of the environment and personality structure should be implemented, what values should be inculcated to student to ensure his social adaptation to new conditions of learning.

In order to determine the level of social adaptation of first-year students we conducted the research at the State Institution «South-Ukrainian National Pedagogical University named after K. D. Ushynsky» at the faculty of primary education among first-year students in an amount of 60 people.

Based on the systematization and analysis of scientific, educational, psychological and socio-pedagogical literature, we identified the criterion as a key essential feature which should reflect innovative approaches to defining the problem of social adaptation of first-year students. Components were selected as criteria. Indicators are qualitative characteristics of peculiarities of this problem. In this connection, we have chosen the following components (motivational prescriptive, content-procedure, socio-communicative).

So, motivational prescriptive component is determined by the following factors: positive motivation and guidance on learning activities; the presence of constant interest in learning and participating in various activities, workshops, etc; communicating with classmates; motives for success in educational activities; understanding the relevance of learning in higher education; the desire to learn and help others; the desire to display own abilities. Content-procedure component is characterized by: the intellectual development of the individual; availability of theoretical and practical knowledge and skills courses, which are taught in the first year; organizational and communication skills; knowledge and understanding of friendship, happiness; ability to behave in a particular society, system knowledge; knowledge of etiquette, rules of behavior, communication styles, clothing, etc.; knowledge of self-discipline, volitional actions; the need for active action life.

As to social and communicative component, it is characterized by: the ability to establish social relationships, contacts; interaction with other students, the presence of friends; capacity for constructive communication; the ability to approach the other interlocutor; participate actively in the life of the group,

department, institution; ability to settle conflicts; the ability to get easily in touch and feel pleasure from it etc.

Each criterion was evaluated with the help of methods of observation, questionnaires (including methods of diagnosing educational motivation of students A. Rean, V. Yakunin, to identify the level of motivation of students to future professional activities, with a certain level of adaptation of first-year students to the learning environment in higher educational activities we used method of A.Vynohradova, methods of interpersonal relationships by J. Moreno, methods of self-estimation of first-year students, the test «Sociopsychological climate in the group», questionnaire «I and my group», H. Eysenck's test «Your character», «Identifying individual temperament» and others).

On the base of questionnaires, observations, interviews with the first year students the following results were revealed: at a low level among first-year students are 23.3% of respondents, on the intermediate – the most 56, 7%, and on the high level – 20% of first-year students.

The high level was characteristic of the first-year students, which have a high level of social adaptation of motivational prescriptive, content-procedure and socio-communicative components. These students are characterized by enthusiasm and interest in the chosen profession; ability to establish relationships with teachers, group and beyond; advanced communication and organizational skills, ability to work in a team, an activity, independence, systematic mastery of knowledge; identifying of creative, volitional and moral qualities; the availability of independent work on skills development.

Intermediate – characterizes those first-year students who are interested in the chosen profession, are able to build relationships with teachers and group, but do not have developed organizational and communication skills, are embarrassed to work in team; speak the theme of the report to classmates, not active, show no creativity, independence and so on.

Students with low level have: difficulties in adapting to new learning environments; difficulties in self-revealing of personal features in new environment; difficulties in learning new activities; not developed communication and organizational skills; avoidance of group work, team.

After the diagnostic study was implemented (with the help of teachers, curators, teachers, and undergraduates during practical training courses «Organization and methods of social and pedagogical training» and «Educational Innovation») experimental program, which included the innovative approaches (training, events intended to create a positive emotional comfort of first-year students in academic groups, individual work with first-year students for their needs and problems, developing various scenarios of educational and social activities) to the problem of social adaptation of first-year students.

Our task was to create primarily favorable conditions for successful educational socialization, help orient and be ready for the appropriate student life in the new conditions of life through education and involving in various kinds of extracurricular activities. To promote disclosure of individual features of first-year students in the conditions of pedagogical university; help better get acquainted with one another to reduce the distance of communication; develop the skills of positive social behavior, self-regulation and self-control; to form a positive attitude towards their «I»; promote emotional regulation skills to improve behavior, reduce anxiety and uncertainty in themselves; to form a sense of group community of first- year students through their involving in a group action for the task; promote adequate self-esteem and skills.

Prospects for further research we see in the second research, which will be hold with the same students at the beginning of the second year to verify the effectiveness of the experimental program.

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USING THE SENSE OF HUMOR TO ACHIEVE EFFECTIVE COMMUNICATION IN MODERN TEACHING

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*Without the funny one can not understand the serious
Plato*

Abstract. *The article focuses on the role of humor as the basic quality of the modern teacher personality, the use of humor in communication and in the methods of education, as well as the need to revise existing methods of education in order to improve the learning process.*

Keywords: *communication, sense of humor, humor, methods of education.*

Any successful person can not help but have a sense of humor, he simply can not cope with all the challenges that arise on his life's path.

Topicality of the research. The urgency of the topic is dictated by the rapid development of modern society: technologies are developing, information is becoming more accessible, new means of communication (social networks) are emerging, science is developing, and the teaching methodology does not receive adequate innovations that would be consistent with the ongoing qualitative changes.

Modern psychology and pedagogy do not pay sufficient attention to the sense of humor as one of the fundamental qualities of personality, although humor is one of the key tools for achieving any goal, in particular, humor is used in effective communication and in educational methods.

Considering humor and its use in education, it is possible to include in its structure moral, aesthetic, intellectual and emotional components, considering that a sense of humor implies the presence in a person of developed figurative, associative and logical thinking, savvy, knowledge and even courage.

It is difficult to overestimate the importance of humor in communication. Understanding each other, cooperation of people, their joint process of creating and organizing communication at various levels largely depends on how humor is used by the participants in communication.

The role of humor for the teacher is enormous. For him, this is one of the most important professional qualities. To have humor is first and foremost the ability to improvise, maintain a friendly atmosphere in the audience and interest in the subject.

A teacher who skillfully uses various means of humor (puns, proverbs, sayings, anecdotes, funny stories, etc.), thereby reduces tension in class, refreshes attention, develops listeners' associative thinking, broadens their horizons, exerts an emotional impact on the audience .

We do not consider the transformation of the educational process into a comedy act, but we are striving to find a mechanism that allows to use humor to stimulate the interest of the audience in the subject under study.

What is humor? One of the simplest and most precise definitions is that of V. I. Dal: "Humor is a cheerful, sharp, playful crease of the mind, able to notice and sharply expose the strangeness of customs, traditions and morals." And although humor is broader than any definition, he pointed to its significant feature: this is a property of the human psyche, consisting in the ability to "notice strangeness."

Official medieval culture is characterized by exceptionally serious tones. Seriousness was considered the only way to express the truth and, in general, all the important and valuable. However, laughter, according to M. M. Bakhtin, is as universal as seriousness. It carries in itself the history of society and the conception of peace.

A lot of events of the surrounding world are perceived as natural, logical, correct. The ability to detect strangeness in your environment helps you to orient yourself in the world, increases the adaptability to life in society. Since a person has the ability to self-reflect, he is pleased to realize that he is able to detect errors and absurdities. This creates one of the prerequisites for the formation of a sense of humor – taste, desire, focus (intention) to find the absurd and ridiculous in everyday environment.

A. Quintilian said that learning should be joyful. One of the most outstanding home teachers was the proponent of creating a school of joy V. A. Sukhomlinskiy, who holds the priority in posing the problem of humor in education. He gave an important role in teaching to the teacher's word, to the artistic style of the presentation, to writing together with the children small stories and fairy tales imbued with cheerful humor. V. A. Sukhomlinskiy considered humor a powerful means of influence. He argued that the ability to see in the violation of discipline the funny and to shame with the funny – this is the ability to penetrate with the mind and heart into the child's spiritual world: "A child can not live without laughter. When children laugh, one should not be angry, unnecessary and inappropriate laughter should be shamed with humor, i. e. with the same laughter."

A sense of humor is a person's ability to notice in the phenomena their comic sides, emotionally responding to them. A sense of humor implies the presence of a positive ideal, without which it degenerates into negative phenomena like vulgarity and cynicism. Dovlatov wrote: "Humor is the inversion of life." Or it is better to say this way: humor is an inversion of common sense. A smile of the

mind”. Smile is an expression of emotion, an emotion in itself, a feeling. The mind is emotionless in nature. Two opposites – sensible and sensual, ice and flame – generate humor. Reasonable emotion.

Humor is a broad concept that is applied to all words and actions of people, perceived as amusing and usually making others laugh, as well as to the mental processes that are experienced in the generation and perception of such a fun stimulus, and to the emotional reaction associated with obtaining pleasure from it.

Smile is the first step of laughter. Smile turns into an independent expression of pleasure – for all peoples around the world [6].

Laughter is a unique (luxurious) reflex, which plays a paramount role in our mental and physical health. Moreover, laughter takes part in our struggle for survival and in the struggle against our adversities. Laughter creates, frees, renews. It saves us from the fear that binds our freedom [7].

The ability to laugh is a truly human trait; sensitivity to the funny, inner “willingness” to laugh require great development, rampant activity, the play of mental forces. Laughter is the reverse side of thinking. To develop in the child the ability to laugh, to assert a sense of humor is to strengthen his mental strengths and abilities, to teach subtly to think and to see the world wisely.

A teacher should not lose his sense of humor when dealing with children’s pranks. Therefore, one should try to reflectively see himself as a young man in the context of today’s situation of pranks, perhaps, more serious manifestations of indiscipline or sloppiness. A sense of humor is an extremely necessary quality for the teacher.

Laughter is an expression of the new, free, critical and historical appearance of the era. Laughter always resisted fear. Through laughter, a person overcomes fear. Laughter occurs simultaneously with language and thinking. Laughter arises as a single unity, as a developed quality and then – as a whole – begins to develop, become enriched, etc.

It is said that laughter prolongs life. They say that if a person can laugh, not everything is lost. But what is this sense of humor? In what way is it measured? What is it worth? And if a person’s (kind, good, clever) sense of humor is completely absent, is it necessary to draw any conclusions? And if so, which ones?

The aim of this work is to draw the attention of the psychological and pedagogical community to the urgent need to revise teaching methods at all levels and to transform them.

Is it possible to “teach” humor? One can teach science – the generation of the mind, – with the senses, everything is more complicated. If a person does not have a musical ear, he can master a musical instrument, learn the rules of playing and, as a result, develop a musical ear. You can teach a low literate person the right letter and literate speech, but can you teach a person to feel

humor?

To judge the presence or absence of the sense of humor is possible by the way a person understands jokes, whether he catches the comic situation, whether he can laugh at a joke directed not only at another's, but also at his own address.

Absence or lack of the sense of humor indicates both a lowered emotional level (rejection of "simple" jokes per se), and insufficient intellectual development of the individual (inability to understand the humor of the situation, the play on words, etc.). In the first case, the person "makes face", because he believes that the interlocutor said something stupid, in the second case, he often sees a misunderstood joke as mockery directed at him. In both cases, it is necessary to exclude from communication any hint of humor – in order to avoid misunderstanding. What makes communication more intense. After all, a sense of humor is a wonderful feeling.

Undoubted pedagogical value, as one of the new technologies, is carried by humor and its natural expression – laughter. The use of this tool can be a reference point for increasing the effectiveness of the educational process, training and personal development. In the history of pedagogy, scientists constantly emphasized the importance of humor in education and upbringing. The development of this problem was carried out by foreign and domestic philosophers, sociologists, psychologists and teachers (M. F. Kvintilian, Yu. B. Borev, O. A. Krivtsun, A. Bergson, V. Ya. Propp, S. L. Rubinshtein, L. Vygotskiy, V. A. Sukhomlinskiy, A. N. Luk, B. Z. Vulfov, V. D. Ivanov, V. S. Kukushin, N. N. Nikitina, S. D. Yakusheva et al.).

The analysis of the data, proposed by scientific literature, allows us to draw a portrait of the modern teacher's personality:

- high level of intelligence,
- professional knowledge,
- the ability present material in a "beautiful" way;
- organizational skills;
- ability to carry out an individual approach to the student;
- judiciousness, sensitivity;
- the correspondence of the reaction to the external stimulus;
- communication skills,
- awareness of limits,
- pedagogical tact,
- sociability,
- social sensitivity (empathy);
- high moral qualities, maturity, emotional stability.

Appreciating deeply the full range of positive qualities of the teacher, students still define their own hierarchy for them, where there are qualities that characterize the level of knowledge of the teacher; qualities that are manifested in interpersonal relationships, external characteristics.

We conducted a survey of postgraduate students and those working with foreign students according to the specialty “Psychology” in the quantity of 65 people aged 21 to 35 on the basis of the State Institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”.

Among the personal qualities, students recognize as the most important ones responsiveness, attentiveness, restraint, preciseness, objectivity, justice, honesty, integrity, modesty, cheerfulness.

Presence of the sense of humor among the teachers was noted only by some respondents, which may indicate that the formed teaching stamp deeply was ingrained in the subconscious of our compatriots. However, with further research, it turned out that the overwhelming majority of respondents confirmed that the presence of humor is an indispensable tool for effective communication in the learning process.

Each of us remembers his school and student years. Naturally, during this light period each of us had “his favorite teacher”, “favorite subject”, “best friend”. The prerequisite for this feeling is the ease in communication, ease, as well as a smile and laughter, i. e. humor. We treated with respect and interest the teachers who through their inherent sense of humor built a powerful communication, in the course of which, without coercion, they transferred their knowledge and skills and got their students interested in their subject.

One student found a salutary technique: every time he was called, and he was not ready, he made up another excuse: but I was ill ... No exhortations helped. And then in response to another refusal to answer the teacher just told him an anecdote.

A sparrow is sitting on the wires. Sullen, gloomy. The eagle flies up.

- I'm an eagle, and who are you?

- Me? I'm also an eagle!

“Why are you so small?”

- But I have been ill!

The illness has just vanished...

Right, in able hands an anecdote is a powerful weapon, especially in the difficult conditions of today's school.

Source: <https://trizway.com/art/cards/37.html>

The downside of humor is shame. And in order not to lose such an important for us communication, so that there is no shame in front of the person whom you like, we could not but learning the material. Thus, through effective communication, the subject itself became interesting for us.

The reason here lies in the more general problem of feedback in communication. Absence of a full feedback in pedagogical communication can be connected with those features that the teacher's profession imposes on his relationships with other people. As the researchers note, many teachers are distinguished by the didactic teaching manner of speech, authoritarianism, the habit of simplified approach to the problem, the presence of speech stamps and

cliches of thinking.

People who have worked in educational institutions for many years often acquire the skills to give the interlocutor more explanations than necessary. Teachers of natural history, are used to appreciating the preciseness and accuracy of the formulation, gradually, they are showing a tendency to exchange precise information, even in conditions that do not require such preciseness [4]

In the practical and methodical direction specific methods of developing a sense of humor are developed, and its characteristics and distinctive features are elaborated. A. Ziv, speaking of a sense of humor, suggests differentiating the processes of understanding, evaluating and creating humor. The appreciation of humor is regarded by him as the ability to understand and enjoy the comments that have a humorous character.

The creation of humor is a consequence of perceiving the relationship between people, objects or ideas in their inconsistency, as well as the transmission of what was perceived to others [8].

Considering the sense of humor as a stable characteristic of the teacher's personality, it can be argued that humor is an effective means of increasing motivation in the study of the subject. Also it reduces the level of tension when the student communicates with the teacher, allowing them to show their best qualities and open up to new knowledge and achievements.

The teacher should have a developed personality, a full-fledged "Self". While there is a school, the words of K. D. Ushynsky remain an immutable truth: "In education, everything must be based on the personality of the educator, because the educational power comes only from the living source of the human personality." Without the educator's personal direct influence on the pupil, which penetrates into the character of teaching and education is impossible. Only personality can affect the development and definition of personality, only character can form a character" [13,18]

Saying that we want and must move on to new, improved forms of education, presenting information and successfully using the knowledge gained, the form and methods of communication become important. What sense will this be realized with? In my opinion, this sense deservedly can be humor, as comprehensively developing, easy and understandable communication element. Applying humor in teaching is great chance to reduce the threshold of tension between the student and the teacher, turning learning in not a painful process of remembering, sometimes difficult to perceive, materials, but in an exciting, kind and positive experience of learning the information. When it is funny to present the knowledge and to acquire with pleasure.

*Do not lose you're a sense of humor. Humor for man is the same as the fragrance for a
rose.*

D. Galsworthy

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**FORMATION OF THE SCENICALLY-SHAPED CULTURE OF
FUTURE TEACHERS OF MUSICAL ART: METHODOLOGICAL
BENCHMARKS**

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Abstract. *It is proved in the article that at the current stage of development of artistic and pedagogical education its traditional principles of development that are oriented at acquiring of knowledge, formation of experiences and skills, range of competences are established. It is defined that the new requirements are imposed on a teacher in the context of innovational approaches as follows: the modern society needs professionals who can perform professional functions and will be ready from the beginning of professional activity to manifest professionalism, competences in formation of the generation with a high level of aesthetic culture, values and ethical orientations.*

Methodological aspects of formation of scenically-shaped culture of future teachers of the musical art are highlighted. The concepts of methodological approaches in the context of problem formation of scenically-shaped culture of future teachers of the musical art are disclosed. It is defined that among the leading methodological approaches that determine the essence of scenically-shaped culture of a teacher of the musical art are cultural, axiological, competence-based and hermeneutic ones that enables definition of the corresponding professionally- meaningful quality, professional competence that allow a specialist to master the content of a musical composition as a particular cultural phenomenon, to consider it as synthesis of spiritual, emotional and aesthetic experience of humankind on the basis of interpretation of its artistic and sense dimension to build its scenic image and to relay it to the pedagogical, performing and vocal activities. This quality manifests itself in orientation on artistic image interpretation through a scenic image on the basis of universal and national culture experience, personal life and professional experience, value orientation in command of interpretative skills, vocal and acting techniques, pedagogical talent in decoding of shaped system of a musical composition through the mediation of a stage image, manifold quality, structural components of which are motivational and empathetic, cognitive and educational together with creative and active.

Keywords: *future teachers of the musical art; methodological foundations; scenically-shaped culture; cultural approach; axiological approach; hermeneutical approach; competency-based approach; image.*

Problem definition. *Traditional foundation of the development of artistic pedagogical education that are oriented at acquiring of knowledge, formation of experiences and skills, range of competences are approved at the current stage*

of its development. New requirements are imposed on a teacher in the context of innovational approaches at the same time: the modern society needs professionals who can perform professional functions and will be ready from the beginning of professional activity to manifest professionalism, competences in formation of the generation with a high level of aesthetic culture, values and ethical orientations. With this purpose a teacher of art, first of all a teacher of the musical art should possess the spectrum of necessary qualities, among which of great importance is scenically-shaped culture.

Profession of a teacher of music is complicated and multidimensional that demands availability of range of personal qualities that are necessary for a pedagogue, a musician, a performer as well as for a vocalist. After all a teacher of the music is a creative, emotional and artistic person that should possess professional and pedagogical thinking, self-identity, general cultural and professional knowledge, skills, experiences, competences, to show personal and professional position.

Scenically-shaped culture is one of the sufficient professional competences that should possess a future teacher of the musical art. It allows a specialist to master the essence of a musical composition as a special phenomenon of culture, to consider it as a synthesis of spiritual, emotional, aesthetic experience of humanity, based on the interpretation of its artistically-semantic dimension to build stage image and to relay it into the pedagogical, performing and vocal activities.

Analysis of research and publications. Work on the particular theme of the article has led to the need of exploration and analysis of the scientific literature that has constituted theoretical background of the research. There is a spectrum of investigations in the pedagogical discourse of Ukrainian and foreign science that allows to analyze holistically the essence of the concept “scenically-shaped culture of a future teacher of the musical art”, to determine methodological frameworks and peculiarities of formation of the definite quality in the process of vocal training.

Among the studies we will distinguish the works of scientists, pedagogues in which: the essence of culture has been disclosed as of the historically entrenched phenomenon of humanity: Y. Boryev [2], M. Kagan [3] and others; theoretical and methodological foundations of the artistic education have been substantiated (O. Oleksiuk [7; 8; 9], O. Rudnytska [12; 13], O. Rostovskyi [11] and others); the essence of formation of professional competence of a teacher has been determined, in particular of a teacher of the musical art (A. Kozyr [5], L. Kozyryeva [4], A. Plishka [10], Ya. Semehen [10], V. Fedoryshyn [5] etc); peculiarities of professional training of a future teacher of the musical disciplines have been analyzed (N. Ovcharenko [6], Yu. Setdykova [14] etc); the specificity of formation of various types of professional culture of a future teacher of the music has been investigated (O. Bondarevska [1] and others).

The purpose of the article lies in justification of methodological aspects of formation of scenically-shaped culture of future teachers of the musical art in the process of vocal training, the disclosure of important provisions of methodological approaches from the position of the formation of scenically-shaped culture of a teacher of music.

Statement of basic materials. The analysis of the works of scholars gave the opportunity to distinguish leading methodological approaches that show methodological guidelines of formation of scenically-shaped culture of future teachers of the musical art.

First of all, it is necessary to find out main provisions of the cultural approach in the context of the problem of scenically-shaped culture formation of a future teacher of the musical art. Multidimensional nature of art enables a human to experience all the diversity of social practice types in the process of artistic presentation of the world. The reason of emergence of various types of art (literature, theatre, fine arts, music, choreography etc.) is hidden here, artistic culture of the society manifests in the harmonious system of artistic values of different art forms [3, p. 264]. Art as a cultural phenomenon is a social phenomenon. The socialness of art and its cultural meaning is not only a reflection of the social aspects of reality, but also the nature of social mechanisms of its existence in society, the character of its functioning in art.

Accordingly, a teacher of the musical art as a vocalist, an interpreter and a retranslator of the cultural values should possess stable worldview attitudes related to cultural experience of humanity and nation. After all, according to O. Oleksiuk “it is rightly to consider the essence of this mechanism based on contextual relations “music – culture” on the basis of understanding of worldview attitudes as an important psychological level of realization of regulatory functions of the image of the world” [9, p. 67]. The worldview attitudes of a teacher of the music should be realized in the personal, value-based, musical judgment that makes provision for holistic comprehension of a musical composition, its interpretation and presentation to the audience of students, because musical judgment manifests itself “in an expression of a composer, interpretative transformation of a musical composition, feedbacks of listeners or musically-pedagogical model of the musical composition, is closely related to the artistic attitude to the word of personality [9, p. 68].

The process of transfer of cultural experience and its decoding through the perception of various art forms composes integrity of the single process of collective thinking. First of all, a performer, a vocalist, a teacher of the musical art through the mediation of the musical art, through the prism of the vocal language, performance, pedagogical excellence, various types of professional culture, uses pedagogical resources of music that above all are accumulated in the artistic images, artistic language, imagery of an artistic work. As a result, the musical art obtains conceptual expression and Yu. Setdykova thinks that it is

related to the fact that artistic language possesses possibilities of suggestive activity and a piece of music acquires real and not potential artistic and aesthetic value accordingly [14, p. 11]. Therefore, a personality enters into the culture, in particular, by the help of the musical art.

The informative and semiotic concept of the culture that was explained by O. Rudnytska is becoming essential in this context. "Each phenomenon of the culture is a bearer of a particular meaning that is saved and transmitted in the shape of signs that create a sort of a "material shall" of the sense in accordance with the outlined conception... Understanding of the culture implies the ability to perceive the exterior side of a subject not only sensually, but also to "decrypt" its inner essence, socially significant information that is expressed with the relevant signs" [13, p. 8].

Sign expression of the culture, its meaningfulness that manifests through the art becomes for a personality, in particular for a teacher-musician, the source of life and professional experience, a mean of cultural norms implementation, values at the level of universal and national culture. O. Rudnytska proves that every ethnosocial community is characterized with a single semiotic field which is a system of well-known for all its representatives of sign vehicles, in particular, means of artistic symbolism that guarantees mutual understanding and interaction between members of the society [13, p. 11]. National achievements of the art accumulate images of artistic picture of the ethnicity that are expressed in artistic, in particular, musical compositions in process of creation and interpretation of which a teacher of the musical art should implement pedagogical skills, performing and stage culture.

The professional activity of a teacher of the musical art should be based on the principle of cultural relevance accordingly that in O. Oleksiuk view "provides focus on establishment of spiritual interconnection between oneself and the nation, experience of the feeling of belonging to the national traditions by ensuring the preservation, transmission and reproduction the same as development of culture by means of education [7, p. 28]. Formation of a future teacher of the musical art with the high level of scenically-shaped culture occurs through realization of the cultural relevance, through the prism of cultural norms of life, culture of human values in the process of decoding of artistic imagery, its translation into a stage image.

Definition of the essence of the *axiological approach* in the context of the problem formation of the scenically-shaped culture of a future teacher of the musical art deserves a specific attention accordingly. The art promotes formation of system of values, aesthetic tastes, determines development of skills and forms needs of a personality concerning beauty in life. Aesthetic functions of art creates possibilities for acquisition of aesthetic knowledge, artistic skills, capacity to creativity and perception of the art. Involvement of a personality into the art environment determines self-knowledge of the personality,

awareness of self-esteem. Since a human focuses on universal human values, understanding their priority that is one of the forms of awareness of accomplishments of the culture of humankind. According to Y. Boryev exactly the art ensures socialization of individuals by forming their social and creative activity [2, p. 479].

A future teacher of the musical art forms values of a culture, human life, upbringing, education and professional activity in the process of axiologically-oriented professional training. Scientists focus their attention on the following values of a teacher: humanistic and pedagogical position, personal responsibility for students, understanding of the meaning of the pedagogical specialization. Value attitude to musical works as a phenomenon of culture should be value of the professional activity of a future teacher of the musical art at the same time. Experience of generations, informed position in the direction of the attitude of a person to the professional activity as a development factor of the musical culture in general and the professional culture in particular have been accumulated in these musical works. These qualities allow a teacher to be developed as a successful personality, to meet the requirements in creative self-realization, to perfect oneself in the profession. Therefore, a personal professional attitude on realization of musical and pedagogical values particularly is formed in the process of professional activity and among them according to O. Oleksiuk [8], O. Bondarevska [1, p. 37] are world of music as a carrier of musical truths and musical values, personality of a student as the supreme value the same as personal meanings, individual abilities, life experience etc.

Most of scientists- pedagogues agree that exteriorization of personal values that is a significant factor in the professional activity of a specialist occurs in the process of interpretation of a musical composition by a teacher of the musical art. Accordingly, ideas of the *hermeneutic approach* are actualized and they promote creative self-realization, development of emotions, will, feelings, intuition, inspiration, empathy etc. O. Oleksiuk believes that “interpretation of a piece of music from the hermeneutic positions is not only an intellectual process, but also strenuous spiritual and cognitive activity of a personality that is based on universal human values and is aimed at both inward and outward”, because “interpretation of the piece of music appears as continuous understanding and the very understanding, permanent improvement and self-improvement” [9, pp. 16-17].

The hermeneutic approach is appropriate in decoding of artistic images by the help of scenic ones in the process of identification of the scenically-shaped culture by teachers of music in the professional activity as they serve as meaningfulness of musical compositions. This, in its turn, allows relaying creatively artistic, universal, national values of culture and art in the educational process. Thus, N. Ovcharenko thinks that “future teachers of the musical art

should learn basics of semiotic and hermeneutic analysis of musical compositions on the way to the highest manifestation of understanding of meanings of art” [6, p. 400].

A teacher of the musical art should realize objectivity of a musical text, going through the all stages of musical compositions perception, to identify the best means of its practical expression in the performing and vocal aspects that facilitates reproduction and retransmission of its semantic potential. Since the essence by definition of N. Ovcharenko is encoded substance in artistic (vocal) works that has worldview influence on formation of personalities of teachers and on increasing of their level of readiness to implement vocal and pedagogical activity [6, p. 34].

Accordingly, it is important for a future teacher of the musical art to develop interpretative skills and ability to perform interpretative analysis of musical compositions. O. Rudnytska believes that this provides “the ability of a subject to analyze the musical language, to compare a composition with different phenomena of artistic culture, to apply data on the social and historical background of development of art and to use the other forms of knowledge of the idea of an author” [12, p. 33]. The statement of O. Rostovskyi is consonant with the given context, and he has noted that expressed meanings that are enshrined in the intonational form of music, their perception is based on the semiotic basis of culture... Deep values... are excited resonantly by the artistic world of the composition, arise when the closer content of music interacts with historical context [11, p. 25]. That is why a teacher should master the musical language and collection of artistic values, apply a set of professional qualities which determine the choice of expressive means, vocal technique, means of dramaturgical action that actually show the level of his scenically-shaped culture in the process of interpretation of a musical composition.

An important aspect of the problem of formation of the scenically-shaped culture of a future teacher of the musical art is an outline of the main provisions of the competency-based approach. According to L. Kozyryeva the professional competence of a teacher of the music is characteristic of the teacher in which leading quality is practical readiness to professional, musical and pedagogical activities on the basis of integration of pedagogical and professional skills, learning of knowledge, formed abilities and experiences [4, p. 9].

Substantiating theoretical and methodological backgrounds of development of professionalism of a teacher of the artistic disciplines, A. Kozyr and V. Fedoryshyn determine that competence generates skills, actions and includes the following aspects: the ability to plan a learning process, the ability to find innovative solutions (reactivity) and to acquire independently new knowledge and skills, to strive to achieve mastery in professional activity [5, p. 24]. A. Plishka and Ya. Semehen think that professional competences of a teacher of the music are classified into two groups: special (professional: general

pedagogical, conductorial, instrumental, vocal, musicological, lecturing, investigative) and general (social, personal, individual) competences [10, p. 149]. Accordingly, based on the analysis of works of the scientists it is possible to draw conclusion that scenically-shaped culture of a future teacher of the musical art should be considered as a form of professional competences in dimensions of competence approach that has a multidimensional structure that is formed by professional and personal qualities. Accordingly, it is possible to conclude, based on the analysis of works of the scientists that in dimensions of competency-based approach scenically-shaped culture of a future teacher of the musical art should be considered as a kind of professional competences that have multi-component structure which is formed by professional and personal qualities.

Conclusion. Thus, outline of the main provisions of methodological approaches (hermeneutic, culturological, axiological, competency-based) to problem of formation of scenically-shaped culture of a teacher of the music allows considering an indicated quality as integrative that manifests itself in the focus on the interpretation of artistic images through a scenic image based on the experience of universal and national culture, own life and professional experience, value orientations, in possession of interpretive skills, vocal and acting techniques, pedagogical talent in decoding of a figurative system of musical composition through the mediation of a stage image, multidimensional quality, with such structural components as motivational and emphatic, cognitive and learning, creative and action related.

Substantiating of structural components of the scenically-shaped culture is the prospect of further scientific researches that enable development of the methodology of its phased formation by a future specialist.

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**PEDAGOGICAL CONDITIONS FOR FORMATION OF
METHODOLOGICAL CULTURE OF A FUTURE MUSIC TEACHER
ON THE PRINCIPLES OF HERMENEUTIC APPROACH**

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Abstract. *Implementation of educational standards of professional education entails significant enhancing of the scope of a teacher's professional activity, related to educational and methodological support of the educational process: elaboration of educational and program documentation, control means, methodological provision of the educational process. Methodological activity of a teacher comes to the fore and, respectively, requirements to a teacher's methodological culture in modern conditions increase, and the essence of teacher's methodological culture requires a new understanding.*

The paper considers a topical issue of modern professional training of a future music teacher, namely the formation of their methodological culture. The paper substantiates pedagogical conditions for formation of methodological culture of a future music teacher on the grounds of hermeneutic approach.

Keywords: *high art education; methodical culture, future teacher of musical art, musical art; pedagogical condition; hermeneutic approach.*

Introduction. Today, the training process of a future teacher of musical art requires harmonious and comprehensive development, readiness for self-development, and self-education. Respectively, requirements to the conditions of provision of educational process increase and the essence of the methodological culture of a future music teacher requires a new understanding. The modern pedagogical process is structured as a "teacher-student" interaction. The nature of the interaction determines the quality and efficiency of the educational process, which should be based on the subjects' understanding of each other. That is why hermeneutics holds one of the key positions at the present stage of development of higher artistic education. A new paradigm of education has an important role in this process, as its fundamental thesis is hermeneutic interpretation of experience, spiritual interpretation of the text, revealing its sense and meaning in the universum of culture.

The paper considers substantiation of pedagogical conditions for formation of methodological culture of a future music teacher on the principals of hermeneutic approach, as, considering the above, this issue is relevant.

Analysis of publications and researches of recent years. Different definitions of the notion "pedagogical conditions" can be found in academic literature. Let us consider some of them. Thus, pedagogical conditions are:

- a complex of measures, which provide the most favourable environment for effective functioning of a certain methodological system (M. Mykhniuk);
- interrelated complex of internal parameters and external characteristics of the educational process, which provide its high performance and are optimal (V. Manko);
- certain principles and ideas, on which the interaction of the educational process participants (students and teachers) should be based, and using which the student should find his or her place in this process and determine emotional and value attitude to it (V. Lisovyi).

We understand pedagogical conditions as a complex of factors, which optimize educational process in order to achieve the set objectives at the interaction of principles and methods. Philosophical pedagogical and psychological studies compile theoretical theses and practical experience, which is the basis for substantiating pedagogical conditions of the process of formation of methodological culture of a future music teacher on the principles of a hermeneutic approach.

The paper aims to substantiate pedagogical conditions of the process of formation of methodological culture of a future music teacher on the principles of a hermeneutic approach.

The methodology of the study is based on general theoretical and methodological principles of philosophy, psychology and pedagogy regarding the methodological culture of a future music teacher and, in particular, regarding the pedagogical conditions for formation of methodological culture of a future music teacher on the principles of a hermeneutic approach. Methods of theoretical and empirical studies (analysis of academic literature, synthesis, systematization, generalization) were used to accomplish the set goal.

Results and their discussion. We have analyzed academic literature on the issue of research, development of a structure and criteria of methodological training of a future music teacher. The following are to be noted among the works analyzed.

In her research, I. Bondaruk substantiates a *complex of pedagogical conditions*, which can optimize methodological training of students in the course of pedagogical practice: provision of methodological direction of teaching of professional disciplines; formation of positive motivation among students for conducting methodological and practical activities; actualization of theoretical knowledge of students on the methods of conducting musical and educational work with their own students in the course of pedagogical practice; formation of students with an adequate self-assessment of their methodological preparation; promotion of independence and creativity among students in the

period of pedagogical practice; use of various forms and methods of work of practice supervisors on the basis of an individual and differentiated approach to students [1, p.11].

I. Kniazheva defines methodological culture of a future teacher as a new personality phenomenon, as culture is considered in the context of its own development, in the course of acquiring life and professional experience, through reflection, due to the knowledge, obtained in the process of professional and pedagogical training, which becomes personal acquisition only when it passes through affective-value filters of personality [3, p. 2]. In her study of the formation process of methodological culture of future teachers of pedagogical disciplines in major “Pre-school education”, I. Kniazheva [4, p. 29] substantiates the following *pedagogical conditions*: provision of Master students with studying autonomy, implementation of the additionality principle as a methodological ground for complementarity of innovative and traditional forms of organization, methods and tools of Master’s training; ensuring the possibility for future teachers to emerge into methodological activity, directed at mastering the experience necessary for analysis, selection and creation of methodological products.

O. Zubkov notes that methodological culture can serve as an indicator of efficiency of a teacher’s work and interprets it as the highest form of activeness and creative independence, as an incentive and condition for improvement of educational process, as a prerequisite for emergence of new methodological ideas and ways for solving them [9, p.11]. We agree with the opinion of the scholar, as we interpret methodological culture of a future music teacher as a constituent of his or her professional culture, which includes the expedient use of methods, techniques and teaching aids, self-development, awareness of the latest technologies of learning, creative activity, and it is one of social and professional characteristics of a teacher and covers those manifestations of the spiritual image, which in practical implementation ensure successful fulfillment of various aspects of professional activities.

Having analyzed the works of scholars on the issues of formation of methodological culture of a teacher, we determined *pedagogical conditions* for the formation process of methodological culture of a future music teacher on the grounds of hermeneutic approach.

The first pedagogical condition is shaping the outlook and moral traits of a personality through understanding the specifics of a teacher’s methodological activity. In a personality-oriented model of education, a key principle of education is the principle of value orientation, implementation of which implies engagement of a personality into interaction with the outside world and contributes to the formation of value attitudes towards this world from the standpoint of modern culture. The main way of spiritual upbringing of a person should be involvement of him or her into the world of culture, science and art,

which is based only on a rational basis and can reveal to each student the greatness of cognitive and labour activities of a person, incomparable sense of mental personality, engagement with other people; exclusiveness and uniqueness of each person can become the basis for creative self-realization and self-education of a growing individual.

We determine ensuring of a subject-subject interaction between teachers and students for implementation of their knowledge in practice as *the second pedagogical condition*. Subject-subject relations are characterized as “interpersonal pedagogical interaction that implements the basic need of a child in involving them into society and society's culture on the basis of equal partnership with a teacher, and characterizes readiness of subjects of education for mutual understanding and mutual respect in the process of communication and work” [5, p. 883]. In view of this, it can be concluded that the pedagogical interaction of a teacher and a student in the educational process is an important condition in the process of identifying each participant of this process as a subject of their own self-development, self-regulation and self-realization, which, on the one hand, allows organizing successful educational activity, implementing the obtained knowledge in the practical activity of students, and on the other hand, it ensures the professional growth of a personality of a future music teacher.

The third pedagogical condition is implementing innovative forms and methods of work, facilitating the development of artistic activity and shaping the creativity of an individual, into the educational process. Implementation of innovative technologies in the educational process of higher education institutions is a natural and necessary condition for optimization of educational process, departure from standard forms and methods of work, aspiration to movement in accordance with modern trends of society development. According to O. Bordiuk, implementation of innovative technologies is a process of search, which is closely related to development of non-traditional forms, methods and learning tools based on the benefits of information and communication technologies. It differs in the multifacetedness of theoretical views and experience of implementing pedagogical innovations [2, pp. 42-43]. We can attribute the following to innovative methods of work: involvement of students to work in a scorewriter, music-making on an electronic instrument, use of multimedia projects. Among the innovative forms of work, *inverted learning* (students outside the classroom review the relevant study materials that will be considered in the next class, study the theoretical material independently, and make discussions and practical tasks in the classroom) should be noted, as well as such interactive forms of work as “round table”, trainings, “brainstorming”, group discussions, method of projects. Using the above-mentioned methods and forms of work for the training of a future music teacher will not only diversify the educational material, but will also help

approach the teaching process creatively and contribute to the formation of such personality traits as mobility, creativity, ingenuity among students.

The fourth pedagogical condition is the orientation on self-evaluation and self-development of students through awareness of the sense of their future professional activity. Analysis of psychological and pedagogical sources (I. Bekh, S. Zanaiuk, O. Stoliarenko, N. Tokar) [8, p. 245] allows to conclude that it is the formation of the students' direction at self-development through stimulation of motivation and awakening of interest that enables a future teacher to refer to deep inner processes, namely: *self-cognition* as an experience of wonder with the wealth of their own inner world, comprehension of deep interconnections between deeds and experiences, studying the body language (psychosomatic processes); *self-change* as the ability to change own behavioral models, formation of emotional culture, self-evaluation and comprehension of mistakes as a priceless experience, designing the future through changing the present; *self-realization* as perception of the surrounding world, which gives a possibility to form own reality creatively, influence events, deeper understand themselves and others.

Conclusions. The results of our study allow us to make the following conclusions: the formation of methodological culture is ensured through the purposeful implementation of a complex of pedagogical conditions, determined on the basis of studying the formation of methodological culture levels of a student, in the process of training a future music teacher; organizing pedagogical conditions for the formation of methodological culture on the basis of the hermeneutic approach provides realization of values and senses of the culture of future teachers and, as a result, the ability to choose the purpose and means of activity correctly and being aware of them, creatively operate the obtained results of cognitive search, critically evaluate own achievements, realize the need for interaction with other subjects on the basis of dialogue and cooperation.

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THE ESSENCE OF THE METHODOLOGICAL CULTURE OF FUTURE TEACHERS OF MUSICAL ART

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Abstract. *The article substantiates the relevance of the study of the issue of culture relevant education, in particular of future teachers of musical art, the formation of a methodological culture in them. The data on the theoretical basis for the study of this issue are presented. On the basis of the analysis of the concepts «culture», «pedagogical culture», «professional and pedagogical culture», «methodological culture», the essence of the phenomenon «methodological culture of future teachers of musical art» is determined and its role in the process of their professional training in the conditions of the institution of higher education has been proved to be implemented professional activity.*

Keywords: *culture, teacher of musical art, methodological culture, professional training, institution of higher education.*

The progressive development of the society, the processes which are taking place in the political, economic, and spiritual life of the country, prompts a new look at the educational problems, actualize the need for high-quality training of highly skilled professionals capable of self-realization and functioning in the new socio-economic conditions, which combine high level of education, professionalism and culture. That is why, in accordance with the concept of continuous culture-relevant education, «education through all life» it is interpreted as a continuous flexible, multisectoral process of personal formation and development of a person in a «society of education», a key role in which belongs to educational institutions. This is emphasized in the Laws of Ukraine «On Education», «On Higher Education», the National Strategy for the Development of Education of Ukraine for the period up to 2021, the Concept for the Implementation of the State Policy in the Reform of General Secondary Education «New Ukrainian School» for the period up to 2029 and other state normative documents. A special place in solving this problem is the training of future teachers of musical art, the formation of methodological culture in them.

School education is considered as a basic educational element, a significant factor in the formation of a humanistic person with established new guidelines and values, the one who has the taste for learning, the acquaintance with works of art, who is ready for self-realization and self-improvement in the conditions

of dynamic changes taking place in the social environment. It is at the center of attention of international organizations such as the UNESCO Education Commission in the 21st Century, the Council for Cultural Cooperation «Secondary Education for Europe», etc., which emphasize the role of school education in the development of the individual and the society as a whole and the need for training a teacher, who is ready for a professional activity, a dialogue with a pupil in terms of «dialogue of cultures». The training of such a specialist, which will be not only a source of information, but also a leader in the world of cultural world achievements, including musical art, an assistant and partner in their comprehension and appropriation, is the key task of modernizing education. That is why the higher pedagogical education plays a special role today, and in its structure - methodological preparation, which directly provides the professional orientation of studying in the institution of higher education, the essential result of which and the condition of the effectiveness of the professional activity of the future teacher, in particular of musical art, is its methodical culture.

Different aspects of culture-relevant education have been the subject of research by V. Bondar, F. Honobolin, J. Carter, T. Koycheva, N. Kuzmina, O. Moroz, K. U. Petterson, L. Rate, S. Sysoieva, V. Slastionina, L. Khomych and others. V. Andrushchenko, A. Asmolov, R. Berne, A. Bogush, M. Kagan, B. Likhachev, N. Khaan, O. Shevniuk and others defined the peculiarities of self-determination of the teacher in culture in the process of his professional formation. A number of studies are devoted to the study of the nature and specifics of the teacher's pedagogical activity (V. Galuzynsky, N. Huzii, I. Ziaziun, M. Yevtukh, E. Karpov, N. Kichuk, V. Lugovyi, O. Savchenko, etc.), in particular of teachers of music (E. Abdulin, V. Orlov, O. Oleksiuk, A. Kozyr, A. Lynenko, H. Padalka, A. Rostovskyi, A. Rudnytska, O. Shcholokova, etc.). The study of the phenomenology of the pedagogical culture of teachers of different specialties is revealed in the works of H. Bogomolova, A. Barabanshchykov, I. Bekh, E. Bondarevska, H. Vilenskyi, V. Hryniova, I. Isaiev, I. Kolesnykova, H. Mikhalkina, I. Palshkova, O. Rudnytska, O. Tsiuniak, N. Shekhovska, I. Yakymanska and others.

But the study of scientific literature shows that in spite of significant advances in the study of the methodological sphere in the professional and pedagogical training of future teachers (K. Abramenko, A. Bogush, N. Nykytenko, L. Talanova, S. Tatarintseva, H. Tarasenko, M. Shalunova, V. Sharko, etc.), in particular, teachers of musical art (T. Bodrova, L. Vasylenko, Van Yue, N. Huzii, A. Kozyr, M. Moiseyeva, H. Padalka, E. Pecherska, O. Rebrova, O. Rostovskyi, R. Savchenko, N. Tsiuliupa, O. Shcholokova and others), the problem of the formation of methodological culture of future teachers of musical art is still beyond the attention of researchers.

The purpose of the article is to determine the essence of the methodological culture of future teachers of musical art and to prove its role in the process of their preparation for professional activities.

To prove relevance, to determine the essence of the phenomenon «methodological culture of future teachers of musical art», comparative analysis and generalization of pedagogical scientific and methodical literature on the problems of culture-relevant training of future teachers is used; studying, analyzing and generalizing the experience of educational work of teachers of musical art and teachers of higher education is used to prove its role in the process of their preparation for professional activity in the institution of higher education.

Defining the essence of the concept of «methodological culture of future teachers of musical art» we proceeded from the statement in the contemporary epistemology that every definition should be derived from the terminology system that already exists, rather than artificially introduce to it. In accordance with this and in pursuance of one of the defining formal-logical rules of the definition of concepts, namely the principle of comprehensiveness, which requires the dialectical synthesis of all definitions of a certain definition with the inclusion of a new content, which was not yet in the original definitions, we will present it through the characteristic of the content of phenomena that make up its essential core. These include the following phenomena: «culture», «pedagogical culture», «professional and pedagogical culture», «methodological culture».

The lack of a unified interpretation of the phenomenon of «culture» is due to its complexity, depth, polyfunctionality and multidimensionality. After a thousand-year journey, its content was transformed from the agronomic interpretation adopted in the Hellenic era (the closest synonym here is «cultivation»), the gradual anthropological essence that was introduced by Mark Tullius Cicero («the treatment of the soul»), continued Xenophon, Socrates, Plato, and later F. Bacon, T. Hobbes, D. Diderot, B. Spinoza, S. Puffendorf and others (as a process and the result of the improvement of a person and the environment), G. Hegel, J. G. Herder, E. Durkheim, I. Kant, H. Skovoroda, A. Schopenhauer and others developed it onto the new philosophical basis (as a supernatural product of a person, and at the same time, the factor of his personal formation). Today, there are several hundred definitions of this macro-concept, the originality of which is caused by its inter-science, the spectrum of theoretical and methodological approaches, which are chosen as determinative. Among them, the following are the dominant ones: informational and semiotic (Yu. Lotman, H.-G. Hadamer, E. Cassirer, Ye. White, B. Uspenskiy, Ya. Shchepanskiy, etc.), activity (L. Kohan, E. Markarian, etc.), personal (L. Kruhlov, D. Markush, etc.), axiological (V. Bliumkin, O. Drobnytskyi, H. Rickert, M. Rozov, V. Tuharinov, etc.), synergetic (S. Kapitsa,

S. Kurdiunov, H. H. Malynetskyi, S. Horuzhyi and others), systematic (Ye. Husynskyi, M. Kahan, M. Mead, T. Parsons, etc.). It is the systemic definition of culture as «the unified integrity of the means and products of human activity, in which its activity is realized and which promotes its self-improvement, satisfaction and increase of needs, harmonization of relations between man and society, man and nature, society and nature» [4, p. 138] is considered to be the source for our study.

Traditionally, these types of cultures are encompassing the material and spiritual spheres of public life: economic, aesthetic, ecological, political, pedagogical, etc. We will dwell on the characteristics of the latter. The following aspects of the study of pedagogical culture are distinguished:

- scientific and pedagogical (part of the universal and national culture, the content of which is the world pedagogical experience as a sphere of pedagogical values, including pedagogical thinking, pedagogical consciousness of society and cultural models of practical pedagogical activity);
- professional and pedagogical, according to which the pedagogical culture contains requirements for professional activity, regularities of cultural identification of a teacher, culture-relevant methods, technologies, pedagogical systems, etc. ;
- socio-pedagogical (pedagogical culture is investigated as a social sphere of society and is considered as a way of preservation and transfer of social and pedagogical experience of a mankind);
- Individually personal (pedagogical culture is defined as the manifestation of the essential characteristics of the personality of subjects of the pedagogical process, integrating their qualities, professional skills, pedagogical position, behavior and individual achievements) [2, pp. 37-39].

I. Palshkova based on practice-oriented approach and it gave her the opportunity to define pedagogical culture as «a collection of artificial by nature, human by birth, social by purpose, diverse in form and manner of implementation, objectified in the person the practice of education and upbringing, in which the way of imitation and preservation of human experience in the production, use and evaluation in the conditions of social interaction of cultural objects is reproduced» [9, pp. 183-184].

We agree with the position of V. Benin that pedagogical culture is a part of the general culture of society and a certain personality. This generic and specific subordination was continued in the study of V. Hryniova, which proved that «pedagogical culture is an intellectualized spiritual culture, fulfills the function of its specific design in the sphere of pedagogical activity and is genetically related to the spiritual and professional culture» [3, p. 23].

The most significant features of professional and pedagogical culture are singled out in the studies of I. Isaiev, T. Sydorenko, V. Slaktionin, I. Palshkova, Ye. Shyianov, where it is considered as a projection of the general, pedagogical

culture of society in the sphere of professional activity and personality of a teacher, the index of the formation of various the types of his personal culture, the condition and the result of effective pedagogical activity, «the system of universal human ideas, professional and valuable orientations and personality traits, universal methods of cognition and humanistic technologies of pedagogical activity» [5, p. 45].

The analysis of scientific researches allows us to consider methodological culture as a sphere of pedagogical and one of the types of professional and pedagogical culture, characterized by a set of goals, traditions, styles, rules, and contains established patterns of pedagogical activity. Thus, I. Isaiev proposed the classification of types of professional and pedagogical culture, which defines methodological culture as a constituent of the educational component, which, in its turn, belongs to its functional component [5].

I. I. Novik and Yu. Pasov, who distinguish in it the creative, practical, personal and cognitive components and specify as a subjective aspect of professional activity, expressing in the teacher's ability to reflect the experience of methodological science, begins to find its methodological culture of a teacher. In his pedagogical activity, to seek a measure between his own needs, knowledge, experience and the state of development of a particular educational subject. However, according to I. Kniazheva, methodological culture «does not amount to description of practices, activities, methods, but is a complex symbolic reality, which in the functional dimension acts as a mechanism for their development. As a necessary aspect of pedagogical activity, pedagogical experience with the creation of socio-cultural conditions for the reproduction of their methodological component, methodological culture becomes an independent reality. There are purely methodological disciplines in which this reality is realized, described, reproduced in accordance with new social needs» [7, pp. 100-101].

The methodological culture of the future teacher of elementary school (I. Artemieva, T. Berezhna, A. Karachevtseva, N. Nikula) and methodological culture of future teachers of high school of different specialties (I. Kniazheva, L. Plekhanova, Yu. V. Podpovetna) were thoroughly studied. Here are some of the definitions suggested in these studies.

Thus N. Nikula understands the methodological culture of the teacher of elementary classes as an integrative personal quality represented by «a set of motives, values, competences, abilities to use optimally the various methods and means of teaching in the multifunctional environment of the elementary school based on reflexive actions and which provide a high level of professional of activity» [8, p. 481].

In the study of A. Karachevtseva methodological culture appears as a systemic characteristic of the intrinsic qualities of the personality of the future teacher, methodological activity and thinking, the process of movement of the future

teacher to self-determination in a methodological existence with subsequent self-development and self-improvement. It acts as an indicator of the formation of the ability to transform psychological, pedagogical and subject knowledge into methodological activity [6, p. 18].

I. Artemieva considers the methodological culture of the future teacher of elementary school as an integrative characteristic of his general and professional culture, which allows in the process of teaching the subjects to fully realize the cognitive, educational and developmental possibilities of learning, as well as to actively participate in the innovative activity of the educational institution [1, p. 4]. The integration of methodological culture as a personal quality of the future teacher is also emphasized in the research of T. Berezhna, but the emphasis there is on its innovative component.

Yu. V. Podpovetna, and following her L. Plekhanova specify methodological culture as a socio-professional characteristic of the teacher, which reflects in his dialectical unity his professional self-consciousness, creative thinking, scientific and methodological skills and provides a high theoretical level of pedagogical activity of the future teacher, scientific comprehension of pedagogical means, which are used as a result of educational activity of students [10].

In the study of I. Kniazheva methodological culture of the future teacher is characterized as «complex personality formation, manifested in the appropriation and reproduction of established traditions, values of teaching students in higher education institutions in the content and ways of organizing their own pedagogical activities, adequate to the nature of pedagogical disciplines as a part of humanitarian knowledge» [7, p. 107].

Thus, along with the specific features presented in the analyzed researches, caused by the choice of each of the scholarly aspects of the phenomenon «methodological culture of a teacher», one can distinguish the following invariant components: understanding of it as a form of a professional and pedagogical culture, a personality formation that is formed and developed, is manifested in professional and pedagogical activities, directed by specific tasks, content, forms and methods of study in accordance with a particular profession. The methodological culture of future teachers of musical art is defined as a holistic integrative entity that manifests itself in finding the meaning of existing methodological and pedagogical values of musical and pedagogical reality, the ability to create new products of methodological activity, and to build on this basis its personal meaning.

Consequently, methodological culture contributes to the solution of the difficult task of shifting the emphasis in the professional activity of the teacher of musical art on the transition of certain information to the student on the organization of his activity, the reintegration of the content of education from the impersonal generalized form to the personal one, aimed at developing the need for communication with music, the ability to feel its beauty .

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THE TUTOR SUPPORT DURING THE FORMATION OF COMMUNICATIVE COMPETENCE OF THE POLICE OFFICERS

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Abstract: *The article analyzes the scientific literature, summarizes and systematizes pedagogically experience of the problem, reveals the essence and content of professional competence of future police officers, presents a functional and role-based view of communicative activities from the position of tutor, identifies the possibility of including a tutor tool in the formation of future communicative competence police officers. It is emphasized that tutor action is the most important emergent component of the holistic process of training future police officers, where the formation of communicative competence is an important task.*

Keywords: *the communicative competence of the future police officers, a tutor, tutoring, a tutor, the higher education, the higher educational institution, the educational process.*

Introduction. The global changes in the technological and social development of the world civilization have turned education into a strategic factor in the progress of society, because building up the scientific, technical, socio-cultural and spiritual potential of society is directly related to the level and state of the education system, raising the educational level of the entire population.

There is a reformation of the structure of vocational education, the ratio of the technical and humanitarian segments of higher and secondary schools. Today, education not only forms the professional competencies necessary for the development of the material and technical components of any society. The important role of education is manifested in the fact that it has a significant impact on the process of creating spiritual values, the transformation and development of the individual. It ensures the realization of students' cognitive interests, satisfies their needs for spiritual and intellectual development, contributes to the creation of conditions for their self-determination and self-realization, and participates in the formation, preservation and development of various abilities. Therefore, the world has intensified the search for new educational models that best meet the needs of the individual and society [3, p. 67]. Under current conditions, future police officers should be ready for any changes, be able to quickly and effectively adapt to new conditions, show a desire to be professional, constantly update their knowledge and skills, strive for self-development, be tolerant of uncertainty, be prepared for risk, that is to be

professionally competent [1, p. 80]. Therefore, it becomes so necessary to include a tool of tutoring in the educational process, which would contribute to the development of communicative competence of future police officers, which will lead to an increase in the quality of education and the formation of positive relations between all participants in the educational process.

A brief overview of publications on the topic. The problem of tutor accompaniment is on the focus of many authors: A. Bell, K. Tanner, G. Gould, L. Bendov, V. Kukhareno, M. Kravtsov, V. Kruglik, S. Schennikova, G. Bespalova, M. Bayntona, I. Vorozhtsova, Ch. Wedemeyer, R. Harrison, G. Gurtovenko, J. Derzhavne, S. Zmeeva, T. Kovaleva, E. Kolosova, N. Kostina, N. Rybalkina, and others. Developing pedagogical and methodological aspects of training teachers-tutors to work in conditions of remote (mobile) training are devoted to the scientific works of such scientists as A. Shabanova, O. Gnedkova, E. Gavrilov and others.

The problem of individualizing education and creating of an redundant information environment for higher education applicants is becoming ever more acute in order to fully implement the educational needs of students, which, in turn, has a positive effect on the competitiveness of a single educational institution of higher education in the modern educational space. This task is intended to be solved by the tutoring institute being developed in the education system.

The purpose of the article. To present the results of a study on the formation of communicative competence of future police officers through the introduction of a tool for tutoring in the educational process.

Materials and methods. The main research method is the analysis of scientific and pedagogical literature, which revealed that the most important invariant functions in tutoring are: to promote the learning process, helping all applicants of higher education to effectively interact with each other, as well as listen carefully to their wishes achieving goals; to lead students, helping them to fully engage in the educational process, to advise on the choice of information, the best methods to achieve their goals; to help future police officers to realistically assess achievements in the learning process and recommend ways to improve them; must be an expert of the subject area that he teaches, constantly evaluate and update his own knowledge, which he shares with the tutor; to be a qualified educational adviser, to be able to establish and explain successful learning criteria so that the student can achieve the set learning goals; to motivate future police officers to learn and, thereby, encourage them to put their ideas into practice, to involve them in discussions that require reflection, interactive discussions; support tutorantov in their research and endeavors; apply new technologies in the learning process, including the use of complexes for the implementation of information and communication technologies, sites as elements of the information environment for organizing training, as well as the

ability to plan and manage the posture of classroom training. The results of this interaction will be presented at seminars and workshops in debates, forums, discussions, written work and the use of mobile resources.

The results and its discussion. Tutorial action is the most important emergent component of the holistic process of training future police officers, in which the main task is to develop the communicative competence of future police officers, which is characterized as a subject of personal and professional growth that is able to expand and update the subject areas of their professional activities. The applied, psychological and practical direction of studying communicative competence in professional activity has been developed in a number of publications by researchers I. Ponomarev and V. Trubochkin, who consider a high level of development of communicative competence to be the most important prerequisite for a professional psychological culture of communication. They proposed a universal model for the structure of communicative competence that is universal for many professionals involved in the field of communication of the future police officer. It has three blocks of components: communicative personal qualities; possession of communication techniques — skills and abilities to carry out individual communicative actions; possession of methods and tactics of communication — the ability to build communication in holistic situations of activity [6, p. 55].

A. Dulov, speaking about the sense of communicative activity of the investigator, pointed mainly to obtaining the necessary information in the process of communication. Accordingly, knowledge, abilities, skills of its receiving in communication and use in professional activity are in demand. Y. Chufarovskiy, Y. Antonyan, M. Enikeev, V. Eminov adhere to the same position. V. Noskov connects the success in solving many of the communicative tasks of an operational worker with a high degree of communication skills of psychotechnicians [5, p. 68].

According to V.I. Pink is now putting forward new requirements for the communicative qualities of future police officers, primarily for professionally important ones. That is, communicative preparation, along with cognitive and emotional-volitional — is an important component of the professional and psychological preparation of the future police officer. Consequently, the formation of the communicative competence of future police officers is a specially organized, purposeful process of developing and enhancing the professionally necessary communicative qualities, knowledge and skills that determine the successful, effective, performance of functional powers with a pronounced communicative component [4, p. 57].

The quality of professional training of future police officers is ensured not only by mastering the content of educational programs of the university, but also, to a large extent, integrated with the production practice of a single,

cluster, open, variable, educational environment, through the innovative inclusion of the tutoring tool in the learning process.

Tutoring support is a complex, multi-component process, which consists in the direct interaction of subjects and objects in the educational process. Such forms of tutor support are known: individual (between a scientific and pedagogical worker and a candidate for higher education), socio-psychological (interaction in a social group), integral (combines various educational and educational interactions in a given social group) [8].

Defining tutor support as an instrument, it is necessary to single out the following didactic components of it. So, tutor technologies represent a system of joint activities of the future teacher and tutor, include a set of operations for designing, shaping, and reflecting the result in accordance with the conditions of the educational process, allowing to effectively implement the goals. There are such tutor technologies: question-answer; counseling; training, moderation; reflection. Interactive methods focused on a wide interaction of subjects of tutorial action, namely: “case method”, “visualization”, “six thinking hats”, “brainstorming”, “intellect map”, “debate”, “portfolio”.

In the National Academy of Internal Affairs ESI №3 at the “department of tactical and special training” there is a scientific circle. As part of its activities, future police officers perform individual and group scientific work on the subject of the department’s disciplines. The model of tutor support for members of the scientific circle of the department includes the following stages: motivation and diagnostics of scientific interests, drawing up a plan of scientific work, learning how to work with information, presentation and evaluation of scientific work.

Conclusions. Thus, the article revealed the essence and content of the professional activities of the future police officers, defined a mechanism for including the tool of tutoring in the process of forming the communicative competence of future police officers.

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Liang Jie

PECULIARITIES OF AESTHETIC CULTURE OF THE TEACHER OF ARTISTIC DISCIPLINES

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Abstract. *The article reveals the theoretical basis of understanding the meaning of the phenomenon "aesthetic culture of the teacher of artistic disciplines". The content of the concepts "culture", "aesthetic culture", "culturological preparation, aesthetic competence" are determined. The methodological basis of humanization of educational space of the pedagogical university is outlined by aesthetizing the professional training of future teachers of artistic disciplines. The determinants of the successful preparation of future teachers of artistic disciplines in higher education institutions are determined.*

Keywords: *aesthetic culture, teacher of artistic disciplines, institution of higher education.*

Relevance of the research. The requirements for modern professional teacher training have increased significantly due to the peculiarities of the New Ukrainian School (NUS). The changes also affected the art teachers' training - music and vocal art teachers, fine arts and crafts teachers, choreography and dramatic art teachers.

The phenomenology of aesthetic and pedagogical activity was studied by scientists in the following aspects: aesthetic consciousness (G. Apresian, V. Bitaiyev); aesthetic needs (O. Iliadi); aesthetic taste (T. Babenko, L. Goncharenko); aesthetic assessments (V. Butenko, O. Rudnytska); aesthetic abilities (M. Kolesnyk). Nevertheless, due to the new requirements for teacher training in accordance with the launching the new legislative acts (the Law of Ukraine "On Education", the Law of Ukraine "On Higher Education") and conceptual provisions (Concept "New Ukrainian School"), the given issue needs further investigation.

The purpose of the research is to characterize the phenomenon of "aesthetic culture of the teacher of artistic disciplines"; to clarify the content of the concepts of "culturological training" and "aesthetic competence of the teacher». Teachers of artistic disciplines are a category of educators whose subject matter is the development of the artistic and aesthetic culture of the younger generation by means of various types and genres of art. These include specialists in the educational sector who work in comprehensive schools, professional institutions of different levels of accreditation: teachers of fine and theatrical art, music, world art culture, choreography and plastics, cinema art, etc. [5, pp. 159-160].

The concept for understanding the vocation of art teacher, in particular of fine arts, is the phenomenon of "culture", since the concept of "human being" is the orientation to which any globalized system aspires.

According to the famous scientist I. Ziaziun, culture is impossible outside of the aesthetic constant of being - harmony, beauty and perfection, all being human in culture, his activities in culture are permeated with aesthetic intuitions. From this position, one of the components of the general culture of mankind is outlined - *aesthetic culture* as a culture of feelings and *aesthetics* as a science of transforming the world according to the laws of beauty [1, p. 13].

The substantiation of the methodological foundations and conceptual foundations of *cultural education* of future teachers allowed O. Shevniuk to interpret it as a process and a result of the pedagogically organized formation of the student's personality as a subject of culture by mastering the system of cultural knowledge, values, principles of communication and experience of cultural practices that ensure attraction to culturally determined ways to solve problems of personal and professional life and create conditions for the self-determination by the future professional the main parameters of his pedagogical culture [7, p. 98-99].

According to L. Mikhailova, *the aesthetic culture of the individual* is formed on the basis of his own life experience and through the aesthetic education of society, the ability of a person to recognize and experience the beautiful and ugly, sublime and low, tragic and comic in art and the surrounding reality, to be guided by aesthetic culture-based values in his practical activities, to create beauty around himself and overcome imperfections in the world. An indicator of aesthetic culture of an individual, as the researcher continues, is the development of his intellectual and emotional-sensory spheres, which is achieved by assimilating of the aesthetic experience of mankind and his further development as a means of self-determination. The components of the aesthetic consciousness that constitutes the core of the aesthetic culture of the individual, as the scientist defines, are aesthetic perception, feelings, tastes, assessments, needs and aesthetic ideal, the formation of which is the goal of aesthetic education [3, p. 63].

According to M. Necheporenko, the basis of the general *aesthetic culture* of the student is the integrated unity of the emotional-sensory, intellectual-informational, ideological and activity elements. Interpenetration of all components into the individual-personal essence of a certain student is embodied in his consciousness, the motives of his activity, and influences the choice of behavior. The general aesthetic culture of the student is considered by the scientist such a characteristic, which is manifested in the system of aesthetic (and artistic) knowledge that enters into a certain interconnection and forms such a state of the person when he is clearly aware of his high purpose for the creation of the beautiful which is embodied in his desire and readiness for

benevolent behavior, social work and the choice of way of life according to the laws of beauty. Mastering a common aesthetic culture helps to understand the meaning of beauty, and then the feeling of beauty becomes an incentive to find positive activity and harmony in interpersonal relationships, harmony with the environment [4, p. 62].

The presence of human creative abilities is associated with the specificity of thinking activity, the peculiarity of ways to know reality. This was emphasized by M. Bakhtin, G. Ball, arguing that the formation of aesthetic in the structure of the personality of future teachers is directly related to the development of their humanitarian thinking style. Teachers-humanities, teachers-artists have a more developed creative imagination than, for example, teachers of natural and mathematical disciplines. This is connected, first of all, with various ways of cognition, with the fact that the ones use figurative thinking, while the others - the abstract one.

The "left half" people, or «the people of logics», perceive the surrounding reality rationally, so they are good at exact sciences, scientific and technical creativity. "Right-half" people, or "artists", perceive the surrounding reality emotionally-figuratively, so they are more prone to creativity.

The specificity of an aesthetic perception of reality was investigated by O. Sarnavska, who has proved that *the aesthetic sensuality* is the starting point for constructing an aesthetic picture of the world. For any picture of the world, the direct intuition of a holistic perception of reality is quite crucial. But the scientific picture of the world also requires rational explication of this intuition, without which it is impossible to imagine. When it comes to the aesthetic picture of the world, the preservation of the immediacy and integrity of the perception of reality appears to be leading, which only deepens during the aesthetic perception. Therefore, the aesthetic experience is not only the initial moment, but also the highest point of perception of the aesthetic picture of the world [6, pp. 49-50].

Reflecting on the modern trends and changes in the educational space of both the state and the educational space of the world, it can be argued that increasing the attention to the cultural and creative potential of education causes the change in the socio-cultural status of art as a process and result of creativity, most notably by the influence of individuality and the most effective influence on the development of the latter. This leads to the fact that art becomes an important factor in ensuring the creative and individual-personality orientation of education and transforming it into an important component of its content, which gives the subjects of education a unique opportunity to experience and at the same time comprehend and evaluate social and pedagogical experience and, through this, acquire universal self-determination, inaccessibility intellectual means [6, p. 39].

We support the idea of O. Sarnavska, who states that it is art itself that can

serve as the basis for the development of the creative personality of the future teacher of professional education, provided that it is involved in creative interaction with him on the principles of art pedagogy. The latter combines all of its pedagogical functions and represents the inexhaustibility of the pedagogical and creative potential of art, as well as its ability to act as a means of education, upbringing and development of a person throughout his life, the basis of humanization of education, the component of its content, the factor of individualization and socialization of personality, "ascension" to its own creative personality, determinant of its ethnic and socio-cultural identity, an element of socio-cultural and aesthetic-developing educational environment, etc. [6, p. 46].

In the process of vocational education, future teachers of the artistic disciplines acquire certain competences, which in the future, must be realized in the professional activity. They can be divided into certain groups: personal - general cultural (value-orientation, artistic-ideological, culture forming, cultural-leisure); special or artistic-aesthetic (artistic thesaurus, mental aesthetic experience, artistic and creative abilities, artistic thinking, aesthetic attitude); functional competencies - subject (musical, visual, theatrical, choreographic, etc.); interdisciplinary-branch (artistic and aesthetic) and interdisciplinary (artistic and humanitarian); meta-subject (general education) - informative and cognitive (ability to search and operate artistic information), self-regulation (the ability to organize and control one's own artistic activities, the ability to self-improvement through the artistic self-education and self-upbringing) and social competences: - communicative (the ability to communicate about art, aesthetic values); social-practical (the ability to cooperate in the field of art, to work in a team).

In the classification of L. Masol there are "artistic-ideological" competencies of the teacher, which the scientist places along with cultural-oriented and value-oriented, which gives us the basis for establishing a close relationship between the ideological orientations of the teacher-artist, their cultural potential and the valuable platform of the teacher's personality [2, p.285].

Conclusions. Taking into consideration all the mentioned above facts, we can point out that normative sources have already laid the guiding principle of humanization of education in higher education, namely: aesthetic education is a means of harmonizing verbal and preverbal layers of thinking, emotional and rational attitude towards a person, culture and the world, aesthetizing of everyday life of a person.

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THE ROLE OF THE METHOD «DIALOGUE OF CULTURES» IN TOLERANCE FORMATION OF FUTURE ENGLISH TEACHERS

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Abstract. *The article defines the role of the method of cultural dialogue in the tolerance formation of future foreign language teachers during professional training in pedagogical institutions of higher education. It is pointed out that one of the leading methods contributing to the formation of students' tolerance is the method of dialogue of cultures, in particular, in the classes of the educational discipline "Practice of Oral and Written Speech". It is noted that for the formation of tolerance in future teachers of a foreign language, the use of this method is most expedient in conducting tolerance classes, debates, discussions, organization of role-playing and business games that promote the acquisition of students' tolerance skills, virtual excursions that provide active creative activity for students.*

Keywords: *future foreign language teachers, tolerance, method "dialogue of cultures".*

The reform of higher education in Ukraine presupposes the training of specialists who not only have professional knowledge and skills at a high level, but also who are diversified, competitive, creative individuals, aware of the need for international solidarity and cooperation, ready for constructive participation in the dialogue of cultures of peoples. Especially it concerns future teachers of a foreign language, whose main activity is the education and upbringing of the younger generation, capable of tolerant perception of other cultures. In this regard, the problem of forming the tolerance of future foreign language teachers during their professional training in pedagogical institutions of higher education is actualized. That is, the organization of the educational process must be based on the foundations of tolerance and be directed not only at the acquisition of professional knowledge and skills by students, but also on the formation of moral and spiritual values, tolerance toward surrounding people regardless of nationality, religion, social status, etc. . Taking into account the above, an important task of the higher pedagogical school is the formation of the future teacher's personality, capable of peaceful coexistence in the conditions of the multicultural society of Ukraine, ready both for constructive interaction and mutual understanding with all the participants in the pedagogical process, and for the implementation of intercultural communication on the basis of mutual respect and tolerance to representatives of different cultures [6, p. 1].

Great importance in the formation of students' tolerance is played by the use of the method "dialogue of cultures" during the study of special educational disciplines, in particular, of such subject as "Practice of Oral and Written Speech".

It should be noted that the problem of educating tolerance among the younger generation is constantly in sight of: philosophers (A. Akulova, V. Andrushchenko, B. Gilian, O. Dovgopolova, V. Zolotukhin, I. Zyazyun, V. Kremen, V. Lectorsky, V. Shinkaruk, etc.), psychologists (B. Ananiev, A. Asmolov, G. Beziulyova, I. Bekh, S. Bondyreva, D. Kolesov, A. Cohen, V. Semichenko, H. Shelamova, etc.) pedagogues (E. Beda, V. Bondar, T. Buzovskaya, T. Varenko, S. Grant, O. Zarivnaya, L. Kondrashova, M. Cranston, P. Nicholson, O. Smith, O. Stolyarenko, V. Sukhomlinsky, D. Sue, N. Tkachova, Yu. Todortseva, O. Shavrina etc.), which emphasize the contradictoriness of this phenomenon, the ambiguity of its perception by students in the practice of educating a tolerant personality, present various means of its formation [6, p. 2].

Various aspects of the dialogue of cultures were the subject of research by M. Bakhtin, V. Bibler, A. Borisenko, M. Buber, T. Grushevitskaya, A. Lapshin, R. Milrud, S. Nikolaeva, V. Popkov, A. Sadokhin, V. Safonova, P. Sysoev, I. Stavitskaya, S. Ter-Minasova, N. Tveresovskaya, G. Cherednichenko, etc. However, despite a significant amount of research on the method of cultural dialogue, its role in shaping the tolerance of future teachers by means of a foreign language is highlighted in the scientific literature is not enough.

The aim of the article is to define the role of the method of dialogue of cultures in the formation of tolerance of future foreign languages teachers during professional training in pedagogical institutions of higher education.

Tolerance is viewed as a spiritual and moral quality of a person, which is expressed in the acceptance of the "other" as a person regardless of nationality, language, religion, convictions, membership in public organizations, social, property and official status, as well as age, health, sex, race; readiness to accept "others" as they are, to interact with them on the basis of consent through the development of their personality, open to the perception of different cultures, capable of respecting the multifaceted nature of human thought, preventing conflicts or solving them by non-violent means [6, p. 15]. Formation of a dialogue among future teachers in a foreign language of tolerance is facilitated by the use of a dialogue of cultures in the educational process.

The concept of "dialogue of cultures" is defined by philosophers as: "1) a kind of intercultural interaction that provides for an active exchange of the content of cultural counteragents while preserving their identity; 2) the process of communication of cultures, during which their mutual transformation takes place" [10, p. 62].

When studying a foreign language, the method of dialogue of cultures is seen as creating conditions for understanding differences in native and foreign culture, fostering tolerant attitudes towards representatives of other peoples, lowering the level of ethnocentrism, developing cross-cultural literacy, and skills of foreign-language intercultural communication. This is due to the fact that real knowledge of the language, according to A. Lapshin, is knowledge of his inner spirit, his logic and culture. It is language that should ensure the dialogue of cultures. However, to achieve efficiency in intercultural communication, it is not enough only to learn the language system and master the language skills and skills. It is necessary to learn how to use the language in accordance with the conditions of the socio-cultural environment of the speakers of this language. To continue the dialogue, the author continues, it is necessary to understand the cultures of other peoples, that is, cross-cultural literacy, which provides for "understanding the divergence in ideas, customs, traditions inherent in different peoples, the ability to see the common and different between different cultures and see the traditions of their society through the eyes of others peoples " [5, p. 47].

S. Ter-Minasova says about the close interconnection and interdependence of the teaching of a foreign language and communication of different cultures, which believes that "every lesson in a foreign language is a crossroad of cultures, this is the practice of intercultural communication, because each word reflects the foreign world and foreign culture" [9].

In higher education institutions, the dialogue of cultures is realized through the intercultural component of a foreign language, which creates the best conditions for educating students not only for recognizing differences in their own and foreign cultures and respecting them, but also helps to inspire a sense of pride for their country, people, culture. It is the intercultural component of the foreign language that fosters the formation of the students' understanding of the dialogue of cultures as the only possible philosophy of modern multicultural communities that is characterized by ethnic, racial, social and religious tolerance and empathy for representatives of other cultures.

In P. Sysoev's opinion, it is extremely important to create conditions for an effective dialogue of cultures, since the achievement of a full and equal intercultural dialogue means seeing not only the difference, but also the similarity in one's culture and culture, the language of which is being studied; perceive the difference as the norm of coexistence of cultures in a modern multicultural world; to form an active life position directed against cultural inequality, cultural discrimination and cultural vandalism, thriving in the modern multicultural world. The author assumes that by studying and observing similarities between cultures and communities of native and foreign languages, students will be able to expand their intercultural space and will perceive their peers from the country of the studied language not as "others" and "strangers"

but as contemporaries and fellow citizens of the unified world, united by common values, interests, professional activities, problems and ways to resolve them [8, p. 11].

Besides, P. Migirin continues this idea, the dialogue of cultures will promote mutual understanding and tolerance, respect for the individual and cultural differences, as well as the formation of a positive attitude of students to representatives of other cultural groups and the attitude to non-violent solution of contentious issues. [7]

The use of the technology of dialogue of cultures in the lessons of a foreign language is one of the most important means of fostering tolerance. Dialogue of cultures is an exchange of opinions and experience, comprehension of values and traditions of other people. In this case, a multifaceted process of teaching a foreign language through the prism of the multicultural traditions of our country takes place.

In addition, the content of pedagogical activity must be directed towards respect for human dignity, mastery of the culture of peace, ideas of complementarity and interdependence among people of different cultures. In this regard, E.Zelenov recommends the use of active methods of teaching and upbringing - business and simulation games, debates, discussions, discussions, use of the Internet as a means of building the skills of intercultural communication in the pedagogy of tolerance [2, p. 74].

We totally agree with the scientist, since it is informal communication that creates the conditions for the perception of another mentality, life styles and the formation of tolerance as the personality traits of the future teacher.

In our opinion, the formation of tolerance of future foreign language teachers is facilitated by studying such a discipline as "Practice of Oral and Written Speech", filling its content with materials of a tolerant orientation will help to identify, expand and enrich the experience of students in relation to the content of the studied material.

The task of classes in this subject is to expand the cultural knowledge of students, which involves their involvement in cultural values, acquaintance with the best works of world art, the formation of skills of tolerant behavior in different life situations. Such an approach creates conditions for focusing students' attention on universal human values, contributing to an increase in interest in foreign culture and language and overcoming cultural-centricity [4]. And the task of the teacher is to awaken and stimulate the activity of students, to create conditions for the development of foreign speech activity in the classroom, to equip them with the means of carrying out educational activities, since it is known that only through intensive interaction with the world is the development of personality [3].

Teaching "Practice of Oral and Written Speech" in the context of the dialogue of cultures contributes to the upbringing of a person of culture, committed to

universal human values, which has absorbed the richness of the cultural heritage of the past of its people and peoples of other countries, striving for mutual understanding with them, capable and ready to carry out interpersonal and intercultural communication, including means of the English language [1].

Formation of tolerance among future teachers of a foreign language occurs during the study, for example, such topics as "Culture of different peoples", "National cuisine of different peoples", "Etiquette and customs of different nations", "Religion, customs, traditions, holidays in different countries", which contributed to the acquisition by students of the skills of comparative-comparative analysis by students of various aspects of their own culture and culture of the countries of the studied language.

In form it can be an interview, a dialogue, an occupation-search, role-playing game, talk show, dramatization or what the Americans call workshop or panel discussion.

Practical lessons were carried out disputes, discussions, role-playing and business games of tolerant content as close as possible to future professional activity, staging of fragments of art works, exercises using English-language video materials (fragments of documentary, feature films, television programs, news) that displayed problems of tolerant / intolerant behavior of the characters in the plot.

In the extracurricular time, the quest "Traveling around the planet" was held, dedicated to topics that reflect differences in the greetings of different peoples, the significance of gestures, attitude to humor, rules of etiquette in the business world, public places, school, guests, etc.

Also, Internet resources are widely used: video conferencing, preparation and conduct of virtual tours of English-speaking countries (architectural sights, literary and art museums), communication with foreign peers, etc.

Based on long-term observations of students during the lessons on the discipline "Practice of Oral and Written Speech", saturated with educational content of tolerant content, we come to the conclusion that using the "dialogue of cultures" method in the educational process of higher education institutions contributes to the formation in future teachers of a foreign language of tolerance and the acquisition of skills and skills to carry out such activities in future professional activities.

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**COMMUNICATIVE APPROACH TO DEVELOPING
LINGUOCULTURAL COMPETENCE OF FUTURE FOREIGN
LANGUAGE TEACHERS VIA THE COURSE “LINGUISTIC
COUNTRY STUDIES”**

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Abstract. *The article substantiates necessity of including linguistic and country study content while developing communicative competence of students; demonstrates a scheme of applying the communicative approach to developing linguocultural competence of students as a system of country-through-language knowledge, skills and motives that enable effective communication in the process of cross-cultural intercourse. The model of developing such competence is based on the principles of authenticity of linguocultural material, philological way of cognition, polychannel perception of information; and encompasses motivating (psychological), orientating (factual) and communicative (subject-oriented, pseudo-communicative, creative) stages.*

Keywords: *communicative competence, cross-cultural communication, country-through-language studies, linguocultural competence, future foreign language teachers, philological training.*

Introduction. Fully functional communication in a foreign language as a target of philological training is impossible without taking into account national specificity reflected in the language, polycultural worldview contributing to penetration into the picture of the world of a language speaker. Thus, development of foreign language communicative skills is hardly feasible out of linguocultural context which is currently realized at higher school in two ways: (1) at foreign language practical classes such as “Practice of Oral and Written speech”, “Communicative Course”, “Practicum in Speech Communication”, “Communicative Strategies”; (2) at special classes – “Linguistic Country Studies”.

As for the first case, the focus is placed upon language. Although material is selected according to the principle of authenticity, acculturation and oriented at mastering facts, norms and values of another culture, emphasis is placed on

linguistic and speech components of communicative competence without considering the other ones.

Conversely, academic discipline “Linguistic Country Studies” is often interpreted as an secondary, subsidiary one and its role in the system of developing foreign language competence is frequently understated. The notion “linguistic country studies” is commonly confused with pure “country studies” which consequently results in learning facts about nature, population, economics, education of the country. Therefore, development of communicative competence is overlooked.

“Linguistic Country Studies”, however, is a philological but not social science, its aim being learning language. Yet the language is mastered alongside the country’s culture, on authentic country-specific and culture-oriented orientation material. Linguocultural material used in the course of “Linguistic Country Studies” is represented by discourse of publicist, belles-lettres and conversational styles and mostly affects students’ emotional sphere. Unlike this, the course of “Country Studies” is built on purely encyclopedic, scientific genres and affects the cognitive sphere. Another fundamentally different feature of country-studies material is that here texts can be represented in the native language whereas linguocultural – in the target language. Even if the latter is in the native language, their aim is to focus upon linguistic units necessary for effective communication.

Review of literature. Necessity of acculturation of language learners was first raised by foreign scientists – Ch. Fries, D. Hymes, R. Lado, E. Simonet, etc. The issues of interrelation between language and culture are raised in publications of W. Humboldt, D. Gudkov, V. Krasnykh, V. Potebnya, B. Worf, V. Zhayvoronok, etc. Linguocultural principles of studying languages were first formulated in home research papers by E. Vereshchagin, V. Kostomarov, who emphasized importance of using culture-oriented material in the process of teaching Russian as a foreign language [5]. Likewise, such researchers as V. Bader, I. Korshunova, O.Kulykova, O.Palka, G. Savytska, etc. recommend focusing upon linguocultural aspect while learning Ukrainian; and V. Furmanova, O. Horodnya, R. Pavlyuk, G. Tomakhin – in the process of mastering English.

We believe that “Linguistic Country Studies”, deliberately introduced in the academic program of philologically oriented higher school as a condensed, communicatively and culturally oriented philological discipline, is a most effective precondition of developing foreign language communicative competence taking into account its entire structural elements – linguistic, speech, discourse, strategic, cross-cultural and, most importantly – linguocultural competence. Linguocultural competence is a system of country-through-language knowledge, skills and motives that enable effective communication in the process of cross-cultural intercourse. [3]

“Linguistic Country Studies” is aimed, firstly, at teaching language and specificities of national culture via the language; secondly, at developing foreign language competence as an ability of adequate perception of interlocutor’s speech or original texts and producing own communicative acts. The object of the discipline is linguistic units most brightly rendering national specificities of the country whose language is learnt: culture-specific, non-equivalent vocabulary (units denoting object and notions typical of the culture of one nation and not typical of others, e.g. *Apache, bushel, glimpse*), connotative (units whose semantics has a stylistic feature different from a corresponding unit of the native language, e.g. *the Volga, Ivan*) and background vocabulary (units whose lexical meaning coincide, while their semantic parts contain additional information about the target culture, e.g. *school, college*). The mentioned units can and must be learnt to achieve the principle aim of the discipline – to develop students’ communicative competence.

Hence, **research aim** is to demonstrate efficacy of the model of developing foreign language communicative competence of students via the discipline “Linguistic Country Studies”.

Methods and materials. Twenty two students specializing in teaching the English language and literature at secondary school, and ten – French – at the Department of Foreign Languages department of South Ukrainian National Pedagogical University (Odesa, Ukraine) and Izmail State Humanitarian University (Izmail, Ukraine) (Academic Bachelor Degree Program) correspondently participated in approbation of the model elaborated. To determine the initial level of culture-oriented knowledge we applied tests “Test your Sociocultural Competence” [4, p. 412-418], «Tests D’Evaluation de La Civilisation Progressive. Intermediate» [2, c. 37-43], which demonstrated that 11% of students have a high, 23% - medium and 49% - sufficient level of the knowledge mentioned; almost a fifth of the respondees testified quite approximate, episodic knowledge, i.e. demonstrated a low level. The methods of initial and further research are modeling, observation, experiment, testing, questionnaire.

Discussion. To reach the set aim we introduced the model of developing foreign language communicative competence in the process of studying the discipline “Linguistic Country Studies” (Table 1).

Table 1
The model of developing foreign language communicative competence via the discipline “Linguistic Country Studies”

Categories	Contents
PRINCIPLES	<ul style="list-style-type: none"> - Cross-cultural communication (content exchange between agents of different cultures); - Authenticity of culture-oriented information (use of original, clear to natives materials reflecting national specificity of the people); - Philological way of cognition (exploring national specificity via its language); - Polychannel way of information perceiving.
WAYS AND TECHNIQUES	<ul style="list-style-type: none"> - Communication with native speakers (in speaking clubs, or on special internet-sites designed for communication with peers from other countries, e.g. sharedtalk.com, easylanguageexchange.com, hellotalk.com, etc.) - Reading texts of belles-lettres and publicist genres; - Work with video material: feature, documental films and commercials; - Work with texts of small genre, songs, poems.
STAGES	<p>1.MOTIVATING (psychological): introductory presentation based on authentic culture-oriented audio and visual material to form a positive attitude to cultural specificities of the country and the atmosphere of interest.</p>
	<p>2.ORIENTATING (factual):</p> <ul style="list-style-type: none"> - Orientating lecture-review with pointing out content knots on the theme; - Feedback (test checking of mastering culture-oriented material on the theme; writing essays).

	<p>3.COMMUNICATIVE</p> <p><u>Subject-oriented:</u></p> <ul style="list-style-type: none"> - Group work with two-way (linguocultureme – its definition) cards made by students; - Explanation, description or individual searching for words-realia and paremic units on the theme. <p><u>Pseudo-communicative:</u></p> <ul style="list-style-type: none"> - Translation, research work and discussion on the issues of publicist texts; - Work with authentic dialogues of conversational genre (tapescripts of real-life conversations); analysis and staging of thematic talks; - Work with maps, photos, reproductions of paintings (role play) <p><u>Creative</u></p> <ul style="list-style-type: none"> - Discussion of the ideas and linguoculturemes represented in extracts from belles-lettres works, e.g. “Ellis Island as a representation of The American Dream” (“The Shoemaker’s Wife” by A. Trigiani), “Image of the French Woman in novels by A. Gavalda”, “France as a community of consumers” (“99 Franks” by F. Beigbeder), etc. - Presentation of projects on linguocultural themes, e.g. “The largest rivers of the USA – what’s behind their names? (etymology and brief description)”; “Description of American geography, flora and fauna in literature (J. London, J. Verne, T. M. Reid, etc.)”, “Paris dans la literature et la peinture” .
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Results. Organization of studies due to the suggested model attested to the increase of the quality of training, i.e.:

1.Final assessment of educational progress testified that 28% of students reached a high level of mastering material, 53% – medium, which is totally four times as much as the number of the students who demonstrated the sufficient level (there are only 19% of them).

2.Current assessment of students’ progress was performed according to the criteria of the development level of foreign language communicative competence suggested in the Common European Framework of Reference [1] – linguistic (vocabulary, orthographic, phonological control, grammar accuracy), speech (overall listening, reading comprehension, overall spoken interaction, sustained monologue, public announcement, overall written skills); sociolinguistic, pragmatic (flexibility, thematic development, coherence) criteria. The students’ reflection indicate that such assessment focuses on linguistic but not regional orientation of the discipline which naturally influences the quality and level of motivation of students of philological educational bias, and enhances complex development of foreign language communicative competence.

Conclusion. Linguocultural orientation of teaching foreign languages enhances comprehending and admission of national specificity of a culture, formation of culturological competence as a component of foreign language communicative competence. On the other hand, philological and communicative bias in culturological disciplines like “Linguistic Country Studies” increases motivation, enhances cognitive activity of students majoring in teaching foreign languages since it consistently forms linguistic background similar to the one that is kept in a native’s consciousness. The suggested model proved effective as an educational system, which nevertheless does not claim to be universal and complete. Our further research is aimed at developing an academic module on forming written component of the linguocultural competence via the course “Linguistic Country Studies”.

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**VALUABLE MARKS OF THE “NEW UKRAINIAN SCHOOL” AT THE
NERUBAISKIY EDUCATIONAL COMPLEX “SCHOOL-
GYMNASIUM”**

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Abstract. *The article presents the experience of the functioning of the Nerubaiskiy educational school complex “school-gymnasium” which reflects the modern practical directions of improvement of the school educational and upbringing process in the context of the implementation of the Concept “New Ukrainian School”. The conditions are stimulating students to critical thinking have been created. It has been proved that the latest information technologies have a significant impact on the efficiency of learning knowledge of students. The results of the introduction of interactive teaching methods that develop the cognitive abilities of students have been described. The author examines co-operative learning and the idea of integration in education. There has been proposed pedagogy of partnership as a key component of the formula “New Ukrainian School”. The innovative forms and methods of forming the basic competencies of students have been analyzed.*

Keywords: *innovations in education, concept “New Ukrainian school”, critical thinking, principles of integration, pedagogy of partnership.*

Relevance of research. The organization of the educational process in a secondary school in the conditions of reforming the system of education is of growing interest not only of specialists but also of the public. First of all, the reorganization of the existing ones and the creation of educational institutions of a new type, the modernization of the structure and content of the educational process on the democratic and humanistic principles are among the priority directions of the reformation of education.

Solving these problems is possible only for a teacher with a high professional, cultural and intellectual level of training. He has not only to deliver ready knowledge but also to ensure the development and self-development of the personality of the student, self-realizing creative potential opportunities in the educational process.

Under these conditions the teacher must master the knowledge and skills of diagnosis, goal-setting, develop appropriate teaching aids and investigate the dynamics of the diverse student’s state. All this is a means of developing his professional activity.

Professional activity of the pedagogical staff of the Nerubayskiy educational complex “school-gymnasium” in the aspect of educational innovations is the most important source of innovative and inventive ideas. However, in order to ensure the high effectiveness of innovative research teachers-practitioners need to master the appropriate methodological and methodological training, the bases of innovative experimentation.

New conceptual ideas and conditions for the reformation of education require the reorientation of teacher’s pedagogical activity to new spiritual values, in the center of which is the formation of a student’s integral personality. In particular, the Minister of Education and Science of Ukraine L. Grynevych emphasizes that new goals of school education confirm new priorities of the educational process. This involves the formation of a truly new pedagogical thinking at all levels of pedagogical activity. A teacher, a school leader, a methodologist, an inspector should be united in their readiness to make decisions in the interests of the child, be receptive to innovations, creativity, be able to choose pedagogical affiliations and be responsible for their own choice [1].

Two important conditions are stated here: the need to form a new thinking of the teacher and the integration of the effective influence on the formation of the individuality of the pupil and workers of all educational branches involved in the education and training of young people.

Analysis of recent research. Today, the research related to the introduction of interactive teaching methods proves their positive impact on the self-esteem and self-perception of subjects in the educational process (V. Kan-Kalik, N. Klyueva, E. Sidorenko, L. Petrovskaya), reveal the priority role of the development of skills of personal communication (L. Geikhman, L. Zaretska, D. Makhotin), formation of social experience of personality (N. Kulikova). The issues of the course of innovative processes in the field of education are devoted to a sufficient number of Ukrainian publications (L. Vaschenko, L. Danilenko, I. Dychkivska, O. Kozlov, G. Sirotenko, V. Palamarchuk, I. Pidlasiiy) and Russian scientists (B. Gershunsky, C. Lazarev, N. Yusufbekova etc.). At the same time, we present modern practical directions of improvement of the educational and upbringing process of the school in the context of the implementation of the Concept “New Ukrainian School” in the work of the Nerubayskiy Educational and Training Complex “School-Gymnasium”. This educational institution develops innovative forms and methods of teaching, improves the means of forming a holistic outlook of students, implements interactive and informational and communication technologies of education and education which ensure the harmonious development of the child’s personality, his creative potential and self-realization opportunities.

The purpose of the article: revealing the experience of the functioning of the innovative educational institution namely the Nerubayskiy educational and

upbringing complex “school-gymnasium” which works on the basis of the Concept “New Ukrainian School”.

Presenting the main material. We believe that the purpose of the “New Ukrainian School” is to educate an innovator and citizen who is able to make responsible decisions and adhere to human rights. Therefore, by introducing the Concept of “New Ukrainian School” in the educational-educational complex “school-gymnasium” the main need is to train specialists who are able to study during their life and to think critically.

Critical thinking is, above all, a scientific thinking, the need for which in the information society is becoming more and more relevant. Modern high-quality humanitarian education is difficult to imagine without critical thinking.

A person with developed critical thinking can explore educational, professional and life situations, identify ways to solve problems and evaluate them in order to choose the optimal, make independent decisions and predict their consequences [2].

The adapted implementation of the technology of developing critical thinking in a modern lesson was made possible by the scientific and methodological developments of O. Pometun [6] which we used.

We consider it appropriate to focus on the structure of the lesson built on the method of developing critical thinking. It consisted of three stages:

- introductory part of the lesson, aimed at actualizing and motivating students’ learning activities;
- the main part of the lesson during which the process of perception and comprehension of the new was going on;
- the final part of the lesson (reflection) which should provide a synthesis and evaluation of the information [5].

The descriptive content of the stages of the lesson resembles known stages of the ordinary lesson. But their semantic content is somewhat different: all three stages of the lesson on the method of critical thinking are based on active learning where the teacher is a facilitator and students are subjects who independently carry out the process of cognition.

Here are examples of the use of active teaching methods that we used at the lessons in the educational complex. In our work we used such a method as, for example, “Mark in the text”.

The essence of the method: before reading the text the children were given the task of highlighting the most important information in the text marking it with certain icons or letters on the shores of the text. Then students were encouraged to review the sentences where they put the marks so that they could briefly reproduce the content:

N. - an important name;

D. - an important date;

! - important information;

!! - very important information.

The described method allowed not only to analyze the information text but also to think about it, to comprehend it, to find moments that caused additional questions, stimulated the search for an answer.

It was concluded that the main characteristics of the learning process focused on the development of critical thinking of students are: the use of cognitive tasks in the classroom, the implementation of which requires the possession of intelligence analysis, synthesis, evaluation; organization of the educational process as a study of a certain topic, implemented through the interaction of students; developing students' own thoughts, conclusions and decisions through the application of certain methods of thinking as a result of learning; systemic development of students' skills of reasoning, formulation of judgments and conclusions; formation of the ability to use graphs and schemes in the execution of actual tasks, to find and interpret original documents and sources of information, to analyze arguments, to substantiate the conclusions; constant evaluation of learning outcomes using the feedback "students – teachers" based on the research activity of the teacher in the classroom [4].

To the methods of critical thinking there have been included discussion, the method of mutual questions, the method of reconstruction, the method of directed reading and listening, the method of errors, the method of proof from the opposite, the method of critical examination etc.

The aforementioned methods of critical thinking are considered by us as a certain tool by which a person solves such problems as behavior; orientation to certain values; points of view which are closely linked with the aspirations of man to the knowledge of truth [7].

An effective solution to the problem of forming critical thinking of a person will be possible if there is a strict combination of technologies, methods, models, strategies for forming critical thinking with psychological and pedagogical support.

Psychological-pedagogical support is considered as a process of system interaction in which both the teacher and the student take part. The task of this interaction is to help the teacher and the student to interact effectively and make joint decisions, discuss problems, adequately assess the situation, and jointly find and refute false judgments [6].

Work in class should be supplemented by self-actualization of knowledge by students since learning is not only the learning of knowledge but "the change of the internal sensory-cognitive experience of a student associated with his entire personality") [3]. Therefore, it is very important to help schoolchildren to master the skills and abilities of self-education.

The 21st century is the time of transition to a high-tech information society in which the quality of human potential, the level of education and culture of the population became crucial. Today, for the development of the interest of

children to study in the classroom it is not enough only the personal qualities of the teacher. It is also necessary to create new technical conditions for training. Therefore, we pay attention to the use of the latest information technologies at the lessons at the Nerubayskiy educational complex “school-gymnasium”.

The pedagogical collective of the complex conducted a survey of school students to determine the impact of information technology on the effectiveness of the lesson and increase the activity of students. It was found that 92% of the students liked computer-less learning lessons (87% of them noted that they learn better with the teaching material), 3% of students do not care whether information technology is present at the lesson, and 2% believe that computer distracts from learning. Consequently, based on these results, it can be concluded that the importance of using ICTs in the classrooms is not exaggerated, but indeed has a significant impact on the effectiveness of learning of students.

The social skills and abilities of the child are effectively formed in a specially organized group work based on cooperation. Therefore, cooperation, we believe, is the most effective method of teaching that successfully develops the social competence of students: the ability to negotiate, collaborate, work together, which will eventually lead them to success not only in school but in life. Cooperative work can be attributed to the interactive method of learning and hence, the method of a focused specially organized interpersonal interaction between the teacher and students; students with each other [4]. In addition, it brings higher educational results in comparison with traditional frontal forms and methods.

In cooperative teaching methods the teaching staff of the complex widely uses various techniques and means for a comprehensive consideration of the topic or the problem. Cooperative learning method is a way for pupils to interact in small groups united to solve a common task.

The technology of cooperative learning is one of the innovative technologies used in the educational activities of students in small groups at the Nerubaiskiy NEC, and is based on the interaction of the participants of the educational process united by the general educational purpose. At the same time each of them retains his personality and is responsible for his own academic achievements and social achievements [1].

To work on the technology of cooperative learning it is necessary to change their personal approaches to learning since in this case the students completely change their lives in the classroom and the confident preparation (didactic, moral) for both the students and the teacher is necessary. Much attention should be paid to the formation of a cooperative team (class) where everyone can listen, hear and support their partner.

We use the method of applying cooperative forms of study in stages. At the first stage we teach children to interact in the frontal activities using the

following techniques: the use of didactic games that develop the ability to listen to each other; in the event of a difficulty in responding to a student, he calls himself an assistant; introduction of methods of verbal communication: the mark (+) – agrees (–) – disagrees; (!) – I want to supplement, (?) - did not understand, gestures, facial expressions [2] are used.

The next stage is the transition to a belief in the importance of cooperating people to achieve their best result. Attracting parents to bring examples from life, analysis of successful competitions, holidays, excursions. The tasks are used which make it possible on their own experience to make sure that they are working together.

Joint group activity is effective if it is organized systematically and after each work must be discussed the success of the work done [2].

With the systematic organization of cooperative learning in the educational process and the observance of certain conditions in school-age children there is an increase in their subject activity, becoming a student of the subject of self-development. Under such conditions of the educational activities the children experience a sense of pleasure, exercise freedom of choice and responsibility finding confidence in their own forces and therefore become happy and successful.

We believe that cooperative learning contributes to the formation of social competence of students as well as the successful adaptation of schoolchildren in society, the solution of the key problems of modern life, the professional self-determination of students, and ultimately give the child a real chance to be successful.

It is necessary to describe the primary level of education in the Nerubayskiy NEC.

This year, there were innovations in elementary school including: integrated themes, more walks and refusal from textbooks.

There has been a very interesting novelty such as morning meetings. The morning meetings provide an opportunity to show the children that they are a team and at the same time a part of a larger community. The day-to-day exercises during the morning meeting helped children to learn how to work with their peers respecting them as individuals.

It is very important to create a holistic view of the world. The world should gradually expand in front of the child. In order not to be afraid of new terms the student must get acquainted with what surrounds him. One of the innovations is the so-called integrated themes.

Children spend most of their time out-of-doors, in the fresh air they investigate the local environment in which they live. There have been provided research and cognitive projects and excursions in particular on the initiative of children. They communicate more and more and defend their point of view, receive tasks

and jointly carry out projects that relate to their real life. The tutorial ceases to be the sole source of educational information for the child.

The main goal of the integrated lessons should be not the presentation of the maximum amount of information but the formation of a coherent picture of the world and raising the cognitive interest of students [3].

At the same time we find productive conducting in the gymnasium of integrated non-standard lessons: a trip-lesson, a fairy tale-lesson, a holiday-lesson etc. At such lessons teachers organized conversations, discussions on the content of cartoons, literary texts reading, publications in children's periodicals and also collective creative work and educational projects.

The basis of the effectiveness of integrated lessons is a clear definition of the purpose and their respective planning to ensure comprehensive consideration of students of a particular object, the concept of phenomena using the means of various educational subjects [2].

We found that the feature of integrated lessons in elementary school is that such lessons can be conducted either by one teacher who teaches integrating subjects, and by two teachers in cases where the second or third integrated subject is taught by another teacher (such as music, art, foreign language etc.). Preparing for an integrated lesson involves a comprehensive study of the subject, counseling with specialist teachers on those subjects that will be integrated.

The modern Ukrainian school does not only change the content of educational subjects and methods of teaching them but also puts the task before educators to establish partnerships between school and parents in order to increase their pedagogical culture, to form tolerant attitude towards their children and models of constructive behavior in different life situations.

One of the means of realizing this task is non-standard parenting in the format of the training there has been conducted in the gymnasium. The purpose of such a meeting was to discuss the problem of adaptation of first-graders to school education, to increase the representation of parents about the psychological and physiological characteristics of children of six years, the formation of pedagogical competence of parents.

Here is a sample of parenting meeting in the format of the training "Adaptation of the child to school" in Nerubayskiy NNK. The parents' meeting began with the introductory word of the teacher who set up an interesting activity, suggested starting with the stage beginning every day namely with a morning meeting. The teacher made it possible to immerse himself into the atmosphere in which the children work every day (exercise "The Web"). Parents were asked to fix the thread around their finger, send a ball in a circle, name their name, the name of their child, express their wishes to the children and expectations from the meeting.

After completing this exercise, they summed up and concluded: all parents love their children, everyone wants to see their children healthy, intelligent, educated and tolerant.

Then the second stage of the morning meeting was held in particular a group lesson. The parents created a portrait of the elementary school pupil. On stickers, parents wrote down how they want to see their children, created a bouquet of flowers or attached them to silhouette images. Each father tried to express his opinion, vision, desire etc. There have been conducted such games with parents as “Names Chain”, “Words of Endorsement”, “The Magic Box”, “The Flower of Childhood”, “The Rights of Parents and Children” as well as practical works namely “Creating a Greeting Card”.

Conclusions. The main task of the school is to provide a competent approach. To make the children’s knowledge, skills and abilities acquired in school useful in practical life. The approaches to the educational environment and the educational process themselves are changing. Now children, for example, at elementary school, can do tasks on the carpet, moving, playing, working in pairs, groups, in a circle. On this path, the school and the family should work closely together. Only through concerted, affiliated actions of all participants in the educational process we can achieve high results and implement successfully the school reform in life.

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**ARTISTIC EDUCATION IN INTERDISCIPLINARY DIMENSION:
THEORETICAL ASPECT OF AN ISSUE**

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Abstract. *The interdisciplinarity of artistic education lies in the versatility of the influence of art on all cognitive processes of man and the ability of artistic-figurative embodiment of any topic and plot that concerns the person - the artist and the recipient. The origins of interdisciplinarity as a scientific paradigm lie in the theory of communication. The basis of interdisciplinarity lies in the scientific semantics: interdisciplinarity performs a syntactic role, on the one hand, and on the other, contributes to the growth of semantic connections in schemes and transitions between different subject areas. A promising strategic direction is to increase the cultural intensity of all academic disciplines. Simplified-practical use of art as an illustration, «figurative confirmation» of life's phenomena ignores its high purpose.*

Keywords: *strategy, benchmarks, development, post-classical paradigm, artistic education, interdisciplinary discourse, innovative model, communicative practices.*

Introduction. The humanistic model of personality development focuses on post-classical worldview, in which events are not limited to causal relations and can be considered through semantic, synchronic, energy, and structural relations. Accordingly, an important trend in the study of personality development should include not only the knowledge of the regular, general, universal, repetitive, but also random, separate, non-repetitive, individual. The processes of transformation are interpreted as open and self-organized, and they need to give the status of the fundamental factor in the development of the personality. This means the rejection of coercive causality, the consideration of chance as an external obstacle to the investigated process, which needs to be neglected.

The new educational paradigm involves the transition from the construction of average statistical schemes and universal recommendations to the understanding, that any students can be successful, provided that they have the maximum degree of freedom in choosing individual cognitive strategies and creating high self-development motivation.

Any step pedagogy of modern art in terms of integration of knowledge related to various art disciplines is very strong phylogenetic and ontogenetic basis. This step is always natural and effective, both in the field of general education and in the field of special artistic education. The move grounded in different age

categories of business education: the older they are, the more important the integration of interdisciplinary art disciplines becomes «logos» (in the broad sense of the ancient Greek word).

The purpose of the article is to highlight the theoretical foundations of interdisciplinarity in the context of the implementation of the new concept of artistic education.

Overview of sources. Interdisciplinarity is considered as an organizational principle, since it is about the conformity of the educational process organization with the requirements for the formation of a coherent picture of the world representations, a corresponding world outlook. The origins of interdisciplinarity as a scientific paradigm lie in the theory of communication (L. Vygotsky, S. Freud, C. Jung). At the heart of interdisciplinarity lies the scientific semantics: interdisciplinarity performs the syntactic role, on the one hand, and on the other hand, contributes to the growth of semantic connections in schemes and transitions between different subject fields (M. Epstein, G. Tulchinsky).

The revealed trends in the development of artistic education in the multidisciplinary discourse orientate the scientists towards the definition of strategic approaches, among which one can name the concepts of development of the spiritual potential of the personality in the field of musical art (O. Oleksiuk, G. Locarev, N. Popovich, Y. Sverlyuk, M. Tkach, etc.) and humanist orientation of the professional training of future musical art teachers (G. Padalka, O. Shelokova, O. Shevnyuk, L. Kondrastska, etc.).

Main Material Presenting. Particular mention should be made of the scientific searches of national scholars on the development of higher artistic education in the Euro-Atlantic university space. Among them, their specificity distinguishes patterns associated with the use of various types of art (musical, artistic, dance) for therapeutic and preventive purposes.

One of the prerequisites that defines the conceptual framework of interdisciplinarity, as well as adequately reflects the strategic guidelines for the development of artistic education is the creation of an innovative methodological base, taking into account the traditions and innovative experience within the socio-cultural space. The most difficult aspect of this problem is the discovery and justification of innovative models during communicative practices in the interdisciplinary discourse.

For many years, the scientific form of cognition dominated in native education, other scientific opinions and relevant branches were suppressed, which negatively affected the quality of education at the level of development of the spiritual-ideological consciousness and self-awareness of the young generation of specialists. Today, when the spiritual and ideological role of science becomes more and more significant, the teaching process at the university involves not only the formation of knowledge, but also the transfer of

the «spirit of science», «traditions of science», «semantics of science». Also, to these concepts we refer to spiritual values and moral norms that are characteristic both for science as a whole, and for certain branches. It should be noted that science is not the only way of knowing the world, because if a student can learn from the teaching and methodological literature, then the trainer is always a teacher.

In our opinion, the integrity of knowledge implies a combination of science with the dominant scientific method in the field of humanities, art, religion, etc. Nature and society are a holistic phenomenon, so a student must get objective knowledge about nature, society and the role of man (personality) in this process. The limits of our intervention in life processes are determined not only by the scientific and technical capabilities, but also by the concepts of the phenomenon and the essence of man. Thus, there is the need to consider the problem of integrating the spiritual potential of humanities and science. Successful realization of the spiritual potential integration of humanities and natural science is possible in the students' formation conditions of the modern scientific world picture on the basis of knowledge and universal educational actions of these branches [3, p.7].

In today's conditions of rapid social and cultural changes taking place in ontological and epistemological representations of the world, the phenomenon of changes that require a profound cultural transformation of all spheres of public life, in particular, in the educational sphere, is clearly traceable. So, at present, the dominant tendencies in the development of the international community have led to the emergence of post-classical educational paradigm, which is determined by the reorientation of society on the spiritual development of people, their personal qualities and values in terms of knowledge of the world. Thus, in the methodology of modern social and humanitarian knowledge, there is a need to include in its circulation the categories of man and, accordingly, the expansion of a categorical series of such spiritual and psychological phenomena as integrity, subjectivity, personality, personality, spirituality, spiritual potential, etc. The determining factor that ensures the preservation and enhancement of the essential nature of personality is education. However, it is necessary to recognize the fact that the existing presentation of education as a way of translating knowledge does not meet the challenges of the present. Modern education continues to produce technocratic outlook, unilateral pragmatic teachings, and practical forms, methods and means to a large extent correspond to classical and non-classical educational paradigms, while post-classical reality has other goals and priorities.

The dominant source of the integrity of the educational process is the presence in the teacher of a harmonious image of this process (ideas, concepts, technology, and experience). Signs of integrity in this case are: the presence of sufficient grounds for achieving the goal of the pedagogical system, its ability to

self-development, the ability to generate «outcomes». Such a result is possible only if there is an initial basis for constructing an educational process as a unity of personality, tasks and results, a teacher's system of competencies [4].

Modern science has put in the center of research a comprehensive interdisciplinary approach, integrating various branches of scientific knowledge (not only social and humanitarian but also natural) around the problem of the complete knowledge of Man. The spiritual component, based on the artistic education, will become the cornerstone which will raise education on the basis of integrity, interdisciplinarity, and integrity in order to develop the spiritual potential of the individual. It is such a feature of post-classical artistic education that it is hoped that future professionals will be carriers of creative initiative and civic engagement [3, p.6].

Interdisciplinarity as a modern form of fundamental education – the main direction of modernization of the university, and the development of fundamental interdisciplinary approaches in university education comes to the fore. The question of the university space inconsistency, divided into faculties and the department, which contradicts new realities and requirements for education, is becoming relevant. As a result, in education it is necessary to form new professional orientations. So, the model specialist should lay such characteristics as adaptability, flexibility, readiness for change, etc.

The introduction of spatial concepts in the study of the spiritual potential of personality caused the need to revise the linear representation of the educational process as a causal process, in which the personality of a professional develops. The basis for this is the post-classical type of rationality, which makes possible the understanding of man in education as the center, the purpose and value of knowledge. The semantic field of post-classical artistic education is quite broad and multilevel, related to the scale of certain phenomena in social practice and media space. Such a multifaceted nature involves creating the image of the desired future, the formation of goals and means for its achievement in research projects, scientific and pedagogical schools taking into account the new educational paradigm.

The knowledge integrity involves the combination of natural science with the dominant scientific method in the field of humanities, art, religion, etc. Nature and society are a holistic phenomenon, so a student must get objective knowledge about nature, society and the role of man (personality) in this process. The limits of our intervention in life processes are determined not only by scientific and technical capabilities, but also by the idea of the phenomenon and the essence of man. Hence there is the need to consider the problem of integrating the spiritual potential of humanities and science. Successful realization of the humanities' spiritual potential integration and science is possible in the conditions of students' formation of the modern scientific world

picture on the basis of knowledge and universal educational actions of these branches.

Native language literacy can be considered not only as a result of subject learning, but above all as a means of realizing the spiritual potential of natural science education, which defines the foundations of the general culture of the nation. The problem is the lack of realization of the natural science education spiritual potential as the value orientations of needs basis, motives, interests, ideals, beliefs. Formation of the ideological orientation of education in accordance with the state policy vector will be achieved upon the successful implementation of the spiritual natural science education potential, which involves the formation of a socially active individuals, respect for their people, culture and spiritual traditions.

The real ways of realizing the spiritual potential of science in humanitarian education are to improve the education content, the creation and modernization of new educational, methodological and diagnostic materials. This is especially true for artistic education at the present stage of its development, where one of the main trends is the integration of modernization processes.

The key issue, and hence the main issue of the theory and practice of artistic education, is the relation of human values and the vital life of a person. The context of mastering the value space of artistic education potentially involves the search for integrated knowledge based on the use of post-classical scientific rationality type. In this connection, the possibility of the non-humanitarian knowledge existence, based on the laws of classical science, is increasingly questioned.

In this regard, the specialization of O. Danyliuk [2] deserves special attention, according to which integration does not exhaust the combination of educational content, this phenomenon is revealed in the interpenetration of knowledge and consciousness. The author states that competence as a meta-object education can be formed through specially organized integrated educational spaces.

In this space, not a specific discipline, and not even a complex of disciplines is studied, and a certain scientific phenomenon, or event, a phenomenon of cultural or social life. O. Danyliuk considers the integral educational space as the main organizational unit of a competently oriented process in a higher school, which reproduces an integral fragment of cultural and professional reality. Consequently, the educational process in high school should be constructed as a set of logically completed structural components – integral educational spaces.

Spatial organization of competence-oriented artistic education can serve as the basis for designing new educational programs, the content of which is a trajectory for the development of competence. Integral educational space requires content and methodological harmonization of different disciplines in order to create a generalized model of competence-oriented education. Thus, a

competent approach, if implemented in the educational process of an artistic higher education institution, will facilitate the transition to a post-classical model, taking into account interdisciplinary integration. Knowledge in the content of the educational process relates not only to the peculiarities of educational activities, but also to external value-oriented structures that connect internal goals with external cultural values and norms. Spiritual «I» of the subject correlates with the general cultural potential – the basic socio-cultural values. The degree of formation of a person's core value determines what the future competence of the future specialist will actually be formed.

The concept of E. Bondarevskaya considered the principle of interdisciplinary approach in modern university education. The author believes that this principle is implemented in the content of psychological and pedagogical, scientific, methodological, subject, technological, educational and other aspects of teacher training. «Interdisciplinarity», says the author, «whose main purpose is to ensure the sciences and educational modules interaction in the formation of the teacher's integral personality, is a real expression of the system-forming pedagogical education role in the professional training of students of all specialties. In this regard, it is obvious that the implementation of the interdisciplinary approach will contribute, on the one hand, to the introduction of the pedagogical component in the content of all areas of education ... and, on the other hand, to enrich the content of the pedagogical education itself with the necessary components of each other direction of university education» [1, p.33].

Conclusions. Modern conception of education as a phenomenon of domestic and world culture, as a force capable of overcoming the contradictions of civilization, the source of continuous development of a person in the profession requires a comprehensive interdisciplinary discourse. A deep analysis of the content of artistic education involves the study of the integration of scientific knowledge, since it is a universal way of translating cultural and historical experience, the conditions for the deployment of spiritual essential forces of a person by means of art.

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Pankevich Helen

INDICATORS DETERMINATION OF CULTURE OF PROFESSIONAL INTERACTION OF FUTURE SPECIALISTS IN THE SOCIONIC SPHERE

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Abstract. *The article discusses the indicators of the culture of professional interaction of future specialists in the socionic sphere, determined in accordance with the components of the phenomenon and the criteria for their evaluation: the existence of value orientations, motivation to achieve success, the direction of the personality (incentive criterion); familiarity with the specifics of professional interaction, communicative barriers, means of manipulation (knowledge criterion), possession of verbal and non-verbal means of communication, listening skills, use of media tools (operational criteria), the presence of skills for emotional regulation, prevention of conflict situations, decision-making (activity criterion), the presence of moral and strong-willed qualities, tolerance, creativity (personal criteria).*

Keywords: *future specialists in the socionic sphere, culture of professional interaction, criteria, indicators.*

In modern society, professions of the type "man-man", belonging to the sphere of socionic professions, are widely spread, the peculiarity of whose representatives is the activity of interaction with another person or group of people. Given this, an important task of higher education institutions is the formation of a culture of professional interaction among students, which will ensure their successful professional activity in the future.

The culture of professional interaction of future specialists in the socionic sphere is understood as a complex personal unit characterized by the availability of professional knowledge, skills and abilities to plan properly and implement professional interaction based on dialogue, possession of verbal and nonverbal communication tools, the availability of professional values, the ability to recognize the emotions of others and manage their own emotions while interacting with partners in the community skills to prevent and resolve conflict situations arising in joint professional activities, use the media to solve professional problems.

In the structure of the culture of professional interaction of future specialists in the socionic sphere, the motivational and valuable, professional and cognitive, communicative and speech, behavioral and regulative, individual and creative

components are distinguished.

The aim of the article is to determine the indicators of the selected criteria for assessing the levels of formation of the culture of professional interaction of future specialists in the socionic sphere.

So, the motivational and valuable component of the culture of professional interaction of future specialists in the socionic sphere was assessed according to the incentive criterion.

The first indicator of this criterion is the presence of value orientations, since they determine the behavior of a person, they are a mechanism for regulating professional activity, which is especially important for the professions of the socionic sphere. Value orientations are formed in the process of personal acquisition of social experience. For the culture of professional interaction, it is important to develop group values that regulate relations with classmates during training in higher education institutions and in the future with colleagues. In our opinion, such value orientations are communication skills, respect for partners in professional activity, cooperation, partnership, mutual assistance, attentiveness in relations, etc.

Another indicator of the incentive criterion is the orientation of the individual, which provides for the purposeful professional formation of the future specialist, the recognition and acceptance of professional values, the formation of one's own attitude to the tactical and strategic goals and tasks of professional activity [3, p. 123]. In the aspect of research, we consider it important to focus on personal interaction with colleagues and people around us in order to achieve our goals and objectives.

The next indicator of the incentive criterion is the presence in future specialists of the socionic sphere of motivation to achieve success, which is a form of manifestation of the need for achievements, namely: the aspiration of the specialist to improve the results of his activity, improve skills and abilities, set increasingly complex goals, obtain creative results [4, p. 252]. In our opinion, it is the motivation for achieving success that will contribute to the development of the desire to engage constructively with other people, which in turn will influence the results of professional activity of future specialists in the socionic sphere.

The professional and cognitive component in the structure of the culture of professional interaction of future specialists in the socionic sphere was diagnosed on a knowledge criterion, the first indicator of which was chosen to get familiar with the peculiarities of professional interaction, which envisages the establishment of a variety of relationships in a professional environment. For the successful organization of professional interaction, according to T. Tikhonova [8, p. 79], the future specialists of the socionic sphere must master the complex of knowledge, norms, values, skills, motives, patterns of behavior accepted by the professional community and the ability to organically, naturally,

naturally implement them in communication, control and regulate different types of communication and behavior, competently to argue their position, to cooperate productively in the process of solving professional problems.

Another indicator of the knowledge criterion is "the availability of knowledge of communicative barriers in professional interaction, which, undoubtedly, arise in any profession such as "man-man". In our opinion, familiarity of students with the reasons for misunderstanding with partners in professional interaction, which can cause barriers in communication with partners and surrounding people, awareness of their actions in the event of their occurrence and the forecast of actions of the partners in interaction, will help to prevent them in professional activities.

The next indicator of this criterion is familiarity with the means of manipulation. We believe that the ability to distinguish the means of manipulation, to use them in their professional activities, that is, to be able to persuade people to change attitudes, take a different position to achieve the goal and perform professional tasks, convince colleagues to act in a certain way, in accordance with their own interests in professional interaction necessary for professionals of occupations such as "man-man". In addition, they must possess the skills of protection from manipulative influences directed at them, understand the motives that caused their action, and be able to resist them.

The communicative and speech component of the culture of professional interaction was diagnosed by the operational criterion.

The first indicator of this criterion is "possession of verbal and non-verbal means of communication". This is due to the fact that for professionals of the type "man-man" among professional skills, their ability not only fully and logically, but also convincingly for the interlocutor to express their thoughts, which requires them to constantly search for more accurate and emotionally expressive means of verbal and non-verbal communication [5, p. 84]. That is, future specialists in the socionic sphere must have verbal means of communication (accuracy, correctness, purity of speech, lexical wealth) and non-verbal behavior (gestures, pantomime, facial expressions, eye contact, postures, intonation-rhythmic features of voice, interpersonal space), expressing a person's mental state, his attitude to a partner, to the situation of communication in general.

Another indicator of this criterion is "the ability to listen", which helps to establish frank relations, increases the degree of trust and sense of belonging to this group. In our opinion, the ability to listen to others is an important indicator of the culture of professional interaction of future specialists in the socionic sphere, which, if not controlled, can lead to mutual misunderstanding between partners, which, in turn, will not achieve the goal and fulfill professional tasks.

The last indicator of the operational criterion was chosen "possession of the skills of using the media." This is due, first of all, to the fact that today the mass

media are the means of mass communication, which make it possible to communicate social structures of different scale: organizations, groups, individuals, etc. Mass media (television, video, cinema, Internet) increasingly influence the public consciousness as a powerful medium of information, cultural contacts, as a factor in the development of the creative abilities of the individual. In particular, the Internet allows a person through individual communication with the screen in an interactive mode to realize their creative ideas, taking advantage of the "virtual" world [7, pp. 136-136], which, of course, is important in the aspect of the research begun.

The behavioral and regulative component in the structure of the culture of professional interaction of future specialists in the socionic sphere was evaluated according to the activity criterion, the first indicator of which was "the presence of the skills of emotional regulation," which is caused by the constant emergence of emotionally stressful situations in any interaction. Therefore, the ability to regulate their emotions and control the emotions of other people, in our opinion, are necessary in the process of building by the future specialists of the socionic sphere of professional interaction. These skills, O. Lazurenko points out [6], and this is important in the context of research, provide: awareness of their emotions; the ability to control their own emotions, determine the source and cause of their occurrence, change the intensity of emotions, change them to others; understanding of the emotions of other people, the definition of emotional states by verbal and non-verbal signs; management of other people's emotions, targeted influence on their emotions; adequate expression of emotions, etc.

Another indicator of this criterion is "the availability of skills to prevent conflict situations." In the course of professional activities related to work with other people often have a variety of situations that cause mental stress in the interaction partners, and that may cause a conflict: 1) conflicts of professional activities, characterized by "opposition" personality expert and professional jobs, due to violation of the relevant between the requirements of activity and the professional capabilities of a person; 2) conflicts of interaction with the subjects of professional activity, which are based on contradictions in value-motivational orientations of subjects - the distortion of perception, understanding and assessment of their professional activities, as well as the competitive interaction; 3) intrapersonal conflicts plan based on intrapersonal difficulties and crises of life, is a mental state of doubt, indecision, lack of solution to the problem [2, p. 93-94]. In our point of view, the acquisition of student conflict prevention skills will contribute to a constructive interaction with professional colleagues and other people in future activities.

The next indicator of the activity criterion is "the availability of decision-making skills", which is due to the fact that specialists in socionic professions constantly have to make various decisions, quickly respond to situations arising

in the course of interaction with colleagues and other people. In our opinion, by acquiring decision-making skills in higher education institutions, students will learn to come to common opinion, predict each other's plans, adjust their activities in accordance with the activities of others, establish contacts with each other, which will help to build professional interaction in the future.

The individual and creative component in the structure of the culture of professional interaction of future specialists in the socionic sphere was diagnosed by a personal criterion.

The first indicator of the personal criterion was given to "the presence of moral qualities" that determine the attitude of a person to society, work, people around him and himself. The most important moral qualities that should be inherent in representatives of socionic professions, in our opinion, are: honesty (before other people and before oneself); benevolence (desire for people of good, sympathetic attitude towards them); tactfulness (the ability to behave in accordance with ethical standards, the ability not to allow unpleasant situations for others, a sense of proportion, the ability to feel the line that you can not cross in relationships with people); responsibility (exacting to oneself and other people, ability to be responsible for one's actions); will (deliberately regulating one's behavior and activities, the ability to actively achieve a consciously achieved goal, overcoming external and internal obstacles); principledness (clarity of social position, loyalty to a certain idea, beliefs, principles and the consistency of their upholding, implementation). In our opinion, the presence of these moral qualities in the future specialists of the socionic sphere will guarantee them the organization of successful professional interaction in their future activities.

The next indicator of this criterion is "the presence of tolerance," which is the value of the socio-cultural system, the inner core of socio-psychological being, which provides for respect for others' opinions, loyalty in assessing the actions and behavior of others, readiness for understanding and cooperation in interpersonal, group and interethnic interaction [1, p. 76]. Taking into account the aforesaid, the presence of tolerance is an important indicator of the culture of professional interaction of future specialists in the socionic sphere.

The last indicator of the personal criterion is "the availability of creative potential," the main features of which, according to scientists (V. Andreev, V. Govorova, V. Kan-Kalik, V. Krayevsky, S. Scheglov, etc.) and this is important in the research aspect, the ability of the personality to notice and formulate alternatives, to doubt at first glance the obvious, to avoid superficial formulations; the ability to penetrate the problem and at the same time break away from reality, see the perspective; the ability to give up orientation on authorities; the ability to see a familiar object on the new side, etc. We believe that without creative potential it is impossible to creatively approach the solution of professional problems related to interaction with other people, which

is the basis of professional activity of future specialists in the socio-educational sphere.

Conclusions. Thus knowledge, skills and personal qualities listed above are necessary for the future professionals of the socio-educational sphere of professional interaction with colleagues and surrounding people to successfully fulfill their professional tasks. It should be noted that the analysis of curricula and work programs testified that the formation of the above knowledge, skills and qualities in the student of socio-educational specialties in institutions of higher education during their professional training is not paid enough attention, which requires a purposeful work on the formation of a culture of professional interaction.

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Paskal Olena

USING OPPORTUNITIES OF COACHING TECHNOLOGIES IN PROFESSIONAL SELF-DEVELOPMENT OF FUTURE SPECIALISTS OF SOCIONOMICS SPHERE

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Abstract. *The article highlights the opportunities of using coaching technologies as conditions for students' professional self-development. The author determines the factors of future socionomic sphere specialists' readiness to use coaching technologies in terms of the choice of content and procedural educational alternatives, explores the opportunities of using coaching technologies when teaching socionomic sphere specialists' at university.*

Keywords: *coaching technologies, coach, methods of professional activity's self-regulation, coaching techniques.*

Any society, regardless of its social system, develops dynamically in the process of transformation, modernization and new generations' enrichment with inherited from their predecessors social values and traditions. Therefore, the problem of training future specialists of socionomic sphere employing opportunities of coaching technologies is one of the innovative methods of training creative, productive professional activity of the student – a specialist of socionomic sphere.

Basic provisions of methodology and methods of studying coaching as a technology of training future specialists of socionomic sphere arise from the works of the scholars specializing in the field of general and strategic management, primarily works of Ansoff I., Vyssem Kh., Vikhanskyi V.S., Hius A., Hlazier S. Yu., Korotkov E.M., J.-J. Lamben, Naumov A. I., Strickland A. J., Thompson. The problem of coaching in the context of education at the contemporary stage was studied by foreign scholars and practitioners (M. Atkinson, A. Brown, U. T. Galway, A. Grant, K. Gryfits, J. Jameson, K. Colette, E. Parslow, J. Rogers, J. Whitmore, et al.) and domestic researchers S. M. Romanova, O. A. Komar, O. I. Pometun). Problems of coaching practice and theory are reflected in the works of such scholars as U.T. Galway, M. Dawn, R. Dilts, D. Klatterbak, M. Landsberg, E. Parslow, S. M. Romanova, D. Harris and others. Studying coaching technologies the researchers P. Bezruchko, T. Borova, T. Galway, P. Zeus, N. Zyrianova, R. Kilburh, T. Leonard, J. Whitmore, S. Khamahanova, O. Tsybina and others concluded that coaching is a mechanism that gives an individual an opportunity to develop and achieve certain results in life.

However, the use of coaching technologies as a special way of interacting when training students in higher educational institutions have not yet found its constructive solution. Absence of fundamental studies and complexity of the problem were the reason of choosing the theme of the study devoted to training students – social pedagogues and social workers, able to projective tasks performance at the level of designing their own educational technologies, using the opportunities of coaching technologies.

Thus, the goal of our study was to solve the following tasks: teaching future social pedagogues and social workers to effectively elaborate strategies, make priorities, complete projects and achieve goals, create an impulse for more effective training and additional motivating of students; develop their ability to make choices, to achieve effective results and help others do the same; expand personal and professional horizons, projecting model constructions of social and educational reality while studying at university, developing the ability to reflect their own practical activity, experience of which is usually absent in the students.

Training future specialists of socio-economic sphere concerning usage of the opportunities of coaching technologies will be more effective if implementation of the following educational conditions is provided:

- the basis of the content of training future specialists of socio-economic sphere in accordance with innovative technological system is mastering the professional activity: students' educational and professional activity represents an integrating factor of the whole system of professional training;
- students' active mastery of the professional activity experience starts with mastering coaching technologies based on productive and creative thinking;
- all the system of educational means focuses not only on mastering the experience of social and educational activities, but also on general developing the personality of a specialist.

«As an educational technology, - O. V. Rudnytskykh claims, coaching refers to the interactive technologies of modern education. Modern educational process must be centered on learners, where the role of the teacher is more similar to the one played by a coach or consultant, and its sense is to guide students, disclosing and employing their own inner potential. The prospect for further research is to comprehend and study the phenomenon of coaching as that forming the subject capable of reflecting and using their intellectual and personal potential on their own»[3, p. 176].

Coaching technologies contribute to solving the most urgent problem of educational management – motivating students for future professional activity, which gives a guaranteed result. Coaching not only realizes the function of knowledge transfer and skills developing, but also stimulates student's interest in learning, his movement to its conscious perception, develops the strongest points and potential and enables making educational process more interesting and effective.

In Ukraine, the study of coaching technology in professional education was carried out by S. M. Romanova, noting that «coaching is relationships between the teacher and students, when the teacher effectively organizes students' process of finding the best answers to questions they are interested in, helps students develop, consolidate new skills and achieve perfect results in their future profession» [2, p. 83].

It is the use of coaching technologies that will facilitate students – social pedagogues' professional self-development, because coaching approach allows to detect and employ hidden reserves of the personality, helps to find the ways out of a difficult situation. During teaching practice students themselves find out their difficulties in understanding the theory, in doing practical tasks and look for ways of solving the problems themselves.

«For more effective training of future specialists in socioeconomic sphere employing the opportunities of coaching technology we used developed by J. Whitmore's four-stage GROW model» [6, p. 67]. The four letters of this model correspond to the first letters of the words marking the stages of conducting learning discussion or stages on the way to solve the problem.

Stages of coaching technology are built under the scheme GROW:

1ststage: G– goal. Setting the goals is the first and the most difficult stage of coaching.

2ndstage: R –resources – outliningthestateoftheproblem, studyofresources, knowledgenecessaryforitssolutions;

3^dstage: O – opportunities – search for opportunities to achieve the goal, choosing the most effective ones;

4thstage: W – will – usage of selected strategies, check in action.

For our research of crucial importance is to reveal the essential characteristics of the readiness of future socioeconomic sphere specialists to use the opportunities of coaching technologies in their professional activity. The following essential characteristics are distinguished:

- a high level of motivation to use the opportunities of coaching technologies for professional self-development;
- adaptation to changing conditions in the professional educational environment (restructuring one's activities due to the emergence of new opportunities, techniques and tools and coaching etc.);
- the ability to obtain new knowledge from the study of their own social and educational activity and rebuild it based on the acquired coaching technologies.

Having analyzed the given structural components, we can single out three components of students – future social workers' readiness, namely: motivation-based (interest in using the opportunities of coaching technologies for professional self-development; interest in self-realization in professional sphere); cognitive (knowledge of the peculiarities of using coaching technologies); personal (development of communication skills, openness, honesty etc.).

The founder of the business direction and management in coaching J. Whitmore believes that to achieve success in professional and personal terms it is necessary to shift the focus from past negative points towards future opportunities. Subjects do not get the decisions from the coach (teacher), but make them [2].

At the first stage of the research we conducted an exploratory experiment for the purpose of questioning the 4-5 year students – social pedagogues, who were on assistant and social-pedagogical practice in socially oriented educational institutions.

As the results of the study proved, it becomes more and more difficult for many students – social pedagogues under current conditions to have the desire to create their own social and educational tools, and the top of this activity is creation of educational technologies. Herewith, it can be an objectively new product – authorship **in a literal sense**, or some didactic project which is not an objectively new one in the social and educational practice, but for the trainee student at this stage of his professional self-development it is certainly new – authorship **in a figurative sense**.

It was found that any improvement of professional training involves work in two directions – the development of educational content and improvement of the educational technology. Their professional difficulties and opportunities of university educational system to provide help in their solution are seen by most of the surveyed students – social workers in increasing learning time for the content and partially methodical training in professionally oriented subjects and subjects of specialization (information and prescription provision). Formal increase in time for methodological and psycho-pedagogical training of social pedagogues does not offer a serious impact on changing the developed social and pedagogical orientation of the future social pedagogues. This «training» does not change the nature of the social pedagogue's activity in the post-university period.

The next stage of the research was conducting a forming experiment, which involved advising and working out programs of teaching students – social pedagogues the technology of constructing their own training systems. Recommendations and content of experimental and training program are reflected in the course «Modelling of Educational Technologies» which we developed for teaching constructing their own technologies of training 4-5 year students of specialty «social pedagogy». The course included teaching designing the following technologies: subject-oriented (technology «Educational Portfolio») and personality-oriented (technologies «Educational Workshop», «Educational Projecting», «Collective Thinking», «Education as Educational Research»).

Coaching technologies when supervising social and pedagogical practice of students – social pedagogues, were implemented by means of dialogical communication, which was divided into four stages: motivation stage or goal-setting stage – producing motivation; phase planning and selection of actions to achieve the goal; stages of planning and choosing actions to achieve the goal; stage

of realizing the action planned and the plan; reflection stage. The teacher – a coach, using the set of correct questions, promotes students' professional and personal growth (What will you do with the fact that you have heard?; What will you do differently?; What will you continue to do?; What will you stop doing?). As a result of such work a student was immersing in the problem, and when analyzing social and educational situations arising in students' practical activity their solution appeared.

The use of special tools (life balance wheel, scale of satisfaction with approaching the goal from «1 to 10», time line) and techniques of visualization, allowed students to determine and understand the importance of their professional roles and experience the joy of achievement and implementing their professional projects which has significant effect on the development of self-education, revealed student's best personal qualities that helped him become successful in professional activity and develop a sense of responsibility for performing and solving professional tasks. The student is responsible for his results. Motivating impulse making the subjects work in the «coaching» system is the need for changes [6].

Trying to reveal in the course of our research the relationship between the changes in the university learning content and the efficiency of the methodological and psychological training of social workers we were gradually introducing into curriculum the subjects which enable the solution of students' practical professional problems and which represent a potential theoretical foundation on which future social pedagogues can build his activity. The teacher who reads such courses and acts as a coach deals not with student's learning problems, but with the tasks, choices and opportunities. He helps to better understand why the students did not cope with the task set, helps to take actions to find optimal ways and to learn how to act differently in the future, facilitates improvement and maximum effective use of students' personal strengths, of which students were either unaware or aware but did not use them as a basis for moving forward. Introducing coaching technologies in the process of social pedagogues' training we encouraged students to deeper understand their goals, resources and constraints, helped determine the direction of personal development in general and professional development, particularly. Thus, the overall framework of coaching can be described in a few words: 1) partnership; 2) disclosure of potential; 3) result.

Working on correction of personal limitations in professional activity of students-social pedagogues we used a technological sequence proposed by an expert in coaching and human resource management I. Rybkin, «Who am I? – What do I want? – What do I want to be? – What kind of person I want to be? – What's stopping me? – How can I overcome it? The work with personal limitations finished when the student was able to independently build a positive number of his own beliefs: I will! – I can! – I believe! – I do! – When doing – I have it!» [4, p. 65].

When planning the content of social and pedagogical practice, we recommend

to pay special attention to simulation activity when preparing and studying the courses «Modern Approaches to Social and Educational Activities Design» and «Modern Educational Technologies». Currently these special courses are under testing in South Ukrainian National Pedagogical University named after K. D. Ushynsky; their content represents a system of problem-based modules, work on which aims at developing determined professionally significant qualities of the personality of social pedagogue. Here are some examples of the technology of training students – social pedagogues that were used when designing their own learning technologies.

Example. Technology «Educational Portfolio»

Portfolio is presented as a new form of control and evaluation of students' achievements. That is, there is a shift of the focus in control and evaluation component of education from fixing “ignorance” and “inability” to what the student knows and what he can, and also to the obvious (especially for the very student) progress in their own development and at the level of acquiring certain practical professional skills).

The content of the educational portfolio depends on the specific learning goals and teaching specific social skills and abilities. Similarly portfolios on the majority of specialization subjects can be designed. It should include everything that can prove efforts, achievements and progress in the student's learning, within and beyond the program and, in a special training course. Each element of the portfolio should be dated. When making the final version of an educational portfolio they include a cover letter of the «owner» describing the goal, aim and its brief description, the content of the portfolio with a list of its key elements, self-analysis and look to the future.

Example. Technology «Educational Workshop»

The basic idea of the «workshop» is, first of all, the interiorization of knowledge through student's personal experience, which involves independent «discovery» of this knowledge through the study of its genesis and structure, and, secondly, the belief that all students are able to build their knowledge independently in the common search that is designed and organized by the master and is based on several principles. The essence of the technology «Educational Workshop» is the following: it represents specially organized by the teacher and master space which develops, allowing students in their collective search to come to constructing («discovering») knowledge, whose source in a traditional system is seen only in the teacher.

Example. Technology «Educational Projecting»

Educational technologies' projecting involves not only mastering a theoretical basis of such activity by future social pedagogues, but involves in the course of its reflexive analysis understanding of such practice for possible learning.

Example. Technology «Collective thinking»

The core of this technology is management of the process of student's mastering

culture, in course of which inner needs, abilities, consciousness are developing. The objectives, content, tools of development are determined by the teacher and students together based on their interests and abilities.

The technology of collective thinking consists of the system problem-based social and educational situations, each of which is divided into four main cycles: introduction into problematic situation, work in mini-groups, discussing the problem with all course students, arriving at a new problem.

Thus, the results of the study allowed to make a conclusion that educational potential of the proposed educational and experimental course «Modelling of Educational Technologies» is conditioned by the need of improving the practice of future social pedagogues' university training and their educational demands for solving specific problems related to constructing an educational process in terms of the choice of educational alternatives. Comparative analysis of effective educational technologies makes it possible for future social pedagogues to consciously choose and adopt a particular technology as applied to the specific conditions of social and educational activity.

The use of the opportunities of coaching technologies in training future social pedagogues for the professional activity should be directed to “the creation of such educational environment in which students would perceive knowledge actively, thus forming skills of self-education and self-analysis necessary for competitive qualified specialist of nowadays, capable of self-developing and self-teaching” [2, p. 83].

Our study confirmed the view of western scholars who believe the results of coaching to be undeniable –they demonstrate the «improvement of effectiveness of each person's and the group's as a whole activities, improvement of relations in the group, ability to quickly and effectively react in critical situations, flexibility and adaptability to changes» [1, p. 34].

Prospects for further research are seen in the development of integrated didactic system of training social pedagogues, which would include components of goal-setting and appropriate technology of students' self-educating.

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Peresada Igor

**THE ORDER OF STUDY OF VOWEL SOUNDS IN INTRODUCTORY
AND PHONETIC COURSES IN THE GERMAN LANGUAGE
(ON THE MATERIAL OF STATISTICAL AND DIACHRONIC STUDIES)**

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Abstract. *Most ancient vowels in the period of the birth of the German language are revealed. The phonetic structure of a single-root German word in the Old High German and Middle High German periods of the development of the German language is described. The statistical frequency of using vowels in the above periods has been determined.*

Keywords: *vowels and consonants, Old High German and Middle High German periods, frequency of use*

Proper selection of exercises and the order of its presentation is important for the rapid and proper assimilation of educational language material. The frequency of occurrence of a phenomenon in the language should also be taken into account. In other words, the frequency of occurrence of a word in a language should to influence of the order of presentation of educational material. The evolutionary component of language processes must also be considered for the correct methodological presentation of educational material. The linguistic phenomenon that first originated in the language should be considered on the first pages of a textbook or a methodological guide.

Synchronous consideration of the language without regard to its history or historical study of written records without correlation with the facts of a living language does not provide a complete picture of the language. A. Zaliznyak rightly notes that “synchronic and diachronic are just different sides of the same historical process” [3, 14]. As are underlined by L.R. Zinder and T.V. Stroeva [5, 4], in order to “understand synchrony as a process, which it really is, in order to understand the forces acting in it, and thus the true connections and correlations of elements, a historical study of the language is necessary”. An integrated approach to the study of language makes it possible to reveal the tendencies of the structural and phonetic development of a word, to reconstruct its form, extrapolating the peculiarities of a word for the pre-alphabetical period.

The purpose of this study is to identify the most ancient vowel sounds in the period of the birth of the language in the structure of a monosyllabic word in Old High German (OHG) and Middle High German (MHG).

The words in an amount of more than 20,000 obtained as a result of a continuous sampling of OHG and MHG texts were as material for the study. The

main criteria for the selection of texts were the time of creation, as well as their dialectal affiliation. The material in the study was single-root. Texts were selected so that each century, starting from the Old High German period, was represented by at least one work. Poetic and prosaic sources were used.

The Old High German period is represented by the following works:

1. Hildebrandslied (770/780)
2. Althochdeutscher Isidor (um 790)
3. Althochdeutscher Tatian (um 830)
4. Muspilli (um 870)
5. Georgslied (um 880)
6. Ludwigslied (nach 881)
7. Notker Labeo (um 950 -1022)

The selection for the Middle High German period was carried out from the following works:

1. Notker von Zwiefalten (vor 1065 – nach 1090)
2. Niebelungenlied (1190 – 1200)
3. Gottfried von Strassburg (um 1210)
4. Das buoch von guoter spise (um 1350)

The complex methodology, based on, above all, descriptive and statistical research methods was applied in the process of studying the word and its components. The need for an integrated approach to the study of the history of the language was pointed out by V. Zhuravlev “A systematic approach to the history of the language, including the analysis of the space-time characteristics of the evolving system and its elements, allows us to reconstruct successive changes in the states of this language system over time. It is based on the general scientific principles of development, causality, determinism and universal connection” [4, 15].

The probabilistic-statistical method was used to analyze the frequency of occurrence of the structural elements of words - sounds and their combinations, selected from the texts of the Old and Middle High German language [2]. Statistical processing of the initial data was carried out with the aim of identifying the most characteristic linguistic phenomena in the whole variety of continuously changing linguistic forms.

Within the word, sounds and sound combinations in different positions have a certain probability distribution, which is unknown in advance. Therefore, in this work, the empirical distribution of these elements was investigated as a manifestation of a certain random variable. It is usually assumed that this distribution obeys the normal law. When analyzing individual sounds and sound combinations within a word, the arithmetic mean value and variance were calculated using well-known formulas. Due to the large sample size, the variance value was not significant; therefore, this characteristic is not given in the tables.

The estimation of the sufficiency of the sample size was carried out according to the formula:

$$N = Z_p (1 - f) / (\delta^2 f)$$

where N is the minimum sample size, f is the relative frequency of occurrence, δ is the relative error, p is reliability, Z_p is the value of the function depending on reliability (Z_p for evaluation was assumed to be 1.96) [1].

The calculation of the relative frequency of occurrence of various structures of a monosyllabic word, as well as the frequency of phoneme combinations in various positions, was carried out by us using a specially developed computer program.

As showing by R.G. Piotrovsky, K.B. Bektaev and Piotrovskaya A.A. [1], the relative error of 20% ($\delta = 0.2$) for phonetic, phonological and grammatical studies is acceptable. The minimum relative frequency of occurrence of the main structures of the word was 0.01. In this case, the required selection size for the analysis of such structures using the above formula is 9,500 words. The latter number is smaller than the selection size used in this study. We used in each of the periods of the German language a selection of more than 10,000 words, which is sufficient to achieve the goal of the study.

In order to track the most ancient vowels, let's go to our statistical material and use the tables, which indicate the frequency of vowels in monosyllabic words in the texts of the Old High German period. In this case, the symbol C means consonant, and the symbol V - vowel.

Table 1.
Vowels in monosyllabic words in the texts of the OHG period

structure	A	i	e	o	u	ei	ou	ia	eo	iu	uo	Total:
V	1,15	1,50	1,06	1,15	1,41	0,09	0,09	1,94	1,32	1,59	1,15	12,33
CVC	10,66	8,81	6,61	3,96	2,03	1,41	0,26	2,73	1,67	1,15	3,17	42,47
CVCC	4,67	3,26	2,64	1,94	1,32	0,44	-	1,94	0,44	0,09	0,88	17,62
CVCCC	0,09	0,09	0,35	0,09	0,53	-	-	0,09	-	-	-	1,23
VC	0,88	1,94	0,53	0,62	1,06	0,26	0,26	0,18	0,18	0,18	0,35	6,34
CCVC	2,38	1,06	1,50	1,06	0,62	0,62	-	0,09	0,35	0,35	1,50	9,52
CCVC	0,18	0,18	0,26	-	-	0,18	-	-	-	-	-	0,79
V	-	-	-	-	-	-	0,09	0,18	0,26	0,35	0,18	1,06
CCV	0,35	0,44	0,09	0,09	0,09	0,09	-	0,35	0,62	-	0,26	2,29
CCCV	-	-	-	-	-	-	-	-	-	0,09	-	0,09
VCC	0,26	0,35	0,26	0,26	0,70	-	-	0,18	-	-	-	1,94
CCVCC	0,88	0,62	0,70	0,26	0,79	0,09	-	0,44	-	0,26	0,26	4,23
CCVC	0,18	-	-	-	-	-	-	-	-	-	-	0,18
C												
CCVCC	0,09	-	-	-	-	-	-	-	-	-	-	0,09

C													
Total:	21,67	18,24	13,92	9,34	8,37	3,17	0,70	8,11	4,76	4,05	8,02	100	

The most common sound in Old High German is a (21.67%). The second place in the frequency of occurrence is i (18.24%). Then follows vowel e with 13.92%. The vowels o and u occupy the 4th and 5th positions (9.34% and 8.37%), respectively. The number of appearance of the remaining sounds is much less.

Table 2.
Vowels in monosyllabic words in texts of the Middle High German period

structure	u	e	o	i	a	ü	ö	iu	ei	ie	ou	uo	ua	ou	Total:
CV	0,32	0,48	0,48	0,56	0,48	0,08	-	0,40	0,32	0,40	0,08	0,32	-	0,08	3,94
CVC	1,69	4,34	4,74	6,18	9,08	0,88	0,08	0,72	3,13	2,25	1,45	1,45	0,56	0,96	37,43
CVCC	3,13	4,18	2,33	4,74	6,59	0,08	0,24	0,16	1,20	1,61	0,16	0,64	0,08	0,32	25,38
CVCCC	0,32	0,64	0,08	0,56	0,32	0,08	-	-	0,08	0,08	0,08	-	-	-	2,25
CVCCCC	-	0,08	-	-	-	-	-	-	-	-	-	-	-	-	0,08
VC	0,40	0,40	0,08	1,04	0,96	0,24	-	0,24	0,40	0,16	0,48	-	-	0,16	4,50
CCVC	0,88	1,85	1,12	1,77	2,81	0,16	0,08	0,16	1,85	0,88	0,32	1,04	0,08	0,16	13,09
CCVC	0,16	-	-	0,40	0,24	-	-	-	-	-	-	-	-	-	0,80
V	-	-	-	-	-	-	-	0,08	0,08	0,08	-	-	-	-	0,24
CCCVCC	-	-	-	-	0,16	-	-	-	-	-	-	-	-	-	0,16
CCCV	-	-	0,08	-	-	-	-	-	-	-	-	-	-	-	0,08
CCVCCC	0,08	-	-	0,08	-	-	-	-	-	-	-	-	-	-	0,16
VCCC	-	0,16	-	-	0,16	-	-	-	-	-	-	-	-	-	0,32
CCVCC	0,72	0,88	0,48	0,96	1,85	-	-	0,16	0,16	-	-	0,32	-	0,08	5,54
VCC	0,40	0,72	0,16	1,04	0,56	-	-	-	-	-	-	0,32	-	-	3,13
CCV	0,08	0,32	0,48	0,40	0,40	-	-	0,16	0,32	0,48	0,08	0,16	0,08	-	2,89
Total:	8,11	13,98	9,96	17,67	23,61	1,53	0,40	2,09	7,55	5,86	2,65	4,18	0,80	1,77	100

The table shows that the most common vowel sound is a (23.61%). The next in frequency is i (17.67%). In third place in terms of numbers comes e (13.98%). As for the labialized vowels o and u, the sound o is more common, although the difference between them is insignificant and amounts to slightly more than 1%. All diphthongs are significantly inferior to monophthongs (in each case not more than 8%). Umlauts represent the smallest group compared to the other vowel sounds and in each case do not exceed 2%.

It should be noted that secondary umlauts appear in the German language only in the Middle High German period. This means they are the youngest. This is confirmed by the numerical data of our study.

Basing on the triangle of German vowels (Fig. 1), one can suggest that the vowel of the lower lifting appears. Over time, the vowel of the upper lifting appears. The further development of variability leads to the action of the average lifting and the appearance of sound e. All other sounds, according to our calculations, appear much later.

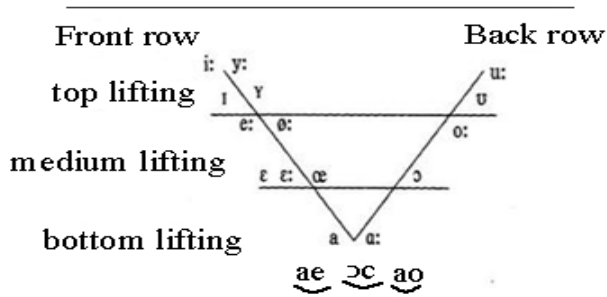


Figure 1: Triangle of German Vowels

Conclusions

1. More frequency vowel sounds have appeared In the German language earlier than others vowel. In order of the primacy of their origin, these sounds can be arranged in the following order: 1. a; 2. i; 3. e; 4. o; 5. u; 6. diphthongs; 7. umlauts.

2. Since the first sounds are always the ones that are more convenient to pronounce, we conclude that during the occurrence of speech it was most convenient for a person to pronounce vowels of low lifting. Later, the vowels of low lifting are contrasted with the vowels of the upper lifting. Vowels of the medium-high lifting appear at a later stage of language development.

3. Since diphthongs have more complicated articulation than monophthongs, the time of their occurrence can be attributed to a later period, which is confirmed by our corresponding statistical data.

4. The youngest among all the sounds are umlauts that appeared in the Middle High German period of language development. Our statistical analysis confirms this fact.

5. The frequency of occurrence of sound, although it does not give an accurate picture of the time of its occurrence, is, however, an essential tool for a comparative analysis of the age of the objects analyzed.

6. In introductory and phonetic courses of German, vowel sounds should appear in the following order: 1. a; 2. i; 3. e; 4. o; 5. u; 6. diphthongs; 7. umlauts.

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DIGITAL TECHNOLOGIES AS A FACTOR OF THE NEW ARTISTIC EDUCATIONAL PARADIGM IMPLEMENTATION

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Abstract. *The ways of sorting out differences existing in professional artistic education due to the reconstruction of its content on the basis of the introduction of the latest artistic paradigm of education of the XXI century are considered in the article. The expediency of creating specific environment: the media space of artistic and creative activity, where the future teacher-musician acquires digital competence as a factor for the effective implementation of the latest artistic paradigm in modern higher education institutions, mastering the professionally directed digital competences, in the process of the development of innovative creative potential by means of digital art, is outlined.*

Keywords: *modern paradigm of education, artistic educational space, digital technologies, innovative and creative potential, digital art, digital competence.*

Introduction. Implementation of the latest educational paradigm in the field of professional artistic education becomes particularly meaningful as it involves the inclusion of personality in the value-semantic world of culture, the mastering of which is determined by the newest vision of the socio-cultural appointment of a contemporary art professional and, in particular, the musician teacher, whose duty is to ensure the implementation of artistic values in a wide pupils' youth environment, taking into account current realities and needs of the process of teaching students by the means of creative music art. It determines the quality and vector of transformations in the system of professional training of musical art professionals, who are capable to realize themselves as a subject of relations in the world of art and implement their individual abilities and intellectual capabilities in innovational and creative professional activity [7].

With the introduction of the latest educational paradigm, the problem of acquiring digital competence by future musicians seems to be one of the most urgent, and its solution is closely linked to national educational policy. This is confirmed in a number of European documents [2; 9], where the importance of digital competence developing as a potential for innovation and creativity in education through the use of digital technologies is emphasized. Therefore, the development of appropriate competences, based on the general digital skills of the person and are related to the peculiarities of the profession, is an effective factor in

the development of the innovative and creative potential of future music teachers.

Brief review of publications on the topic. Modern scholars, analyzing the state of higher professional education in the humanities, have concluded that there is an urgent need for a reasonable "invasion" of the hard science fundamentals into the curriculum of the soft science departments, "naturalization" and "scientification" of them in order to expand the professional thesaurus of the student, who possesses not only deep subject-matter but also out-of-subject knowledge and multicultural outlook [8, pp. 75-76]. At which point, the problem of the formation of such a style of thinking and activity, which would be focused on the assimilation, development and use of any knowledge as means of training a competent, competitive specialist, is actualized.

T. Tarnavska, studying the experience of realizing natural science and particularly the use of information technologies at leading research universities in the world, points out that technology in education is the topic that is often discussed, but is rarely thought out, by. The scientist emphasizes that one of the features of modern education is a noticeable gap in the levels of computer and digital literacy of teachers and students and draws attention to the fact that students have radically changed. "Nowadays students are no longer the people for whom our educational system was developed. So, education should also be changed to be on equal terms with modern youth" [10]

M. Prenski [5], taking into account the statement of B. Berry that different life experience forms a different structure of the brain, proves that the cause of many problems in education is exactly the difference of students' thinking, who are surrounded by digital technologies from the very birth, and traditional thinking of teachers who feel not comfortable with the new technologies.

Learning the issue of the means of social communication and digital arts integration into the higher education, O. Prokopchuk states that "... the using of these instruments requires significant changes in educational paradigm leading to the" revolutionary "implications in the educational institutions or at least rethinking of methods used in education" [6]. The author emphasizes that today, as the use of digital technologies for the modern vocational training is a recognized necessity, such key issues as previous experience of teachers of the use of ICT in education, their attitude towards digital media and their expectations, their pedagogical beliefs and teaching methods should be taken into account.

In the conducted by V. Lutsenko research [4], the significance of the fundamentally new possibilities, that are provided by the digital technologies, in the development of professional thinking of the future teacher of music is confirmed, which allows prominently supplement and change the nature of the activity as an executor and teacher, which in fact involves the latest artistic paradigm of education of the XXI century.

That is, given the need for a global transformation of vocational education on the basis of radical changes in its philosophical background, the latest artistic

paradigm is intended to raise musical and pedagogical education at a decent, competitive stage in the modern labor market. However, this should be done due to the expanding the palette of professional functions, as well as in the process of the development of the innovative and creative potential of the future musician specialist, whose personal, social and professional self-realization influences the spiritual and cultural formation and life-creation of the younger generation to a large extent.

The purpose of this article is to determine the significance of digital technologies for the implementation of the latest artistic paradigm in the educational space of higher education institutions and the possibilities of acquiring digital competence by future musicians.

Materials and methods. The acquisition of digital competence as a factor in the effective implementation of the latest artistic paradigm requires taking into account the peculiarities of the future teacher-musician profession and solving the current challenges that the representatives of the industry are facing today. This is connected with the very phenomenon of the profession, the status system of which becomes extremely dynamic and diverse. At the same time, in the traditional system of higher education, including artistic one, the criterion of the readiness of a specialist to carry out the tasks of professional activity is still a certain amount of knowledge, skills, and abilities, accumulated by the students at the level of studying the disciplines of the chosen major curriculum. Moreover, even in the New Edition of Key Competences for Lifelong Learning (2018), which fundamentally updated the content characteristics of digital competence (critical and responsible use and interaction with digital technologies for education, professional activities and participation in society, which involves information literacy, communication, collaboration, digital content creation, security and problem solving), the criteria for mastering digital competences are still presented in terms of knowledge, competences and skills [7].

It must be emphasized that these criteria are not sufficient for the broad professional and personal expression of a student-musician in artistic and pedagogical activities. As in this case the future specialist evaluates the peculiarities of his or her occupation from the standpoint of the traditional view of the adequacy of professional training at the level of mastering the competencies indicated in the “teacher of musical art” major specifications. That is, the focus on qualification characteristics is limited to narrow professional training, greatly narrows the possibilities of musical art as a means of humanizing society, and also negatively affects the students' motivation to express themselves in future professional work in accordance with the capabilities and needs of each of them and the demand of the musical specialists in modern society.

There is a well-known and scientifically based fact that the system of pedagogical provision of artistic education has a number of fundamentally important and specific functions aimed at the development of the individual, and

therefore requires an appropriate readiness of a specialist in the field of artistic education for professional activity as a teacher, that is, who professionally carries out not only educational and teaching, but also innovative and creative activity by means of musical art. Therefore, innovative transformations in the system of music education on the basis of the latest artistic paradigm determine the usage of a more precise term "music educator" for a modern music specialist.

According to the conceptual instrumentarium of contemporary local and foreign pedagogical science, the professional activity of a music teacher has a new meaning, the criterion of which is the interdependence of the personal, socio-cultural and professional development on the basis of innovation and creative activities in a democratic society. This determines the quality and vector of transformations in the organizing of the professional training of the future teacher-musician on the basis of the latest artistic paradigm. And the possibilities for the development of the innovative and creative potential of a future specialist-musician, who is capable of realizing him/herself as the subject of relations with the world of art, self-identification as a personality and a musician-professional capable of realizing his or her own individual and intellectual abilities in effective professional activity, has been discovered precisely because of the introduction of the latter into the educational space of higher education institutions.

Results and discussion. In the context of the implementation of the latest artistic paradigm in the educational environment of higher educational institutions, this approach involves optimizing the educational process through the development of new educational programs, activating creative forms of student work, the widespread use of music and computer technologies, which will allow future professionals to use both flexible and versatile rich pedagogical toolkit and traditional music learning as well as endless possibilities of comprehension of musical art in the process of collaborative work with students using digital technologies.

The involvement of students in digital art - artistic and creative activity, based on the use of IT and the result of which is an artistic work in digital form, may become a starting point of the innovative and creative potential of a future musician developing [3, p. 62]. Digital art, being a part of the broader field of new media art, is currently undergoing a boom, and its integration into the artistic educational environment of higher educational establishments is one of the most effective means of effective implementing of the latest paradigm of artistic education.

In this meaning, the statement of I. Gorbunova is absolutely appropriate. The proper level of the educational process in relation to the innovative directions of electronic music can only be preserved if a serious and in-depth approach to learning is implemented at all stages [1]. Thus, the innovative activity of students-musicians on the basis of the latest artistic paradigm, which provides the creation of special educational programs on the acquisition of digital technologies, becomes

a factor of expanding their creativity in personal, socio-cultural and professional development. Moreover, the made by the future specialists introduction of the new media art into the school general music education will contribute to the formation of a new direction in musical pedagogy: education in the field of digital arts.

I.Krasilnikov emphasizes the unprecedentedly broad perspective of the involvement of the younger generation in the productive artistic and creative activities on the basis of the integration of art and digital technologies education. Thus, within the framework of the latest artistic paradigm, opportunities for the introduction of a new direction in educational activities - pedagogy of digital arts [3, p.58] has become possible, the functioning of which requires the formation of appropriate competence of a modern music specialist.

The problem of digital competence in various areas of professional activity is almost one of the most urgent, and its solution is closely connected with the national educational policy. This is confirmed by a number of European documents [2; 9], that emphasize the importance of developing digital competence as a potential for innovation in education through the use of digital technologies. It is clear that the use of the latter in the artistic educational space requires the development of appropriate competences based on the general digital competence of the individual and related to the peculiarities of the profession of future specialists and particularly music teachers.

Given the professional features, both digital art and the inherent content characteristics of key digital competence require a future music teacher to acquire professionally-directed digital competences, through which the ability to process traditional works transferred into a digital form and edited from taking into account its specific capabilities; to work with pieces created by digital means; to the understanding of works that exist only in the computer environment, which constitute an adequate basis for its innovation and creative activity in symbiosis with artistic and creative professional competencies.

Digital electronic music, as well as any digital art, has two common qualities: the virtuality of the subject of artistic and creative activity and the interactivity of this activity. Both key qualities have a basic role for artistic and creative learning activities of students in the artistic profession, as virtuality causes the cardinal complication of artistic actions, and interactivity provides significant simplification of their operational content. This leads to the formation of professionally directed digital competences that contain not only relevant knowledge and skills, but also directly give the future specialist-musician ways of action.

Thus, the active interaction of students with means of musical expression offers opportunities for creating bright, original artistic images and promotes not only a significant increase in the interest in artistic and creative activity, but also the creation of its innovative context. Appealing to several ways of creating a certain artistic work harmonizes the development of versatile artistic abilities of students, which promotes both the development of their professional and personal qualities,

and the significant enrichment of the personal innovation resource of each of them. The threshold of accessibility to productive artistic and creative activity is reduced due to the conscious way of action; and the prospect of implementing the latest artistic paradigm is launched, on the basis of which a qualitatively new level of professional training of a teacher-musician, capable to create self-expression and self-realization in the future professional activity, is implemented. Such a specialist acts as a creator of new artistic values, an up-to-date professional, able to work in various fields of socio-cultural environment.

Conclusions. In the process of achieving the set in the article purpose, the scientific literature of the stated problem was analyzed; the ways of sorting out differences existing in the professional artistic education were outlined due to the reconstruction of its content from a narrowly professional focus on the preparation of a school teacher to a broad artistic and humanistic development of the future teacher-musician based on the principles of introduction of the latest artistic paradigm of the XXI century in the educational space of institutions of higher education.

It has been proved that one of the factors of the effective implementation of the latest artistic paradigm is the use of digital technologies, as well as the creation of a specific environment in the educational space of the higher educational institutions: the media space of the student's artistic and creative activity, where in the process of using digital art as a means of developing innovation and creative potential the future teacher-musician, mastering the professionally-directed digital competencies, acquires digital competence as a factor for the effective implementation of the latest artistic paradigm in the contemporary higher education.

The priority of implementing digital art in the system of training modern musicians is caused by urgent necessity to find an innovative resource of professional artistic education in view of the current demands of modern student youth. This testifies the need of further development of the outlined problem in the direction of studying foreign experience of using of digital arts in the process of professional training of specialists, the definition of theoretical principles and basics for attracting students to digital arts, developing and introducing a methodological system of mastering by future music educators in the educational process.

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SCIENTIFIC PRINCIPLES AND APPROACHES TO THE FORMATION OF A FUTURE VOCALIST'S EMOTIONAL EXPRESSIVENESS

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Abstract. *In the article, the author dwells on the problem of future vocalist's emotional expressiveness formation as one of the main factors of his professional and vocal training. Based on the theoretical analysis of psychological, pedagogical, art and vocal pedagogical literature we highlighted scientific approaches and principles determining the formation of the emotional expressiveness, its quality, and effectiveness. Scientific approaches and principles will become the background for the methodological model of future vocalist's emotional expressiveness formation at solo singing classes.*

Keywords: *scientific principles; scientific approaches; emotional expressiveness; professional training; future vocalist.*

Introduction. Changes in Ukrainian social and cultural space have a significant impact on the reorganization of the education system and its orientation on the formation of a new generation of professionals in all spheres of life. Modern Ukrainian art, especially music art, is in search of new trends, styles, a symbiosis of modern music with the best traditions of the world and Ukrainian classics and folklore. These trends have a direct influence on changing the process of performer's professional training, particularly vocalist's. The future vocalist needs to convey the power of art to the audience by the possibilities of his own voice and body. In our opinion, nowadays one of the factors of future vocalist's training is the formation of emotional expressiveness. Insufficiency of research on this problem encourages us to look for appropriate approaches and principles to ensure the organization of the educational process.

The analysis of scientific publications on the subject showed that the problem of future vocalist's preparation in the scientific and methodological literature is highlighted in historical, psychological, artistic and methodical dimensions.

Historical development of vocal art and vocal performance becomes the subject of scientific research carried out by N. Lvova, B. Hnydia, L. Hryn, L. Totska and others. Scientists B. Teplov, R. Yussion, H. Kotliar, V. Morozov, O. Yeroshenko, Van Chen explore psychological issues of the nature of vocal performance, some aspects of emotional expressiveness, emotions of a vocalist and his performing artistry. Scientific researches of O. Marufenko, Van Lei, N. Ovcharenko, T. Pliachenko and others dwell on the development of the methodological approaches to vocal training. Art research on peculiarities of Ukrainian vocal

pedagogy was carried out by V. Antoniuk, V. Ivanov, O. Priadko. Principles and approaches of vocal and pedagogical skills formation are a subject of scientific research by L. Vasylenko, Van Chen, L. Biriukova and others. But in spite of numerous publications devoted to the development of vocal art and vocal performance, principles and approaches to the formation of emotional expressiveness of future vocalists are insufficiently researched in vocal and pedagogical literature and require more detailed argumentation.

The aim of our study is to determine and justify scientific approaches and principles of future vocalist's emotional expressiveness formation at vocal singing classes.

The scientific backgrounds of this research are studies in psychology, pedagogy, sociology, as well as vocal and pedagogical literature. To achieve the goal of our research we used theoretical methods: analysis and synthesis, logical method, induction and deduction.

In this article, we study scientific principles and approaches to the formation of future vocalist's emotional expressiveness. In previous researches, we defined the emotional expressiveness of the future vocalist as the ability to deepen into the content of the vocal work and subsequently express its true emotional impulses that can cause viewer's emotional response [9, p. 88]. To organize its formation we suggest using the following scientific approaches: humanistic, interdisciplinary, acmeological and competency-based.

The "approach" in the Ukrainian Explanatory Dictionary is defined as a set of methods, techniques to consider anything, influence anyone or anything, attitude to anyone or anything [8, p. 521]. Based on this definition, let us consider the characteristics of each of these scientific approaches in details.

The humanistic approach means trusting a person and the positivity of her intentions. Ways to implement the humanistic approach into music education are defined in the monograph by O. Yeremenko [6]. According to the scholar, social and individual personal development should be interconnected in the process of personality formation. For the future vocalist, this approach is of a particular importance, because it denies teacher's imposition of his philosophy and vision of an artistic image of the work. It focuses merely on student's worldview, helping him on the way to his personal growth. In this case, the humanistic approach plays the role of a methodological basis for professional training, contributes to future vocalist's emotional expressiveness formation and development of a creative personality.

Interaction of future vocalist's training components can not only occur within the subject "Solo Singing". It is necessary to implement the *interdisciplinary approach*. Future vocalist's emotional expressiveness formation takes place in the context of a comprehensive mastery of knowledge, and not only vocal abilities, but also psychological, acting, stage, theatre, art, teaching, and other skills. Scholars Yu. Merezhko and O. Petrykova mention in their study that at classes of

"Methodology of Vocal Training" we can use blocks of subject knowledge in "History and Theory of Vocal Performance", "Age Psychology", "Voice Protection", "Stage Mastery", Physiology and general human psychology, as well as the basics of phoniatrics. We can join efforts of teachers from various departments during mastering the vocal work by a student for its better study from different perspectives [7, p. 72].

Thus, using *the interdisciplinary approach* in professional training enables diverse development of the future vocalist as well as extending knowledge and practical skills in various fields of knowledge which are close to the vocal art. It also broadens a vocalist's outlook, affects the mind and accelerates the formation of emotional expressiveness.

Based on the analysis of the scientific literature [1; 4] we suggest considering *acmeological approach* as a basic general notion in acmeology, accumulating a set of principles, methods, techniques, ways of organization of theoretical and practical activities, focused on the quality results in education, high level of productivity and professional maturity.

According to A. Derkach [4], acmeological approach is about ensuring the holistic development of the subject based on achieving the unity of its individual, personal and subjective-pragmatic characteristics, thanks to favorable conditions for achieving a high level of professional self-presentation.

Implementing acmeological approach in the formation of emotional expressiveness of the future vocalist involves considering personality as an integral phenomenon in the unity of its essential aspects (an individual, personality, individuality, an active participant); organizing creative activity of the future vocalist at all stages of education; orienting students to continuous self-development and self-improvement, motivation, striving for high results and success in life; creating necessary conditions for self-realization of creative potential.

Implementing a *competency-based approach* into the training of future professionals, according to O. Dubaseniuk [5], means the priority of student's problem-solving skills in different areas of his mental and cognitive activity. Thus, the priority is given to the ability to practically apply them in different situations, rather than just a set of student's knowledge. The implementation of this approach in shaping the emotional expressiveness of the future vocalist implies the organization of such training system in which the focus will be not on knowledge, but on mastering professional competences, practical experience in vocal performance and arts education.

The use of competency-based approach in the formation of emotional expressiveness of the future vocalist becomes an impulse to student's re-thinking of his stage activity, looking for ways of its improvement through the accumulation of new knowledge in vocal training subjects and re-orientating it into practice. It strengthens the practical orientation of training, activates integrated application of

acquired knowledge and formation of the future vocalist's mechanisms of self-learning and self-education through the organization of self-study work.

The combination of scientific approaches has determined some principles of future vocalist's emotional expressiveness formation. The Ukrainian Academic Explanatory Dictionary defines "principle" as the background of any scientific system, theory, ideology, or as a feature, forming the basis for the creation or implementation of something, a way of creating or implementing anything [8, p. 693].

Principles are well-established rules that reflect the essence of the phenomenon. Every researcher defines principles in accordance with the characteristics of the subjects of his research, based on his worldview, personal beliefs, and life principles. Principles influence the choice and application of certain methods facilitating the creation of new knowledge and skills.

Based on the theoretical analysis of scientific and pedagogical literature we defined specific principles underlying the process of emotional expressiveness formation. Results of researches carried out by M. Vasylenko and Van Chen are the closest to our study of principles. Based on their research, we distinguish the following principles of future vocalist's emotional expressiveness formation: general pedagogical (the principle of gradualness, consistency, and continuity; the principle of consciousness); musical and pedagogical (the principle of prospectivity; the principle of unity of the musical-theoretical knowledge and empirical performing experience; the principle of unity of the emotional, intonational and technical development); specifically vocal (the principle of formation of the vocal-auditory representation of the sound-image; the principle of combining internal emotional and visual expressive components) [2; 3]. Let us dwell on these principles more.

General pedagogical principles. *The principle of gradualness, consistency, and continuity* is one of the generally accepted teaching principles and one of the basic principles in shaping the emotional expressiveness of the future vocalist. This principle is implemented through a gradual and consecutive connecting elements of emotional expressiveness to the process of mastering technical skills (support and volume of breathing, sound production, voting, the formation of the performing apparatus, etc.). For example: including emotionally colored elements of the vocal intonation vocal warm ups. Using this principle in the professional training of a future vocalist means that knowledge and skills are accumulated gradually in accordance with the previously acquired technical elements; the material is delivered harder gradually, taking into account individual characteristics of the student that is directly applied to the formation of emotional expressiveness skills.

Principle of consciousness involves using logical operations and a positive, responsible attitude of students towards the educational process. In accordance with this principle, training will be effective when the student is cognitively active participant of educational activities. The principle of consciousness leads to the

following requirements: to ensure the awareness of goals and objectives by the students; to plan and organize their own work in accordance with set goals. As soon as the student learns to make decisions on their self-studies consciously, the majority of classes will depend on their extracurricular preparation, learning technical skills will become easier and faster, and the teacher will manage to spare time on issues related to an artistic image and the emotional content of the work. That is why this principle is so relevant to our issue.

Musical and pedagogical principles logically complement general pedagogical principles. The *principle of prospectivity* is closely interconnected with the principle of *consciousness*. If the student sees prospects and possibilities of his further self-development in vocal art, he will make every effort to learn and become a performer. The implementation of this principle depends on a teacher's set and identifying real opportunities and challenges of this profession for a student. It is necessary to create conditions for understanding the spirit of healthy competition and intensify creative energy between students. It is important for a student to see the goal which he should move to. The teacher can set easily achievable goals so that the future vocalist does not give up at the beginning and can achieve them with success.

The principle of unity of the musical-theoretical knowledge and empirical performing experience is very important as it promotes the development of vocalist's ability to independently analyze, understand and internalize the structure of musical composition with its features of intonation development, to monitor student's auditory representations during learning the text of the work and take an active participation in creating the artistic image. We agree with the opinion of Van Chen [2], who argues in his dissertation thesis that at this stage in the field of vocal education the traditions of the empirically-imitative method of repertoire studying are still dominating. It comprises learning tunes by repeating them after the accompanist, embodying of the interpretation concept of the artistic and creative content prepared by the teacher.

This means that future vocalists do not use the full potential of acquired knowledge in musical and historical, musical and theoretical disciplines, as well as skills of music analysis. They do not connect their own vision and interpretation of the artistic image with the work performed. That is why implementing this principle is an essential part in the process of future vocalist's emotional expressiveness formation.

The principle of unity of the emotional, intonational and technical development. The melodic nature of singing requires teacher's and student's ongoing work on the intonation accuracy. It is primarily done through technical development (volume and breath support, correct sound placement, timbral saturation, resonance, rhythmic clarity, and others). But often it is impossible to master these skills without connecting with the emotional component in the process of vocal training. Even virtuosic performance of a difficult passage requires support not only of

technical means but also internal feelings associated with intonations of this passage. The principle of unity of the emotional, intonational and technical development accelerates vocalist's emotional expressiveness formation, becoming the triple activator of the inner confidence in his abilities. These concepts should also be inseparable and complement each other, intertwining and helping to acquire vocal skills.

Specifically vocal principles. A great importance in shaping future vocalist's emotional expressiveness is given to *the principle of formation of the vocal-auditory representation of the sound-image*, which L. Vasylenko dwelled on in her research [3]. Scholar claims that this principle reveals not only the nature of vocal sound production, but also provides a path for vocalist technical development according to his artistic level. One of the important conditions of student's vocal development is a systematic and consistent formation of the vocal-auditory representations. They reflect the depth of perception and determine the quality of performance, supplemented by the imagination and creativity, which determines its role in musical-aesthetic education. The formation of the vocal-auditory representations in the learning process is diverse, as it involves active cognitive activities (observation, comparison, analysis, recognition, differentiation, generalization), and immediate emotional response with all its gradations [3, p. 123].

The principle of combining internal emotional and visual expressive components is implemented through explaining future vocalist's specific features to embody a performer's internal emotional state in the appropriate stage movement (facial expressions, gestures, movements of body head, hands). It is a very difficult work done together for the teacher because each student has individual psychological characteristics, which sometimes are not given as clear visual expressions in everyday communication. It is not only methodological, but also a subtle psychological work, which student must actively participate in if he is interested in his professional growth. The teacher can include exercises for emotional self-expression, emotional self-regulation and linking fantasy, life and emotional experience of the student to the contents of the pieces performed.

Conclusions. For the development of future vocalist's professional training, a great importance is given to the formation of emotional expressiveness. It makes us search for ways of realizing this goal in future vocalist training. As a result, we decided that the introduction of humanistic, interdisciplinary, acmeological and competency-based approaches in training of students are the most effective in the formation of emotional expressiveness of future vocalists.

During the theoretical research we have identified three groups of principles that underpin the process of future vocalist's emotional expressiveness formation: Among them there are three groups: general pedagogical (the principle of gradualness, consistency, and continuity; the principle of consciousness); musical and pedagogical (the principle of prospectivity; the principle of theoretical

modelling of developing effect of vocal training: the principle of unity of the musical-theoretical knowledge and empirical performing experience; the principle of unity of the emotional, intonational and technical development); specifically vocal (the principle of formation of the vocal-auditory representation of the sound-image; the principle of combining internal emotional and visual expressive components).

Prospects of further researches are within the development of the methodological model of the future vocalist's emotional expressiveness formation at classes of solo singing based on scientific approaches and principles we defined.

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Slobodianiuk Anna

**CUED SPEECH AS A TOOL TO OVERCOME DIFFICULTIES IN
ENGLISH PHONETICS ACQUISITION BY THE CHINESE STUDENTS
OF PHILOLOGICAL DEPARTMENT**

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Abstract. *The paper argues the possibility of using a special visual mode of communication to improve English phonemic awareness by Chinese students. The analysis of existing techniques to teach word rhythm considering the differences in Chinese and English pronunciation have been made.*

Keywords: *cued speech, phonemic awareness, handshape, visual, phoneme.*

Phonetics is one of the core subjects taught at the philological department of the university during the first year of studying. The acquisition of the sound producing is hampered by the inability to perceive the phoneme due to the peculiarities of the mother language. The students whose first language is Chinese usually demonstrate the lowest results in phonetics. It's caused by many reasons. Some English phonemes do not exist in Chinese; stress and intonation patterns are different. Unlike English, which is an intonational language, Chinese is a tone language. This means that it uses the pitch (highness or lowness) of a phoneme to distinguish word meaning.[2] In English, changes in pitch are used to emphasize or express emotion, not to give a different word meaning to the sound.

English has more vowel sounds than Chinese, resulting in the faulty pronunciation of words like *ship/sheep*, *it/eat*, *full/fool*. Diphthongs such as in *weigh*, *now* or *deer* are often shortened to a single sound.

Chinese learners find it difficult to hear the difference between **l** and **r**, and so may mispronounce *rake* and *rice* as *lake* and *lice*. Southern Chinese speakers have a similar difficulty in distinguishing **l** and **n**.

A major problem is with the common final consonant in English. This feature is much less frequent in Chinese and results in learners either failing to produce the consonant or adding an extra vowel at the end of the word. For example, *hill* may be pronounced as if without the double *ll* but with a drawn out *i*, or as rhyming with *killer*. [5]

The difficulties of pronouncing individual English words, compounded by problems with intonation, result in the heavily accented English of many

Chinese learners, what in some cases can make them sound impossible to understand.

There is a great amount of researches on different techniques in teaching English word rhythm which can be applied to teaching Chinese students. Thus Beisbier B. offers many activities for recognition and discovery of word stress pattern rules with student-generated rule writing.

Examples: (known) (unknown)

1. electric terrific Italic academic

.

Rule: In words ending in -ic, the main stress comes before -ic.

2. baseball · spaceship

high school · instant noodles

Rule: In compound nouns, the main stress is on the first part. [1]

The other type of activity was offered by Gilbert J. B.. The teacher has students pull a wide rubber band between the two thumbs while saying a word. Stretch it out during the stressed syllable but leave it short during other unstressed syllables. It provides a visual image of the variable length of the syllables as well as a kinesthetic tool that mimics the actual effort involved in lengthening a stressed syllable. [3, p. 38] The teaching purpose is to help students avoid pronouncing each syllable at the same length, which appears to be the most common problem for Chinese students. They can usually lengthen a syllable, but cannot shorten a syllable. The key point is to teach students to reduce vowels in unstressed syllables. For example, the vowel “a” in “woman” is reduced to /ə/, not like a full vowel /æ / in “manner.”

But all these and other activities do not serve the purpose of learning to pronounce individual sounds or, to be more precise, to develop the ability to distinguish phonemes. We suppose that cued speech can provide visually clear and visually complete access to the consonant-vowel structure of English which will help students to achieve phonemic awareness. Thus *the aim of the paper* is to investigate the possibility of usage cued speech in order to enhance phonetics acquisition.

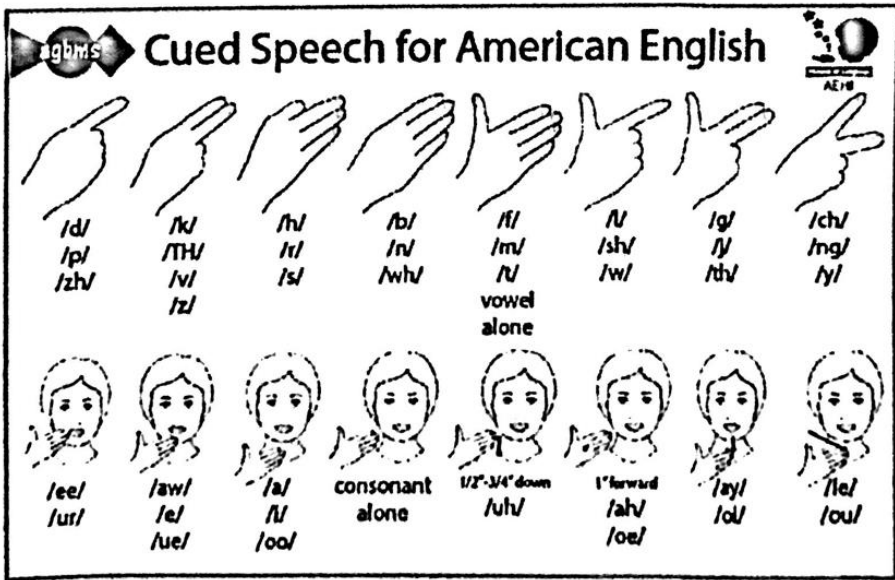
Cued Speech was invented in 1966 by R. Orin Cornett, Ph.D. While working at Gallaudet University as the vice president for long-range planning, Dr. Cornett was surprised to find that the deaf student body had low reading levels. He had assumed that the students would be avid readers because books would give them access to information that they could not get by listening. He came to the realization that many of the students who had grown up using sign language did not read well because they did not have full mastery of English. To read and write a language proficiently, a person must be fluent in its use. Such fluency has been shown to begin with the ability to distinguish the smallest components of the language, the building blocks known as phonemes.

Dr. Cornett proceeded to invent Cued Speech to enable those who cannot hear English to clearly and unambiguously see all of its phonemic components. “If all the phonemes of speech looked clearly different from each other on the speaker’s mouth, just as they sound different from each other to normal ears, a profoundly deaf child could learn language through vision almost as easily as the normal child learns it from hearing.” [4, p.154]

To prove our assumption that the usage of cued speech improves phonemic awareness we need to define the notion «phoneme». Phonemes have historically been defined as an acoustic event, i.e. the sounds of a language, or simply, «speech sounds». The Webster’s dictionary defines a phoneme as «one of the set of the smallest units of speech as the ‘m’ of ‘mat’ and the ‘b’ of ‘bat’ in English, that distinguishes one utterance or word from another in a given language». [6, p. 883] Cueing changes the way we define English phonemes. Phonemes remain the smallest unit of English which distinguishes one word from another, i.e., the consonant and vowel «building blocks» of English but the no longer need to be defined by acoustic characteristics or tied to the speech sounds of the language. Through cueing, the phonemes of English become a purely visual event. English phonemes can be conveyed acoustically through speech or they can be conveyed visually through cueing.

To make the experiment itself clear let us make an overview of the cued system. So eight handshapes represent groups of consonants, four positions represent groups of vowels and four combinations of vowel positions represent diphthongs. Here one should notice that the hand cues are different for sounds that look alike on the lips, e.g. ‘p’, ‘b’ and ‘m’; ‘t’, ‘d’, ‘n’ and ‘l’; and ‘k’, ‘g’ and ‘h’. The hand cues may be the same for sounds that look different on the lips. In other words, the cues separate the look-alike.

When you begin to cue, you place the handshape of the first consonant in the position of the vowel that follows it. There is no need to begin at the side position and you do not need to return to the side position until you read a final consonant. As you cue syllables, you move from one to the other without returning to the side position. You do move to that position when you cue a final consonant. The flat handshape, called the 5 handshape, is used for vowels without consonants and for the second half of a diphthong in addition to its own set of consonant. Picture 1 represents the American English Cue Chart which was used during our experiment.



Picture 1

So we involved 20 Chinese students in the experimental group and 20 Chinese students from the control group into the experiment. The students of the experimental group were taught phonetics during 4 months by applying cued speech. Both the teacher and the students learned how to cue sounds and used this system along with oral reproduction. This tool appeared to be rather useful in identifying the target sound. For example, to distinguish between sound 'r' and 'l' the students used different handshapes (handshape 3 for 'r' and handshape 6 for 'l'). It took them two months to get used to using cued speech and next two months the students just practiced English phonemes using both their visual and acoustic representation.

After-experiment survey showed a considerable progress in achieving phonetic awareness by the Chinese students from the experimental group (85%), whereas the control group got only 45% in the survey on identifying and distinguishing English phonemes.

In summary, cued English allows full, unambiguous, visual access to the phonetic structure of English which in its turn improves students' phonemic awareness skills.

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FORMATION OF AESTHETIC COMPETENCE AS PSYCHOLOGICAL AND PEDAGOGICAL ISSUE

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Abstract. *The paper considers psychological and pedagogical issues of formation of aesthetic competence of a future music teacher. Education plays a major role in the formation of a competent individual, and aesthetic competence is one of important components in training of a music teacher, since it is an ability of a person to aesthetic perception and comprehension of beauty, which presupposes knowledge of aesthetics, maturity of aesthetic beliefs, feelings, values, ideals, behavior in the field of music art.*

Keywords: *aesthetic competence, general cultural competence, artistic and aesthetic values, personality, music teacher.*

Introduction. Dynamic development of society entails the need for harmonious development and self-fulfillment of a personality of a music teacher, which is ensured by nurturing a special, universal worldview and attitude the culture of art. The specifics of such worldview and attitude is determined by the balance of artistic, emotional and intellectual appropriation of various information, which, in its turn, ensures positive perception and interest in its uniqueness and equal value significance. Humanization of education is one of crucial psychological and pedagogical principles, as it is based on ensuring the priority of universal values, revival of spirituality, creation of conditions for formation the aesthetic culture of a person. The present poses significant psychological and pedagogical issues concerning the formation of aesthetic competence of each person, the solution of which requires a lot of efforts and ways of their use.

Brief overview of publications on the topic. Academic literature (according to L.Kondratova) determines general cultural competence as a key and at the same time priority competence for the educational branch. General cultural competence signifies the ability to use the knowledge of cultural space, experience and ways of artistic and creative activity, level of training, education and development in any activity of a person;

intersubject aesthetic competence signifies the ability to manifest aesthetic attitude towards the world in different fields of human activities, to evaluate things and phenomena aesthetically, which is formed when mastering various kinds of art and their interaction;

subject artistic competences signify the ability to understanding and creative self-expression in musical, fine and other types of art, which are formed when perceiving and mastering them in practice.

In O. Oleksiuk's viewpoint, artistic competence is a key component in the system of artistic education; it reflects the cultural potential of a person, their readiness to emotional and value-based world experience, readiness to create an artistic way of life and activity on the grounds of experience of using artistic competences [6, p. 222].

According to L. Mykhailova, artistic and aesthetic competence implies the developing of artistic interests, tastes, needs, ideals and aesthetic value orientations in the field of art, artistic and image-based way of thinking, mastering of languages of various kinds of art, ability to be a listener, observer and creator, ability to perceive, interpret and evaluate artistic pieces, express personal attitude towards them by substantiating personal thoughts and assessments, readiness to use the obtained experience in an independent creative activity [5, p.3].

Objective. To consider psychological and pedagogical issues of formation of aesthetic competence of a future music teacher in the course of training.

Materials and methods. Methodology of the study is based on general theoretical and methodological principles of philosophy, psychology and pedagogics with regard to aesthetic competence of a future music teacher and, in particular, to psychological and pedagogical issues of formation of aesthetic competence of a future music teacher. The methods of theoretical and empirical research (analysis of academic literature, synthesis, systematization, generalization) were used to fulfill the set objective.

Results and discussion. The contemporary education aims at nurturing a person that aspires to self-fulfillment, is able think critically, values cultural heritage and is able to enrich it with creative activity. The notion of "competence" has appeared in pedagogical literature relatively recently and today it requires further development. In the 1960's, the concept of "competent education" has emerged in the United States, the United Kingdom and Germany. It includes not only professional knowledge and skills, but also such qualities as initiative, ability to co-operate, work in a group, ability to evaluate the situation, to think logically, to acquire, to select and analyze information [1, p. 247]. More precisely, a person can become competent only after obtaining information, knowledge and practical experience. In the formation of a competent personality, education plays a major role and, as M. Levit points out, a personality is already a complex cultural competence. Therefore, competence can be divided into two psychological groups: the success of ways to work and the success of ways to live. Aesthetic competence in contemporary education is intended to help the happiness of living and relates not only to personal competences, but also to cultural and socio-cultural competence [8].

According to A. Flier's viewpoint, the general system of cultural competence of an individual, which possesses itself as a professional one, includes the knowledge and perception, skills and abilities, traditions and values, it creates reference examples of social values and sets up the commonly accepted standards of general cultural erudition, whereas pedagogics formulates the methods of transmission of up-to-date samples of such socio-cultural competence to other people [2].

In M. Levit's concept, cultural competences should be treated as types of activities - individually-productive and socially-productive. On the one hand, an ideal model of contemporary culturally competent person, according to M. Levit, includes the ability to use the experience of previous generations, ability to learn, ability to creative work, ability to think and basic knowledge of sciences, and on the other hand - ability to communication, self-fulfillment, when one can recreate their ability to live, to become and be a human among other humans [8, p. 21].

Thus, aesthetic competence is a kind of socio-productive competences; it is an ability to spiritual activity that stimulates the success of self-fulfillment of a human being as a personality in general and not only as a professionally successful person, according to the standards and limits of a successful activity. Aesthetic competence is an ability to constant growth, ability to build oneself in a harmonious way; first of all this is an ability that is related to an aptitude, that one can gain, and the development of this ability.

A concept of "competence" is rather popularized nowadays, because it reveals totally new perspectives in understanding of contemporary education mission and of real-life results of educational activity. The concept of competence is based on the idea of bringing up a competent person and worker that both has certain knowledge and professionalism and is capable of acting accordingly in certain situations, using their knowledge. This kind of person is able to take responsibility for certain activities. With regard to the contemporary labor market, the main priorities of education in terms of competence are the ability to adapt to rapid changes and new needs of the labor market, awareness of relevant information and the ability to analyze it, act actively, make decisions quickly and to learn throughout your whole life [1, p. 248].

Aesthetic competence is one of the most important components in the training of a music teacher. V. Lutayenko states that "art develops, first of all, an aesthetic side of thinking" and "aesthetics of thinking is dependent on the level of involvement of a person into an artistic activity and the perception of its consequences" [4, p. 214].

We believe that the comprehension of the logos of life in music education philosophy is bound, first of all, to three realities: human being - experience - culture. Its culture-forming function is a priority. To conduct an informational training does not mean formation of an individual as a part of a culture. Culture in a person can be nurtured only with culture. I. Pometun suggests an idea that general cultural competence of an individual is an ability to adopt and create different

spheres of social life, to formulate one's own principles of activity, behaviour and communication, being guided by the best achievements of the mankind. This is an ability to live and interact with other people in the context of multicultural society, being guided by national and universal spiritual values [7, p. 71]. Aesthetic values belong to spiritually-cultural ones. This means that aesthetic competence should be considered as a separate branch with respect to the general cultural one.

Aesthetic and art cultures are very often considered the same in education. However, they should be differentiated. These concepts have different concepts: the first one is broader because it includes not only art values, but also manifestation of aesthetics in real life in all the fields of one's activities, that are not related to art. While art culture reflects everything that is related to the world of art, aesthetic culture is oriented towards a human being, as a manifestation of real and mundane in a person's life: their relationships, behavior, skills, sophistication, greatness, dramatic and comedic side of their life, etc. that are reflected in their daily mode of life, work, communication, experience and achievements in their art. With that being said, art culture is a higher stage of development of aesthetic culture [3].

Therefore, the result of one's education in artistic and aesthetic field will be not only a system of artistic knowledge and skills, that traditionally artistic education of the previous decades was aiming at, but also a system of personal artistic and aesthetic values and competences, that are essential for an aesthetically accomplished person, that consists of an ability to use the obtained artistic knowledge and skills, readiness to use the gained experience in individual practical artistic activity, according to universal aesthetic values, personal mindset and aesthetic tastes. The vector of education and upbringing should be oriented towards the values of individual development, based on revealing of artistic skills, shaping of various aesthetic interests and needs, which ultimately leads to establishment of an artistic individuality of every person.

According to our point of view, aesthetic competence is an individual trait that aims at perception of art as a means for self-fulfillment, it includes the ability to understand beauty and ugliness in art and the world around, development of aesthetic feelings and emotions, formation of aesthetic skills and desire to create beautiful things, upbringing of artistic skills and talents in the field of art, involvement into creative work.

Conclusions. Thus, the formation of aesthetic competence is a difficult and multi-faceted process, which depends on one's general educational activity, that stimulates one's success in self-fulfillment as a personality in general and the ability to constant growth and self-improvement, ability to build oneself in a harmonious way.

For a future teacher of music art aesthetic competence means one's ability to aesthetic perception, understanding of beauty, which presupposes that a teacher has

aesthetic knowledge, well-developed aesthetic judgements, feelings, values and behaviour in the field of music art.

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**PROFESSIONALLY ORIENTED TEACHING FOR ENGLISH
LANGUAGE FOR FUTURE TEACHERS OF PRE-SCHOOL
EDUCATIONAL INSTITUTIONS**

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Abstract. *The purpose of this study was the study and development of methods of professionally directed training English language of the future teachers of pre-school educational institutions. As a method of stimulating the internal motivation of teaching English, the use of the method of professionally oriented, research and development projects, topics of that were discussed with students was chosen.*

Observing the work of students during the implementation of projects, interviews with them, as well as the results of the final questionnaire, showed that the implementation of professional-oriented research projects contributed to increasing the motivation of learning English.

Keywords: *English language, professionally oriented education, educator of children's institutions.*

To establish educational, cultural and professional contacts, the training of specialists who have at least one foreign language, preferably English, is becoming becomes the language of international communication increasingly popular in the world and The Law of Ukraine "On Education" emphasizes the assistance of the State to study languages of international communication, primarily of English, in state educational institutions, and to create conditions for the study of foreign languages.

Today, nobody doubts that the competitiveness of a pedagogical institution of higher education, its prestige and its role directly depend on the quality of training specialists, the development of a culture of social behavior, taking into account the openness of society, from the accounting of new requirements for the professional competence of teaching staff. Despite the need for knowledge of a foreign language by specialists in various fields of education and understanding of its significance, graduates of higher educational institutions in non-language specialties don't know him well enough. There are many reasons for explaining this phenomenon, but one of the main is the lack of motivation for studying this discipline.

The purpose of this study was the formation of the motivation of teaching English for future educators of pre-school educational institutions, taking into

account the professional specificity of the direction of preparation and psychological and pedagogical qualities of students.

Proceeding from the stated goal, the following tasks were solved: the pedagogical conditions for forming the motivation of teaching a foreign language were determined and measures for their introduction into the educational process of professional training of future educators were developed.

Studies of psychologists and teachers put the effectiveness of learning in direct dependence on the motivation of learning [1, 2, 3, 6, 9]. Psychologists consider motivation as an internal determination of behavior and activity, which may be due to external stimuli, the environment surrounding the person. But the external environment affects a person physically, while motivation is a mental process that transforms external influences into internal motivations "[6, 63]. According to this definition, the psychologists distinguish external and internal motivation. External motivation is based on incentives, punishments and other forms of stimulation. In the case of external motivation, the factors regulating behavior do not depend on the inner self of the individual. Internal motivation promotes satisfaction from work, causes interest, joyful excitement, and increases self-esteem of the individual. Without motivation, those who study will not succeed. Motivation performs several functions: motivates, directs and organizes the student, provides educational activities with personal meaning. The unity of these functions provides the regulatory role of motivation in behavior.

The importance of forming the motivation for studying a foreign language was considered in the writings [1, 3, 5, 6]. The problem of forming the motivation of teaching a foreign language in a non-linguistic specialties high school the works is devoted [4, 6, 7, 11]. According to psychologists, before a person can take any action, he should want to do it. This statement also applies to foreign language training in non-language specialties. What should be done so that students of non-language specialties want to learn a foreign language? According to researchers, it is this stimulus that professionally directed foreign language learning. In accordance with the principles of the new direction of teaching English in Western pedagogy - "English for special purposes" (ESP), in Ukrainian higher education, in accordance with the State educational standard, the teaching of a foreign language in non-language specialties takes place within the discipline "Foreign language for professional orientation". The purpose of studying the discipline was the formation of the necessary communicative capacity in the spheres of professional and situational communication in oral and written forms, the skills of practical command of a foreign language in various types of speech activity in the scope of topics that are conditioned by professional needs; mastering professional information through foreign sources.

With this approach, creating a positive internal motivation for learning is ensured by a focus on professional interest, an awareness of the practical and theoretical significance of the knowledge gained for future professional activity,

professional specificity, as well as taking into account the age and psychological characteristics of students of different specialties. Regarding the conditions affecting the formation of external motivation, it becomes important to create a situation of success or awareness of failure and its causes, adversity and communicative orientation occupations.

The synthesis and analysis of our experience of pedagogical work gave an opportunity to characterize the features of the students of the faculty of preschool pedagogy and psychology, the specialty 012 Preschool education.

Modern realities are oriented towards the training of a educator as a humanistic oriented personality capable of responding promptly to the dynamics of socio-economic processes, in the conditions of their own professional activities. Today, the training of future specialists in preschool education is considered by scientists as a multi-factor structure, the main task of which is to acquire every student the personal meaning of the activity, the formation of professional skills, the ever-increasing interest in working with children and their parents, and in the development of success.

Summarizing theoretical analysis of the views on the peculiarities of the professional training of future educators highlighted in the scientific works of L. Artemov, A. Bogush, I. G. Belenk, N. Gram, L. Zdanevich, T. Tanko, V. Nesterenko, M. Mashovets, N. Lysenko and of others. it can be argued that the training of future educators foresees the creation of a complex of psychological and pedagogical conditions for increasing the competence in the scientific-methodological and organizational-content areas of vocational education, based on the system of vocational training, taking into account of the actual problems of society, family, childhood and preschool education. Among the actual conditions of professional development of the future educator of children's educational institutions, we have been allocated the following: possession of modern information and communicative technologies.

Based on the above-mentioned, pedagogical conditions were determined that contributed to the formation of the motivation of teaching a foreign language among future educators of educational institutions. First, as a pedagogical condition, the requirements for classroom classes from the English language at the present stage are determined. Classes were being built, as already mentioned, in the presence of a professional orientation and taking into account the psychological and pedagogical qualities of students of the corresponding specialty, which should ensure the emergence of needs and positive motives of educational and cognitive activity in the teaching of a foreign language. It was taken into account that modern social factors changed the psychology of young people. They are accustomed to figurative and emotional information on television and on the Internet, therefore academic style in some cases is perceived by them as an anachronism. Students, as a rule, very easily combine mental and emotional. Therefore, there was a need to vary the academic style of teaching with its traditional approaches (teacher -

subject, student - the object of educational process) with modern approaches (subject - subjective, interactive interaction of the teacher and students). As the second educational condition for the formation of stable positive interests and motives for teaching a foreign language, the necessity of introducing innovative pedagogical technologies and teaching methods was determined.

Among the large number of innovative teaching technologies, the following are highlighted: the use of interactive learning methods and the introduction of computer technologies, the feature of which was that the learning process was carried out in a context of constant active interaction and cooperation of all its participants, the student and the teacher became equal subjects of study, which provided intensification of the learning process and the feedback of all participants in the learning process (interactivity).

Among the interactive methods of teaching, the method of projects was chosen, the introduction of which in the process of learning English was already used by us for students of other specialties and gave positive results [4, 12]. The features of the project method consisted in the fact that it united elements of interactivity and application of information and communication technologies, that is, both defined pedagogical conditions for forming the motivation of teaching a foreign language in non-language specialties. As our experience showed, it was the work of a study project on topical issues of future professional activity that was conducted in English within the framework of the relevant topic of the curriculum of the discipline "Foreign (English) language for professional orientation", created the internal motivation for students to learn a foreign language, the opportunity to demonstrate mental independence, initiative, to conduct active search activity. After all, the more active the teaching methods, the easier it is to interest students.

The experiment involved 32 students. In order to determine the level of internal motivation for teaching English in a professional manner, a questionnaire with eight variants was compiled of answers to the question "What motives of foreign language learning are most important for you?", Which was the subject of an anonymous survey, . It was necessary to put the answers to the questions in the rank: most importantly - 1, important - 2, important to some extent - 3. The purpose of the questionnaire, in addition to identifying the most important motive of language learning, was to present students the opportunities and benefits knowledge of English language .Here is a list of answers to the questions asked to students:

1. Self-esteem.
2. Self-improvement.
3. Expanding the horizons.
4. Ability to obtain additional professional knowledge.
5. Ability to teach physics in English in further professional activities.
6. Get a high grade for a scholarship.
7. Ability to use English during a trip abroad.
8. The desire to continue studying in the magistracy.

The following match of the answer number to her rank was expected (table 1).

Table 1

Compliance with the number of the answer to the questionnaire of her rank

The answer number	1	2	3	4	5	6	7	8
Answer rank	3	1	2	1	2	3	3	2

For every coincidence of the answer with its rank there was one point. The levels of internal motivation were distributed as follows: a high level of 8-6 points; the average level is 5-3 points; low level - 2-0 points.

The questionnaire was conducted anonymously, the students frankly answered, and therefore most of them admitted that it is important for them: to get a high grade from the English language to receive a scholarship (12 people); Ability to communicate during a trip abroad (9 people); self-esteem (11 people). This result of the questionnaire led to the following distribution of levels of motivation at the initial stage of the experiment: high level - 11%, average level - 42%; low level - 47%. Of course, all of the above motives are an incentive to study English, but in the light of our study, they do not determine the internal motivation of learning English and are external, utilitarian, meaningfully unrelated to professional training activities. More important motivations that are meaningfully close to the formation of internal motivation for learning activities are determined by the acquisition of additional professional knowledge and self-improvement. However, the students did not identify them in high rank.

Implementation of the project methodology was carried out in accordance with the current issues of modern preschool education, which were planned in the content modules: Preschool education in Ukraine, Great Britain and the USA. The rights of children. Being a parent. Profession a teacher at the kindergarten. Tolerant attitude of teachers to children. Computer in the life of little children.

At the end of the experiment, a second questionnaire was conducted for students, which revealed the following distribution of levels of motivation for teaching English: high level – 24 %, average level – 63 %; low level – 11 %. The increase in the level of motivation was due to an increase in the number of students who identified the more important motives for learning English: the acquisition of additional professional knowledge (14 people), self-improvement (12 people). However, there were no students, for whom an important factor was receiving a high grade for a scholarship.

As shown by the observation of the students' work during the project, interviews with them, as well as the results of the final questionnaire, the implementation of educational research projects aimed at professional interest, based on certain pedagogical conditions, motivated the teaching of English.

It is planned to further stimulate the teaching of the English language by the professional orientation of students of non-language specialties through the search

and implementation of modern methods of educational activity.

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