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PROFESSIONAL EDUCATION

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V. M. CHAYKA

THE METHODOLOGY OF DIDACTICS AS A BASIC INVARIANT OF THE THEORY OF PROFESSIONAL EDUCATION

We characterized the methodology of modern didactics as a basic invariant of the theory of professional education in the process of analysis of the general scientific, activity and individual-oriented approaches. The special features of the system and synergetics approaches are defined, theoretical aspects of activity, praxeological, humanistic, cultural, axiological, subjective, akmeological and competent approaches considering studying the problems of professional education are determined.

Keywords: *methodology of didactics, the theory of professional education, general scientific, individual-oriented, activity methodological approaches.*

В. М. ЧАЙКА

МЕТОДОЛОГІЯ ДИДАКТИКИ ЯК БАЗОВИЙ ІНВАРІАНТ ТЕОРІЇ ПРОФЕСІЙНОЇ ОСВІТИ

Охарактеризовано методологію сучасної дидактики як базовий інваріант теорії професійної освіти в процесі аналізу загальнонаукових, діяльнісних та особистісно-орієнтованих підходів. Визначено особливості системного і синергетичного підходів. Висвітлено теоретичні аспекти діяльнісного, праксеологічного, гуманістичного, культурологічного, аксіологічного, суб'єктного, акмеологічного і компетентнісного підходів до вивчення проблем професійної освіти.

Ключові слова*: методологія дидактики, теорія професійної освіти, загальнонаукові, особистісно-орієнтовані, діяльнісні методологічні підходи.*

В. М. ЧАЙКА

МЕТОДОЛОГИЯ ДИДАКТИКИ КАК БАЗОВЫЙ ИНВАРИАНТ ТЕОРИИ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

Дана характеристика методологии современной дидактики как базового инварианта теории профессионального образования в процессе анализа общенаучных, деятельностных и личностно-ориентированных подходов. Определены особенности системного и синергетического подходов. Освещены теоретические аспекты деятельностного, праксеологического, гуманистического, культурологического, аксиологического, субъектного, акмеологического и компетентностного подходов к изучению проблем профессионального образования.

Ключевые слова*: методология дидактики, теория профессионального образования, общенаучные, личностно-ориентированные, деятельностные методологические подходы.*

Every science, including theory of professional education has its own methodology, which is a means not only of theoretical knowledge, but also of practical transformation of the learning process, its improvement and optimization. Methodology is a doctrine of construction principles, forms and methods of scientific cognition of the didactic process. Methodological provision of the theory of professional education grounds on defining regular relationships of the studied objects, complex of ideas, values, principles, theoretical knowledge and statements that are necessary and sufficient to substantiate its logic, structure, program, technologies, system of methods and means.

Philosophical level of methodology is based on the principles of the dialectic transformation of quantitative changes into qualitative new forms of an individual, correlation between a phenomenon and a cause, specific and abstract, contents and a form, essential and appropriate, empirical and theoretical, general, special and individual, necessary and accidental as a determinant of appearance, formation and development of didactic processes and studied phenomena. By establishing a relationship, interaction, correlation of didactic phenomena that are reflected by the above mentioned categories, we can determine the essential connections for learning process.

The methodology of science is determined according to the interdisciplinary contents of the theory of professional education, that has direct and indirect relationships with didactics, general, developmental, pedagogical psychology, general and professional pedagogy, history of pedagogy, pedagogy of school and the theory of professional pedagogical training. The research results in various scientific fields provided an opportunity to study the methodology of didactics as a basic invariant of the theory of professional education, taking into consideration their current level of development.

The objective of this article is to characterize the methodology of didactics as a basic invariant of the theory of professional education in the process of analysis of the general scientific activity and individual-oriented approaches.

Methodological approaches that provide its focus on the formation of educational and cognitive activity of subjects of learning are used in modeling and organization of educational process at different types of professional higher educational institutions.

Systematic and synergetic approaches belong to general scientific methodological ones, that are often used in research of the problems of professional education. Among individual-oriented approaches are the following ones: activity approach, praxeological, humanistic, cultural, axiological, subjective, akmeologic and competence.

Conceptions of integrity and systematic character of pedagogical phenomena and processes are reflected in the works of S. Arhangelskiy, Y. Babanskiy, V. Bespal'ko, F. Koroliov, N. Kuzmina. F. Koroliov stated, that pedagogical phenomena belong to complex systems and have such features as integrity (subordination of all the parts of complex system to general purpose), the influence of changes of one parameter on the other ones, the necessity of scientific substantiation of such systems supervision [2]. Y. Babanskiy emphasized that it is necessary (for the methodology of the pedagogical research and during the study of pedagogical phenomena) to apply the systematic and structural approach, the essence of which lies not in the study of the sum of the components of the phenomenon, but in the analysis of «segmented» integrity [5, p. 24].

Close to the problem of systematic approach are questions of the integrity of professional pedagogical training as a system object, that should be studied by means of structural and functional analysis. This provides an opportunity to develop the holistic integration models, identify basic functions, elements, components, their relationships and attitudes, system forming factors and functional conditions in their static and dynamic aspects.

Modern scientific field, built on the ideas of world's systematic integrity (synergetic approach) is the self-organizing theory. It has been investigated by foreign and Ukrainian scientists such as I. Prygozhyn, P. Anokhin, V. Budanov, A. Dobriakov, S. Kulnevych, A. Rudenko etc.

Synergetics explores uneven, complex and open systems that are in a state of instability, in constant self-development due to the ability to superstructure of new features, self-organization. It also studies the extent of the interactions «human-society», «human-himself/herself», «human-activity», as dynamic environment generates the problem of its self-government in the conditions of nonlinear development of the world, and the subject has the opportunities to make an own choice of the most optimal way.

Based on the principle of synergetic approach we state that the professional and personal development of a future specialist cannot be considered as a gradual, linear, conflict-free process, since it is surely accompanied by contradictions that cause a restructuring of value orientation, self-cognitive and self-educational activity.

In understanding the nature of the problem of professional education methodology activity approach, that reflects the ideas of materialistic dialectics in the Ukrainian psychology and pedagogy science, also including didactics of the Soviet period is of great importance. The activity theory is reflected in the works of L. Vygotsky, P. Galperin, O. Leontiev, S. Rubinstein, N. Talyzina, G. Shchukina etc. Later it was further developed by V. Davydov, P. Elkonin, V. Laudis, M. Skatkin etc.

S. Rubinstein defined an individual principle of activity, the statement of activity human nature in the light of the idea of subjectivity, characterized activity as a manifestation of the subject's activity in its system of social relations that have specific historical character in the diversity of relations between the person and the world that detects and forms human mind and promotes development. Dialectics of the human psychic relation to its activity lies in object-activity and subject- conscious correlation of a concrete subject with others, with the products of subject’s activities and relationships that determine it. That is why a person as a subject reveals higher level of activity, integrity, autonomy and becomes the creator of his/her own fate, and his/her activity is always meaningful, independent, creative and human inherent.

G. Kostiuk found a dynamic connection between processes of internalization and exteriorization as conversion of the internal into the external and vice versa, which he linked with the objectification of the subjective human’s world and its transformation, emphasizing the consciousness of the activity process, and understanding its social significance. In the structure of human activities the scientist pointed out the following components: awareness of goals, the presence of motives, objects, methods of actions and operations, communication, intermediate and final results [3].

Methodology of the activity approach is widely used in modern researches of professional pedagogical training. Despite the fact that the definition of the essential aspects of qualitative professional pedagogical activity on the basis of methodology of the activity approach has considerable heuristic resources for researches in the pedagogical competence, for its implementation at higher educational institution there are such contradictions: 1) mastering the professional activity is ensured only by means of study work; 2) forms of organization of educational and perceptional activity are often inadequate to forms of activity being learned; 3) the structure of educational perceptional and professional activities (a need, a motive, a goal, an objective, means, actions and operations, a result) and their functional relations are the same, and semantic content of the corresponding levels is fundamentally different.

The essence of the praxeological approach, which is the projection of the activity one, lies in study of scientific organization and effective management of activity.

The principles of the general laws of perfect activity which depend on many conditions and factors that do not assume uniformity are of great importance in theoretical praxeology. Moreover, praxeology expands the terminology of apparatus of the activity theory, enriches it with practical elements. According to scientists-praxeologists, the work effectiveness, first of all, depends on prior accurate preparation for its performing, which lies in action preparation, development of actions plans (their deliberateness, feasibility, sustainability, accuracy, flexibility, duration).

In understanding the technological feature of pedagogical activity the conclusions made by T. Kotarbynskiy [4] and T. Pshcholovskiy [6] about the act as a «mechanistic set, multiplication of simple work» and «qualitatively new, cooperative, organized», about readiness of the act in the broad sense, that encompasses mastering knowledge, conscious choice of means and methods, about the criteria of emotional and practical results evaluation (accuracy, efficiency, dexterity, diligence, rationality), about the positive and negative cooperation (the last is a struggle in the praxeological sense) about conscious action in correlation to the volition and optimality of performance of made solutions are of great importance.

On the basis of the analysis of the activity methodology, the management theory, the general system theory, the general regularities of the pedagogical process originated the concept of the educational process optimization (Y. Babanskiy) and of the scientific organization of teacher’s labor (I. Rachenko). The optimization theory directs a teacher to comprehensive study of the learning process, its various aspects, and requires the consideration in the unity of all the objective and subjective factors, the ability to «see» the dynamics of the educational process. Significant methodological importance for the theory of professional education belongs to the dialectical statement of true concreteness, of the necessity to distinguish the main point in the activity. Optimization methods involve holistic, conscious choice and construction of the most rational and effective in this situation variant of the organization of educational process on the basis of the systematic approach.

However, a weak point in the optimization theory is that it focuses on the formation of intellectual actions and doesn't give details when it gets to highlighting the elements of the motivational sphere of an individual, reflexivity of the pedagogical thinking, associated with the projection, formation of a hypothesis, an idea, a plan, tasks nomination, «playing» the planned teaching situations in mind.

Implementation of praxeological ideas concerning the organization of teacher’s activity (V. Bespalko, V. Bondar, M. Levin, V. Slastionin, A. Piekhota, A. Pitiukov, N. Shchurkova et al.) is realized according to the technological approach to professional pedagogical activity and preparation for it. The peculiarity of the technological approach lies in the fact that the sphere of the pedagogical activity can not be characterized by a distinct subject field, uniqueness of functions, separateness of professional actions from personal and subjective parameters. Besides, the remoteness and variability of the results of educational activity cannot provide its precise prediction and modeling. The basis of any learning technology is the problem of defining goals and aim orientation of study. Hierarchical classification of a goal ensures efforts concentrations on the principal point in activity, determination of priorities and prospects for future work, creates the opportunities for guiding explanations to the students as to study work, assessment standards of learning results.

Reliance on praxeological approach allows the teacher to see the whole system of pedagogical activity in the form of the complete technological cycle from the goal to its results, applies algorithms of consistent purpose oriented and effective actions, and also uses them in variety. In such a praxeological sense technological feature is an inherent attribute and a special management object in the process of teacher’s professional training.

The activity theory at the present stage of science development is undergoing transformations, and an increase in attention to individual parameters of the subject of the activity, his/her internal activity.

A priority task of humanistic pedagogy is assistance in the formation of and improvement in the integral personality, which independently forms an own experience, strives to realize maximum of his/her potential, is capable of conscious and rational choice of decisions in various life and professional situations. Teacher's consolidation as an active subject of the educational process is the key principle in understanding the pedagogical essence of his/her humanization and determination of the main approaches to practical implementation.

As a scientific direction in pedagogy the humanistic approach was formed in the 1950th–1960th owing to the works of the Ukrainian and foreign psychologists and pedagogues-humanists R. Burns, Maslow, J. Allport, Rogers, W. Sukhomlynsky, V. Frankl, Fromm, K. Horney, etc, the experimental experience of the representatives of cooperation pedagogy such as S. Amonashvili, Y. Ilyin, I. Volkov, I. Ivanov, V. Shatalov, M. Shchetinina et al. The humanistic approach in pedagogy involves a valuable attitude to a human, recognition of his/her development as the prominent task of education and upbringing. And the formation of unique personality is treated as the main result, which is achieved through freedom and creativity of a teacher and pupils in choice of means, methods and forms of teaching and learning, in providing opportunities for an individual concerning self-determination, self-organization, self-realization.

The essence of educational activity in the context of humanistic approach involves its improvement through the prism of personality structures of pedagogical consciousness, which provide on the reflexive basis an active reinterpretation of all components of the pedagogical process, the content of own activities and subjective conditions, learning and perceptional activities of students on the basis of self-organization of a learning process. Thus, the ideas of humanistic approach in professional teacher training and his/her activity should be understood as a strategic goal, professional credo, values orientation, aimed at harmonizing the relationships between the subjects of pedagogical process and their creative self-development.

In modern psychological and pedagogical researches the cultural approach that allows us to cover all main characteristics of the process or of the studied object is more widely used. In this case, culture is seen as historically determined level of social development, creative powers and human abilities, that is reflected in the types and forms of life and human activity organization.

As the teacher is always in a situation of moral, ethical, and ideological choice, evaluation and management of pedagogical circumstances and situations, setting goals and tasks, finding means of their achievement, decisions making and their realization, so a statement of organic connection between the culture and the system of professional training of teachers for pedagogical activity is methodologically important.

In psychological and pedagogical literature teaching culture is characterized as an expression of the essential spiritual and creative personality characteristics, of professional activity and teacher's communication (A. Barabanschikov, G. Belousova, T. Ivanova). Based on the methodological foundations, I. Isayev offers a 4 components model of professional pedagogical culture with the following structural components: axiological, technological, creative, and personal [1]. V. Slastionin connects the implementation of cultural approach to pedagogical education with a possibility of overcoming trends in development of impersonal, abstract formal pedagogy, and the formation of teacher's professional culture the scientist considers to be the most important object of scientific knowledge and organizational management decisions [8, p. 17].

Axiological approach realization involves the formation of the uniqueness of relatively stable values of pedagogical activity, the mastering of which provides their transformations in their individual meaningful ones. Axiology as a science of values serves as a guide and regulator of pedagogical processes and pedagogical activity, forms a personal attitude to them.

Psychological and pedagogical aspects of the individual values formation and values orientations, his/her new forms are reflected in the works of B. Ananiev, I. Bekh, L. Bozhovych, A. Kyrychuk, A. Leontiev, B. Suhomlynskiy. Among foreign scholars that research the problems of values oriented upbringing, the works of G. Gordon, A. Coombs, A. Maslow (the concept of humanistic psychology), G. Brunner, B. Woodworth, A. Clark, J. Kelly (cognitive theory), T. German, B. Skinner, G. Hind (neobehavioral theory) are well-known.

The axiological approach gives an opportunity to analyze the process of readiness formation for pedagogical activities through the determination of the teacher's values attitude to the content and results of his/her own activity, professional roles and positions. Subjective perception and mastering pedagogical values are determined by the level of development of pedagogical thinking, by the presence of a personal pedagogical activity system. In the process of professional training the future teacher actualizes first of all those values that become necessary for him in professional sense. On this basis, «I – professional» as a set of goal, ideas, principles that adjust an individual experience, beliefs, professional attitudes, regulate educational activity in the mind is formed in mind.

A modern approach to the value bases formation of pedagogical activities as benchmarks and regulators is associated with the prospect of axiologization of professional pedagogical training. It can provide a shift in the accents from external aspects of the management process of becoming a professional teacher to internal factors of intensification of the value-sense sphere, self-organization of the educational and perceptional activities of the students of pedagogical higher educational institutions.

The essence of the subjective approach in pedagogical theories is reflected and defined in such terms as «activity», «independence», «initiativeness», «creativity». The important in the psychology of creativity phenomena are «I – professional», self-identity, self-development, intuition, creative inspiration, mechanisms and structure of creative processes, creative qualities and abilities of personality, talent. (A. Brushlynskiy, V. Molyako, V. Semychenko, V. Romanetz, V. Rybalko V. Tatenko etc.). In the theorists writings and practitioners of pedagogy of creation actual is finding ways of the creative personality formation, his/her focus on finding new, non-standard in all spheres of human activity, the development of creative possibilities with the help of special technologies (D. Bogoiavlenska, N. Kichuk, S. Lvova, A. Piekhota, S. Sysoeva R. Shakurov, T. Shamova et al.).

In many psychological and educational researches an important prerequisite of student's subjectivity is defined as ability to point out a personal «I — professional», to contrast him-/herself as the subject to objects of his/her influence, to think over his/her actions and thoughts, to discover new, non-standard in different types of pedagogical activities. Subject sense of professional activity of the future teacher requires activity, the ability to manage, regulate his/her behavior and actions according to the defined tasks.

An important role for research of teacher's professional education problem lies in statements of akmeology that studies the regularities and mechanisms of human development at the stage of maturity, achievement the highest levels of development by a human. Moreover, akmeology explores the issue of organization of the future specialists training concerning improvement and correction of the professional activity, provides control of individual professional development of a future teacher, and directs it to constant self-improvement and the ability to self-organization.

Methodological guidelines of akmeological approach found the explication in the works of K. Abulkhanova-Slavska, O. Bodaliov, A. Derkach, M. Kuharieva, A. Markova et al.

Akmeological approach provides teacher's individuality development through organic unity of the processes of professional education, socialization, self-upbringing and self-development. This means that not only developmental environmental conditions (being only a prerequisite of personal transformation) favor the professional development of teacher's individual, but also the teacher who has to become an active personality that is critical to himself and the environment, is in the constant process of self-cognition and self-improvement. The specialist must constantly see him/herself to be a real subject of professional activity, make a significant result that opens new prospects for him/herself and for other people.

Akmeology focuses on the productivity of the professional activity of a personality in the form of creative achievements, social recognition and personal success at different age stages of life activity. The main task of akmeology is the development of means of self-improvement and professional development to higher level of mastery.

The new concepts of pedagogical education, that are built on humanistic basis involve the implementation of the competence approach, targeting on the unique individuality of each student in the content, technologies of teacher training (N. Bibik, I. Zimnyaya, V. Kraievskiy, A. Markova, O. Pometun, O. Savchenko, A. Khutorskiy et al.). It helps to overcome the traditionally prevailing mass-reproductive teacher training, to direct it to the personal level.

Implementation of the competence approach allows to transform goals and content of education into the subjective achievements of a student, that can be objectively measured. Perspective of the competence approach is in the fact that it involves a high degree of readiness of the intending specialist for successful pedagogical activity, provides activation of the mechanisms of general and professional self-development of a student and requires consideration of motivation, its dynamics in the process of professional training, education, organization of self-motion to the final result. That's why the main objective of the competence approach is in formation of conditions for self-organization of activity and personality of an intending teacher, defining and developing his/her creative abilities, formation of a personal pedagogical attitude, a unique pedagogical technology.

An important problem of practical implementation of the competence approach is the definition of the hierarchy of competence. The system of the competences is formed by a «over-subject», general subject and special subject competences. The main features of the key competences include multifunctionality, over subjectivity, interdisciplinarity, multicomponents, directing to the formation of critical thinking of reflection, determination of its personal position.

Methodological focus on competence approach is productive and therefore leading in the study of the problem of the quality of the professional teacher's activity, since it can be used effectively as for a scientifically substantiated process of management of professional teachers training, as well as for analysis of the teacher's practical work, his/her certification, and as for the creation of appropriate scientific and practical tools. Recognizing the significant methodological possibilities of the competence approach on should take into consideration the reasons that do not allow the key competences to be fully «put» into practice.

Thus, the described philosophical and didactic principles are methodological landmarks of research of the problem of professional training of the intending teacher for pedagogical activity. Despite the «strong» and «narrow» aspects of the presented approaches, they have strong search capabilities for the professional education research. Naturally, multistructure of the object, which a professional education is, cannot be limited by any conception about it. Only a complex combination of ideas, requirements, and statements of different methodological approaches gives a prerequisite for understanding the nature, content, functions and structure of professional training, development of training models of the future teacher for professional activities.

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N. A. LEBEDYEVA

FORMATION OF VALUABLE ATTITUDE TO FUTURE CAREER IN AGRICULTURAL UNIVERSITY STUDENTS

The article presents the basic principles of scientific research about the formation of agricultural university students` evaluative attitude to the future career. The contents and the features of the «evaluative attitude to future career» are presented together with the concept, criteria, indicators and levels of defined quality, complex of pedagogical conditions that have become the basis for forming evaluative agricultural university students' attitudes to future careers are presented. Based on the results of experimental verification, the efficiency of this method and the possibility of its application in the educational process of higher agrarian education are defined.

Keywords: *evaluative attitude, criteria, indicators, pedagogical conditions, methodic.*

Н. А. ЛЄБЄДЄВА

ФОРМУВАННЯ ЦІННІСНОГО СТАВЛЕННЯ СТУДЕНТІВ АГРАРНИХ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ДО МАЙБУТНЬОЇ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Представлено базові засади наукового дослідження проблеми формування ціннісного ставлення студентів аграрних ВНЗ до майбутньої професійної діяльності. Подано зміст та ознаки поняття «ціннісне ставлення до професійної діяльності», критерії, показники та рівні означеної якості, комплекс педагогічних умов, що став основою створення методики формування ціннісного ставлення студентів аграрних ВНЗ до майбутньої професійної діяльності. На основі результатів дослідної перевірки встановлено ефективність цієї методики та можливість її застосування у навчально-виховному процесі вищої школи аграрного спрямування.

Ключові слова: *ціннісне ставлення, критерії, показники, педагогічні умови, методика.*

Н. А. ЛЕБЕДЕВА

ФОРМИРОВАНИЕ ЦЕННОСТНОГО ОТНОШЕНИЯ СТУДЕНТОВ АГРАРНЫХ ВУЗОВ К БУДУЩЕЙ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Представлены базовые принципы научного исследования проблемы формирования ценностного отношения студентов аграрных вузов к будущей профессиональной деятельности. Поданы содержание и признаки понятия «ценностное отношение к профессиональной деятельности», критерии, показатели и уровни обозначенного качества, комплекс педагогических условий, что стал основой создания методики формирования ценностного отношения студентов аграрных вузов к будущей профессиональной деятельности. На основе результатов опытной проверки установлены эффективность этой методики и возможность ее применения в учебно-воспитательном процессе высшей школы аграрного направления.

Ключевые слова: *ценностное отношение, показатели, педагогические условия, методика.*

New socio-economic conditions of the Ukrainian state are associated with increased efficiency of the national economy, the adoption of market relations in all the spheres of social production. Agriculture is one of those parts where reforms are the hardest, where the pace of its modernization is far from desirable. This is, not the least, due to the quality of training for work in this sector, a significant decrease of youth` part in agriculture. So the economy and education are closely connected, and the impact of education on the effectiveness of social production is becoming more apparent. Significantly lower than the requirement of modern industrial agricultural production is the quality of training in agrarian high school, confirmed numerous studies, evaluations of managers and agricultural specialists. In this regard, of particular relevance in the national education policy is the problem of training qualified agrarians forming their evaluative attitude to the future career. Solving large-scale social and economic problems facing agriculture largely depends on the professionalism of graduates of agricultural universities.

In this context the higher agricultural universities raise important task - to provide highly trained specialists which results in not only knowledge and skills, but also the spiritual image of the future worker, its relationship to the surrounding reality, the realities of professional work, his understanding the main problems of human existence .This circumstance requires from agricultural universities to turn to the profession from the perspective of the approach that reveals the value of professional activities for the subject in personal, educational and socio-cultural aspects, training of specialists in the context of evaluative attitude to the future career.

Evaluative attitude that is the source of human activity determines its orientation, behavior and activity, so its study is important for the formation and training of qualified specialists.

Background values shaping the attitude of students of agricultural universities to the future career due not only to the interdependence of social and creative activity and future professionals, but the end results in multifaceted socio-economic activities of enterprises, especially in the introduction of innovative processes, activities, scientific and technological progress.

In deciding the problems of our study, we relied on philosophical works that reveal axiological aspect of personality, social nature of man (V. G. Alekseeva, L. P. Buieva, L. A. Volovich, S. G. Drobnytskyi, M. S. Kagan, L. Smirnov, V. N. Sagatovskyi, V. H. Tuharinov, B. H. Chahin), sociological research on values, the classification of values, the role of values in socialization and self-actualization (E. V.Beliaev, D.Bell, V. Vodzinskyy, A. G. Zdravomyslov, I. Cohn, Maslow, I. Masuda, R. Merton, N. Nosov, V. N. Shubkin) psychological studies on the activity, motivation and personal development (B. H. Ananyev, E. S. Asmakovets, L. I. Bozhovych, L. S. Vyhotskyi, I. V. Dubrovina, O. M. Leontiev, L. M. Mitia, N. H. Morozov, V. N. Miasyschev, A. V. Petrovskii, S. L. Rubinshtein, D. N. Uznadze, E. Fromm, Ye. V. Shorohova, E. Erickson, V. A. Jadov, P. Jacobson), the work of scientists, teachers, related to the theory and practice of training, their professional development, the management of teaching at the university (V. I. Andrieiev, Yu. K. Babanskyi, V. A. Belikov, M. D. Vynohradova, M. T. Hromkova, M. Ye. Duranov, V. I. Zhernov, T. Ye. Klymova, O. V. Lesher, A. S. Makarenko, E. I. Monoszon, A. V. Mudryk, A. YA. Nain, N. Ya. Saihushev, I. V. Shmaneva etc.) to create an educational environment (I. V. Bohdanov, V. V. Davydov, H. A. Kovalov, V. V. Rubtsov, V. I. Panov, V. A. Yasvyn etc.), pedagogical research on communicative competence (T. V. Menh, L. A. Petrovska etc.), theoretical research in teacher axiology (A. M. Bulynin, B. M. Bim-Bad, M. V. Bohouslavskyi, V. I. Hynetsynskyi, I. A. Zymnia, V. A. Karakovskyi, A. V. Kyriakova, Z. I. Ravkyn, V. A. Slastonin, V. A. Suhomlinskyi, N. D. Nikandrov, H. I. Chizhakova, E. N. Shiyanov, N. K. Schepkina).

The essence of evaluative attitude, its contents and structural elements is given in the works of these authors.

The purpose of the article. Based on the semantic analysis of the relationship between individual values, the analysis of the theoretical foundations of the mentioned quality of the forming stage of the experiment on the formation of agricultural university students` evaluative attitude to the future career, the purpose of this article is to analyze the defined technique.

Theoretical analysis of the study of values and evaluative treatment showed that the values associated with the components of the motivational sphere are need, desire, intent, content, ideal interest. Evaluative attitude is the internal position of an individual that reflects the relationship of personal and social values.

Therefore, considering the problem of evaluative attitude to the future career, we should pay attention to the «social fact» and «mentality» of modern society.

Modern Ukrainian society is experiencing an important historical stage i.e. the development of market relations. It is associated not only with the changes in market relations, but also with the entire system of social relations that relies on them. Changing the way of life completely certainly leads to the change in values, motivations and the whole process of individual's education.

The objective factors of developing the evaluative attitude to the future career, are, to our mind, the level of prestige, the attitude towards the profession in society, the possibility of occupational mobility, the level of financial remuneration for professional work etc. The subjective factors are: interest in the chosen profession, the psychological characteristics of the individual's character and temperament a person's ability to connect one's life with a particular profession. Of special importance in the hierarchy of subjective factors is professional education, as it is adjustable, purposeful process of professional identity, development of interests and culture.

Since the ultimate aim of university education is a professional training, the ratio of students` attitude to their future profession can be viewed as the degree of acceptance of the ultimate education goals. The most common form of person's relationship to the profession is professional direction, characterized as the interest in the profession and the propensity to engage in it.

During the period of study at university, according to the state educational standards, students form solid foundation of professional activity. The high school teachers' problems is to teach students the ability to plan, organize their activities, and develop their reflections (self-awareness of the subject as bearers of certain values, socially useful people) as well as such professional important qualities as responsibility, self-control, professional self-esteem, emotional stable attitude to risk, discipline.

In this regard, organizing activities of university students needs to ensure that the force that attracts and motivates is the essence, not the circumstances that accompany it.

To determine the levels of evaluative agricultural university students' attitudes to the future professional activity, we have examined the social and psychological characteristics of students of agricultural education profile and analyzed the most important components of training and professional education, i.e. value-targets, career meaningful and value-educational sphere.

In his study, we define evaluative attitude of students to the future career as a sustainable inner conviction of the individual, based on professional and moral identity, the significance of which prompts to be active in the acquisition of professional knowledge, abilities and skills. Evaluative attitude associates with emotional and volitional personality and includes creative approach to this activity.

Based on the survey and according to the definition of the agricultural university students' evaluative attitudes to the future professional activities, we have identified the following criteria of evaluative attitude:

- professional identity;
- moral consciousness;
- person's emotional and volitional stability of personality;
- creative approach in practice.

Each of the structural components of the complex combines the appropriate knowledge and skills, characterized by relevant indicators. Use a variety of techniques oriented to determine the level of formation evaluative attitude enabled to isolate the indicators most peculiar to our chosen criteria, i.e. professional identity (motives of the profession's choice and important features of future professional activity, positive motivation in training activities, the need for professional improvement, self-esteem), moral consciousness (responsibility, commitment, optimism, empathy), emotional and volitional stability (self-control, organization, concentration, determination), creative approach to professional activities (cognitive activity, independence, energy, creative initiative).

Based on the theoretical analysis of the literature and the results of the primary stage of the experiment we have selected the following levels of evaluative attitude to the professional activity: low, average, high.

Summary results of the primary stage of our study give grounds to conclude that the level of development of the agricultural university students' evaluative attitudes to the future career is low.

Taking into consideration all the facts there is need in the scientific research of the pedagogical conditions and identifying ways to improve the formation of evaluative agricultural university students' attitudes to the future career.

The complex of pedagogical conditions is maintained so that to contribute to the formation of evaluative agricultural university students` attitude to the future career. These conditions are:

– providing evaluative orientation in the training process;

– engaging students to the vocational evaluative activities in the extracurricular and educational work;

– organization of the proper content of evaluative professional environment.

Pedagogical factors underlying our established methodology that combines complex of forms, methods and techniques aimed at building up evaluative attitude of agricultural university students to their future career. The designed and implemented method of pedagogical complex for the formation of students` evaluative attitude to the professional activity:

– reflects students' educational and extracurricular activities;

– is carried out under the influence of these pedagogical conditions of evaluative orientation in the process of training; engaging students to professionally-evaluative activities in the extracurricular and educational work, organization of the content and professional environment;

– is focused on the formation of students' evaluative attitudes to the profession, including professional and moral identity, emotional and volitional fortitude and creative attitude to the profession;

– provides guidelines for extracurricular educational work «Educating professional agrarian» and a series of practical sessions on the development of students' communicative competence from the point of forming evaluative attitude to the future career.

– The criteria for the efficient formation of students' evaluative attitudes to professional career are:

– criteria of information reliability (validity, representativeness);

– criteria for determining the level of university students' evaluative attitude to professional work (professional identity, moral identity, emotional and volitional fortitude and creative approach to professional career);

– criteria – principles of organization and conduct of research and experimental work (democracy, culture identity, humanism, connection of education with life and production practice of identity formation in the team performance).

We conducted the initial stage of the experiment on the basis of Vinnitsa National Agricultural University during the 2009-2012 academic years. We have selected two groups of respondents, the control and experimental. Experimental group was 21-M and 22-M academic group, i.e. comprised 54 students. The control group consisted of 21-MP and 22-MP academic groups, i.e. 57 people. Overall 506 students participated in the study at various stages: 1–4 courses, masters and specialists.

In the first phase (2009-2011) we tested the impact of each educational condition in the formation of evaluative attitude to the professional career in student groups from the second to fourth year.

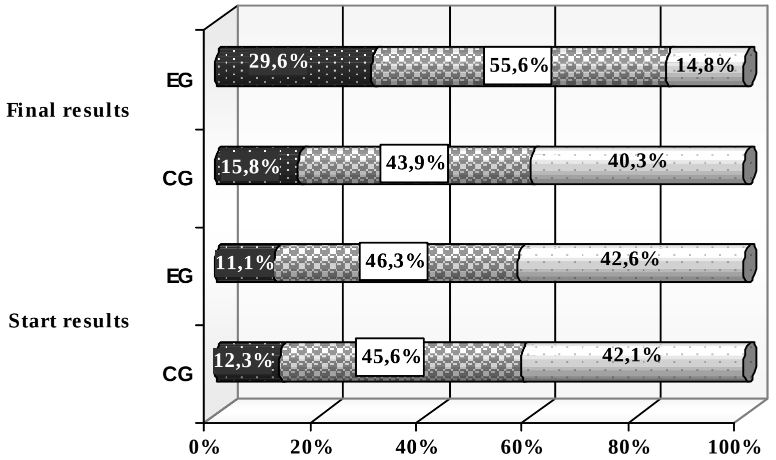
So, 2009–2010 were devoted to the examination of the pedagogical conditions as providing evaluative orientation in the training process. In 2010–2011 these pedagogical conditions engaging students to professional evaluations in the extracurricular activities and educational work were checked and the professional-evaluative environment that promotes value ratio of students to the professional career was created.

In the second phase of conducting the experiment in 2011–2012 academic years we tested the impact of selected teaching conditions in the complex.

The teachers of social and humanities disciplines, curators of academic groups were involved in the experiment.

Experimental verification of the effectiveness of our methods' application model was made using standard data collection (questionnaire). The correlation proved the effectiveness of our methods in forming evaluative agricultural university students' attitudes to the future career.

Diverting all quantitative values of the levels of structural components of evaluative attitudes of agrarian students to the future career (professional and moral identity, moral identity, emotional and volitional resistance, creative approach to future career) into standard scores allowed us to establish the level of formation of definite personal values and identify the dynamics changes that occurred as a result of the initial stage of our experimental work (see Fig. 1).



	CG	EG	CG	EG
☐ **Low**	**42,1%**	**42,6%**	**40,3%**	**14,8%**
▨ **Average**	**45,6%**	**46,3%**	**43,9%**	**55,6%**
■ **High**	**12,3%**	**11,1%**	**15,8%**	**29,6%**

Fig. 1. The dynamics of the levels of agrarian students` evaluative attitude to the future career.

Thus, our ideas suggest that as a result of the work done on the initial stage of the experiment in the experimental group was positive because the number of students with high level of development of evaluative attitude to the future professional activity increased from 6 people (11.1%) to 16 (29.6%), while the average level is 25 (46.3%) and 30 people (55.6%). Instead, the number of respondents with low level of development value ratio decreased significantly from 23 (42.6%) to 8 people (14.8%).

Unlike the experimental, changes in the levels of formation evaluative attitude to the future professional career are observed in the control group. Thus, the number of respondents with high level rose only form 7 (12.3%) to 9 people (15.8%), and those with low level decreased from 24 (42.1%) to 23 people (40.4%). Also minor reduction of quantitative characteristics of student group with middle-evaluative attitude formation was fixed: there were 26 people (45.6%) at the beginning, later there were 25 people (43.9%). This situation is explained by the fact that 2 students from middle level moved to high and low levels and only one student moved to the mid-level group.

The results show that the change of forming evaluative attitude of agricultural university students in their future career is the result of use experimental group method of forming evaluative agricultural university students' attitudes to the future career in educational process.

As you can see, the difference between the rates of formation value ratio of students to the future career at the beginning and end of the experimental work is not statistically significant at the level α = 0,001 [1]. This proved effective pedagogical impact of those conditions and developed on the basis of their method of formation of evaluative agricultural university students' attitudes to their future career.

Thus, a comparative analysis of the levels of agrarian higher school students` evaluative attitude to their future career, the results of the initial and controlling phases of the experiment proved the effectiveness of our pedagogical conditions complex (providing evaluative orientation in the training process, engaging students to the vocational activities in the extracurricular and educational work, organization of the proper content of evaluative professional environment) and the implementation of this method. The effectiveness of our methods of forming evaluative agricultural university students' attitudes to their the future career confirmed positive changes in the professional and moral identity, emotional and volitional resistance, creative approach to future career that occurred as a result of its implementation on the initial stage of the experiment.

Thus, the results of the initial stage of the experiment give grounds to conclude about the efficiency of the method of forming agricultural university students` evaluative attitude to the future career and feasibility of its use in the educational process of agricultural universities.

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R. V. RUTETSKYI

COMMUNICATIVE COMPETENCE AS ESSENTIAL COMPONENT OF PROFESSIONAL COMPETENCE OF THE FUTURE MUSIC TEACHER

Having analysed the psycho-pedagogical literature we defined the essence of the communicative competence of the future music teacher, cleared up its position in the structure of the professional competence. The special features of the formation of the communicative competence of the future music teacher in the process of the professional training are described.

***Keywords**: professional competence, communicative competence, future music teacher.*

Р. В. РУТЕЦЬКИЙ

КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ ЯК СУТНІСНА СКЛАДОВА ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ МУЗИКИ

На основі аналізу психолого-педагогічної літератури визначено суть комунікативної компетентності майбутнього вчителя музики, з'ясовано її місце в структурі професійної компетентності. Охарактеризовано особливості формування комунікативної компетентності майбутнього вчителя музики у процесі професійної підготовки.

***Ключові слова**: професійна компетентність, комунікативна компетентність, майбутній вчитель музики.*

Р. В. РУТЕЦКИЙ

КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ КАК СУЩНОСТНАЯ СОСТАВЛЯЮЩАЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО УЧИТЕЛЯ МУЗЫКИ

На основе анализа психолого-педагогической литературы определена сущность коммуникативной компетентности будущего учителя музыки, выяснено ее место в структуре профессиональной компетентности. Охарактеризованы особенности формирования коммуникативной компетентности будущего учителя музыки в процессе профессиональной подготовки.

***Ключевые слова**: профессиональная компетентность, коммуникативная компетентность, будущий учитель музыки.*

Modern scientific pedagogical studies concerning the improvement of the professional training of the future music teachers should be focused on the formation of teacher's personality capable of self-development and implementation of not only their own abilities, but also the creative potential of pupils by means of pedagogical and musical activity for the formation of their humanistic world outlook and spiritual culture. Assistance in the active pupils' research, accomplishment of sociocultural mission concerning the pupils' mastery of the music value only becomes possible due to effective communication with them. V. Orlov, H. Padalka, O. Rostovskyi, O. Rudnytska emphasized the importance of communicative skills formation for the future arts teachers.

The analysis of both practice and results of scientific research testify that future music teachers don't have a completely formed professional communicative competence, which is a component and important factor in increasing the level of professional competence.

The purpose of the article is to explain the nature of communicative competence as a part of the structure of the professional competence of future arts teacher and describe the special features of its formation.

The problem of the professional competence formation for specialists of various fields was explored by N. Bibik, V. Bolotov, B. Hershunskyi, E. Zeier, I. Ziaziun, Ye. Klimov, V. Kraiewskyi, N. Kuzmina, O. Pometun, L. Pukhovska, S. Sysoieva, V. Slastonin, A. Khutorskyi, V. Sierikov. Thus, the researchers emphasize that the professional competence is an important indicator of the qualification level of contemporary specialists, that's why we should focus on the speciality of their professional competence and components in the process of professional training.

Having analysed the scientific literature we concluded that the concept of professional competence of a teacher should be interpreted as following:

- teacher's accumulation of the necessary amount of knowledge and important skills that determine the formation of his teaching activity, pedagogical communication and personality as a bearer of certain values, ideals and pedagogical awareness
- the set of necessary knowledge and personality qualities enabling the realization of professional approach and effective problem solving in pedagogical field, research and practical activity
- integrative characteristics of business and personal qualities of a specialist, reflecting the level of knowledge, skills and experience that are sufficient for achieving the goal in certain kind of professional activity, as well as moral stance of a specialist.

B. Hershunskyi emphasizes that the category of «professional competence» is mostly defined with regard to the level of professional education, experience and person's individual abilities, his or her motivated aspiration to continuous self-education and self-improvement, creative and responsible attitude to activity.

Thus, the professional competence should be understood as integrative characteristics of business and personal qualities of a specialist, that involves a high level of theoretical accesssibility and practical experience (systemic manifestation of professional knowledge, skills and personal qualities) concerning the solution of the functional tasks in professional activity, as well as social and moral beliefs of the person.

It is important to note that communicative competence is a quality of high priority for a modern specialist of education industry, since the main kinds of professional activity are realized through the interaction with people and are impossible outside the communication act. Therefore, the formation of communicative competence determines the establishment of other competencies (psychological, methodological, intellectual, informational, aesthetic, ecological, legal, innovative, etc.).

There are different interpretations of the concept of «communicative competence» that is caused by the variety of research approaches (personality-oriented, cultural, structural, systemic, etc.) in the scientific literature.

Thus, scientists view the communicative competence as:

– ideological and moral category that regulates the system of human attitudes towards the natural and social world and towards self as a synthesis of both worlds

– the ability to establish and maintain the necessary contacts with other people, a certain set of knowledge and skills that ensure effective communication

– an amount of knowledge of communication in different conditions and with different communicants, as well as the knowledge of verbal and nonverbal principles of interaction, skills for their effective use in a particular communication in the roles of both sender and recipient

– the qualified mastery of a language (s) on verbal and nonverbal levels, the ability to interact in a socially acceptable manner, providing adherence to certain moral and ethical standards and taking into account the interlocutor's psychological features

– a set of communicative abilities, skills and knowledge that are appropriate for communicative tasks and sufficient for their solution.

As for the definition of communicative competencies of the specialists in educational sector we can find different interpretations of this term in the scientific literature.

Thus, I. Rydanova mentions that communicative competence is the basis of teacher's professionalism, as communication with pupils is the essence of pedagogical activity.

According to V. Vvedenskyi, communicative competence of a teacher is a professionally significant integrated quality its main components being: emotional stability (associated with adaptability), extraversion (correlated with the status and effective leadership), the ability to build up interpersonal relationships, construct direct connection and feedback, speaking skills, listening skills, the ability to reward, the sensitivity, the ability to «smooth over» the communication. The scientist notes that communicative competence is a personal teacher's quality, which is formed in the process of personality development and self-development; the indicator of teacher's awareness of the objectives, essence, structure, means, features of pedagogical communication, the mastery level of appropriate technology; individual and psychological qualities of the specialist, the aspiration for continuous self-improvement of communicative activity, orientation on the human personality as the basic value, as well as the ability to nonstandard, creative solution of tasks that arise in the process of pedagogical communication.

M. Zabrotskyi interprets the teacher's communicative competence as based on knowledge and experience ability to navigate in situations of professional communication, to understand the motives, intentions, behaviour strategies, etc., both their own and the partners' ones in communication, the level of development of the technology and psychotechnique of communication, general orientation and pedagogical personality's position. Therefore, the scientist concludes that the studied concept is a dynamic system, capable of development and improvement of its components.

Thus, the communicative competence is a component of professional competence, which is characterized by means of an appropriate level of knowledge, formed skills and personal qualities that when taken together provide for the effective implementation of the future specialists professional activity.

The communicative competence for teachers is a fundamental, systemic component of professional competence. By performing different social roles (as a citizen, a member of pedagogical team, a class teacher, etc.) the teacher is constantly communicating with different people and should adequately assess each situation and respond to it. The implementation of productive interpersonal contacts of various types is the content of its communicative competence. Thus, the willingness and ability to establish and maintain these contacts, to ensure efficiency of communication, interaction and perception depend on the level of development of the teacher's communicative competence.

Communication skills that dominate in the interpersonal communication and are essential for teacher's professional activity include: empathy, initiativity, authenticity, kindness, spontaneity and openness, constructiveness, tolerance, reflexivity. One of the most important communicative qualities of the teacher is listening skills. Thus, a teacher needs to know about the types of listening: passive, active, emphatic, simulating, egoistic, neutral, hostile and more. The peculiarity of their own listening must be analysed by future teachers in order to understand other people better, notice the moments when the audience does not listen, know the techniques of changing the attitudes of students etc. It is quite obvious that the mastery of these skills by means of theoretical studying exclusively is impossible. Thus, active listening is an important condition for establishing productive relationships with pupils. Listening and hearing skills must be specially taught by «immersing» the student in various communicative situations.

V. Orlov's idea is important in the context of training the future music teachers. He says that the focus of their professional reorientation is a movement from the enlightenment to implementation of vital creative and cultural mission, from the manipulative, authoritarian teaching of the art criticism content to personality-oriented, communicative artistic pedagogy, where the art ceases being the object of studying and becomes the subject of live communication.

Bright, emotional, expressive language of a music teacher is an important way to influence students, because it contributes to the penetration into the artistic world of the work, stimulates figurative and associative worldview, promotes educational and cognitive activity of pupils. Besides, the means of verbal and nonverbal communication a music teacher must understand and be able to convey the meaning of a musical work, build an internal dialogue with the creator-composer as well as to have a command of musical language that makes its appearance in the musical language and understanding other people.

Thus, in the process of professional training the future music teacher must also acquire specific skills that will ensure the implementation of effective communication.

The most important of them are the following ones:

- the ability to navigate in the musical and cultural space;
- to perceive musical art consciously and emotionally;
- to listen creatively and to interpret musical content of works;
- to verbalize musical and communicative information;
- to organize the learning process so as to intensify the pupils' desire for cognition of musical phenomena**,** their awareness of the art value, discovering their creative potential.

On the basis of this analysis the communicative competence of the future music teacher is to be defined as an integrated quality, based on knowledge, communicative skills, sensory experience and provide orientation in the pedagogical and musical communicative space, subjective position of communicative interactions in situations of professional communication and musical communicative practices, adequate perception and transmission of information in particular situation of musical communication.

So, in the process of professional training it is necessary to ensure the formation of communicative competence which is an integral part of the professional competence of future music teacher.

For the formation of communicative competence of future music teacher awareness and building relationships of the pedagogical interaction is important. Thus, «subject-object» communication causes the reproductive form of mastering the experience which is typical for traditional training, while the formation of productive, creative formations is the result of «subject-subject» type of relationships.

We share M. Zabrotskyi's opinion who emphasizes that the development of communicative competence of future teachers requires the formation of both «subject-object», reproductive, operating component and «subject-subject», productive component, related to personal sense motivation. We believe that the leading and defining component determining the direction and nature of pedagogical interaction, is «subject-subject» component, the main features of which are: the personal orientation of an interlocutor, basic equality of psychological positions, the interpenetration in the world of feelings and emotions, active mutual humanistic disposition.

The development of communicative competence is an open, dynamic, continuous, creative process that has features of systematicity. This allows modelling the system components, their structural and functional relationships, seeing prospects of development of the phenomenon being studied. Thus, the formation of the communicative competence of a future music teacher in the process of professional training is a specially organized activity that has influence on the intellectual, motivational, value sphere and behavioural aspect of a student's personality. This process presupposes stating specific goals, selection of content, use of organizational forms, methods, techniques, means, traditional and innovative technologies for the gradual formation of communicative knowledge, skills and personal qualities of the future music teacher

Taking into consideration and following the specific principles we are able to promote the consistent implementation of pedagogical conditions, ensuring the synthesis of motivational and organizational and procedure components of professional training of students. The development of diagnostic set of tools for assessing the degree of the predicted qualities formation of future specialists will add to the modification of the available result and achievement of the desirable one.

The prospects for future research lie in clarifying the structure and defining pedagogical conditions of communicative competence formation of a future music teacher.

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УДК 374.1

Y. Y. IVANIO

TECHNOLOGY OF THE 8TH-9TH GRADERS' TRAINING FOR CAREER CHOICE OF THE «MAN – ART IMAGE» TYPE: THE EXPERIMENT'S RESULTS

There has been characterized the author's technology of the 8th–9th graders' training for career choice of the «man – art image» type that provides for the creation of an adequate organizational and pedagogical environment based on a career-oriented elective course and a complex of educational extracurricular activities. There has been revealed the influence of experimental factors on each of the five structural components of the pupils' career choice readiness: motivational and evaluative, cognitive, practical, self-evaluative.

***Keywords**: career choice technology, career choice readiness, «man – art image» career type.*

Ю. Ю. ІВАНЬО

ТЕХНОЛОГІЯ ПІДГОТОВКИ УЧНІВ 8–9 КЛАСІВ ДО ВИБОРУ МАЙБУТНЬОЇ ПРОФЕСІЇ ТИПУ «ЛЮДИНА – ХУДОЖНІЙ ОБРАЗ»: РЕЗУЛЬТАТИ ЕКСПЕРИМЕНТУ

Охарактеризовано авторську технологію підготовки учнів 8–9 класів до вибору професій типу «людина – художній образ», яка передбачає створення адекватного організаційно-педагогічного середовища на основі факультативного курсу профорієнтаційного спрямування та комплексу виховних позаурочних заходів. Виявлено вплив експериментальних факторів на кожний із чотирьох структурних компонентів готовності учнів до вибору професії: мотиваційно-ціннісний, когнітивний, практичний, самооцінювальний.

***Ключові слова**: технологія підготовки до вибору професії, готовність до вибору професії, тип професій «людина – художній образ».*

Ю. Ю. ИВАНЬО

ТЕХНОЛОГИЯ ПОДГОТОВКИ УЧАЩИХСЯ 8–9 КЛАССОВ К ВЫБОРУ БУДУЩЕЙ ПРОФЕССИИ ТИПА «ЧЕЛОВЕК – ХУДОЖЕСТВЕННЫЙ ОБРАЗ»: РЕЗУЛЬТАТЫ ЭКСПЕРИМЕНТА

Охарактеризовано авторскую технологию подготовки учащихся 8–9 классов к выбору профессий типа «человек – художественный образ», которая предусматривает создание адекватной организационно-педагогической среды на основе факультативного курса профориентационного направления и комплекса воспитательных внеурочных мероприятий. Выявлено влияние экспериментальных факторов на каждый из четырех структурных компонентов готовности учащихся к выбору профессии: мотивационно-ценностный, когнитивный, практический, самооценочный.

Ключевые слова*: технология подготовки к выбору профессии, готовность к выбору профессии, тип профессий «человек – художественный образ».*

Comprehensive secondary school pupils' training for their future career choice has been an urgent socio-economic and psycho-pedagogical issue. The study of its condition testifies to the fact that a considerable number of 8th–9th graders lack a sufficient level of knowledge and skills formation necessary to make proper future career choice decisions.

A substantial part of lower secondary (middle) school senior pupils doesn't possess sufficient information as regards the list of careers in various spheres of human activity, cannot compare qualifying requirements with their personal traits, etc. The same is true for the «man – art image» type career choice. The empiric results of the statement stage of the pedagogical experiment testified to a low level of career choice readiness of the overwhelming majority of respondents, those being sure of their right choice of the mentioned type of the career included.

The analysis of pedagogical investigations attests to the fact that the issue of the interplay of comprehensive secondary schools and higher educational establishments in the sphere of preparation of schoolchildren for their career choice has been the matter of research in a number of scientific papers, but is devoid of proper and profound findings.

Scattered aspects of the problem of pupils' preparation for the career choice of «man – man», «man – engineering», «man – sign system» and «man – nature» types have been revealed in the research papers of I. Bychkova, L. Hryhorchuck, N. Matijash, N. Kovtunenko, B. Pietrulevych, G. Rezapkina, V. Fediajeva and others. Some peculiarities of the «man – art image» career type have been described by pedagogues within the framework of the problem of labour training, however, an integral technology of pupils' preparation for the career choice of this type hasn't been the matter of scientific investigation.

The aim of the article is to characterize the main elements and describe the experimental verification of the author's technology directed at 8–9 graders' training for career choice of the «man-art image» career type.

The development and application of an effective vocational oriented education technology at school needs a creation of an adequate organizational and pedagogical sphere, the integral core being a career-oriented elective course and a complex of educational extracurricular activities.

The experimental programme of the elective course «Your professional choice» for 8-9 graders of comprehensive secondary schools was implemented in the form of career-oriented trainings as a part of psycho-pedagogical pre-career schooling aimed at a valid future career choice decision making. The aims of the course are to: 1) help pupils make their future career choice and further education route; 2) form appropriate knowledge of the possibilities of acquiring career education; 3) stimulate pupils' self-cognition of their own inclinations and abilities as to the chosen career or profile of studying at the upper secondary school; 4) develop their goal setting abilities, career education planning and self-presentation; 5) gain practical experience of future career planning in accordance with their interests, inclinations and personality abilities.

The elective course cycle comprises five educational themes. The first one – «Readiness for the choice of a career education route» directs students towards basic aims and tasks of the course, forms of educational activities; helps comprehend one's attitude towards the problem of future career choice and is chiefly of a motivating nature. The following three themes («The world of modern careers. Career choice components», «Career interests and inclinations», «Abilities and education route choice») are based on the comparison of the main factors of alternative choice concerning the situation of the upper school education profile choice or the form of career training after finishing the ninth grade. The contents of the curriculum and discipline work according to this course aim at informing schoolchildren about the world of careers, self-diagnostics of their personal career interests, inclinations and abilities, comparison of their possibilities with the chosen career personality requirements, etc. The final theme «Career route planning» envisages the discussion of career education variants, application of means and methods of career perspective planning, development of self-presentation skills, etc. The suggested course of career-oriented classes is designed for 18 hours and may be taught within 1–2 years.

The constituent part of the author's technology of the 8–9 graders' training for the choice of the «man – art image» career type were also circles and elective courses of artistic profile aimed at forming professional knowledge, skills and abilities relevant for the careers of the mentioned type.

The pedagogical experiment was expected to verify a supposition that the above mentioned factors of pedagogical influence are expedient to be carried out in the school curriculum and educational process as components of the pedagogical technology of forming pupils' readiness for their future career choice of the «man – art image» career type. In this case, the readiness is considered to be the result of the process of training for the choice of a career.

The scheme of the pupil's career choice readiness is presented in Fig. 1.

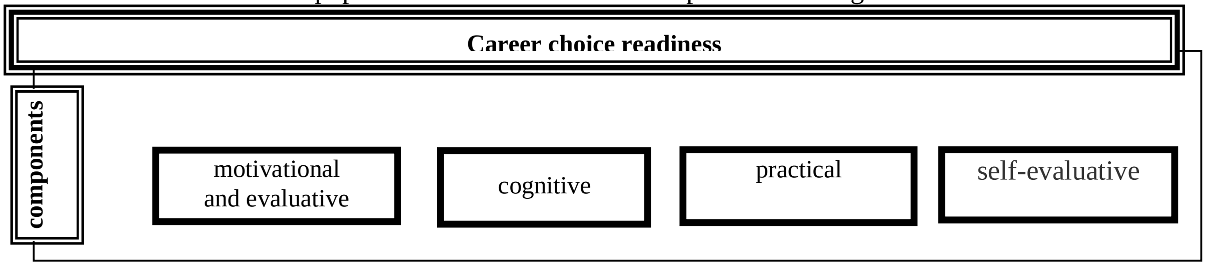

Fig. 1. The scheme of the pupil's career choice readiness

The research and experimental work was carried out at Uzhgorod comprehensive secondary schools No. 5 and No. 15, educational levels I through III, the educational and upbringing complex «Harmony» of Uzhhorod city council of Transcarpathian region, Mukachevo comprehensive secondary school No. 6, educational levels I through III. The total number of 8–9 graders involved in the pedagogical experiment comprised 212 pupils.

At the formative stage of the pedagogical experiment, the influence of the experimental factors on each of the structural components of the 8–9 graders' readiness for the choice of the «man – art image» career type was investigated: motivational and evaluative, cognitive, practical, self-evaluative.

The obtained data received testify to the fact that there took place the substantial changes in the hierarchy structure of the professional value system orientations among the pupils of the experimental group within the formative stage of the pedagogical experiment. If at the beginning and the end of the experiment the orientation towards the job results (that is material profit) in both groups got the highest rating, the next three rating places in the experimental group had socially significant professional value system orientations associated with job contents and personality development. In the control group the changes in the hierarchy of value system professional orientations were insignificant. The highest ratings had the values associated with job results, career social status, conditions of work and the possibility of self-affirmation, that is, personality values prevailed over socially oriented ones.

All the indices of the structural components of the career choice readiness with the exception of value system orientations had the same quantity of levels. It enabled us not only to determine the dynamics of changes for each component but the dynamics of the readiness changes altogether. The dynamics analysis of the formation of separate structural components enables one to determine which of their indices experienced the maximum positive influence on the part of the experimental factors.

To determine the formation levels of separate components of the career choice readiness we used the algorhythm from O. Kapustina's research [4]: a high level of development of a component was determined in case of manifestation of no less than half of its indices while other indices were characterized as an average level of development; an average level was determined when no less than half of its indices were available at a high or average level of manifestation; in all other cases the level of a component formation was determined as low (see Fig. 2).

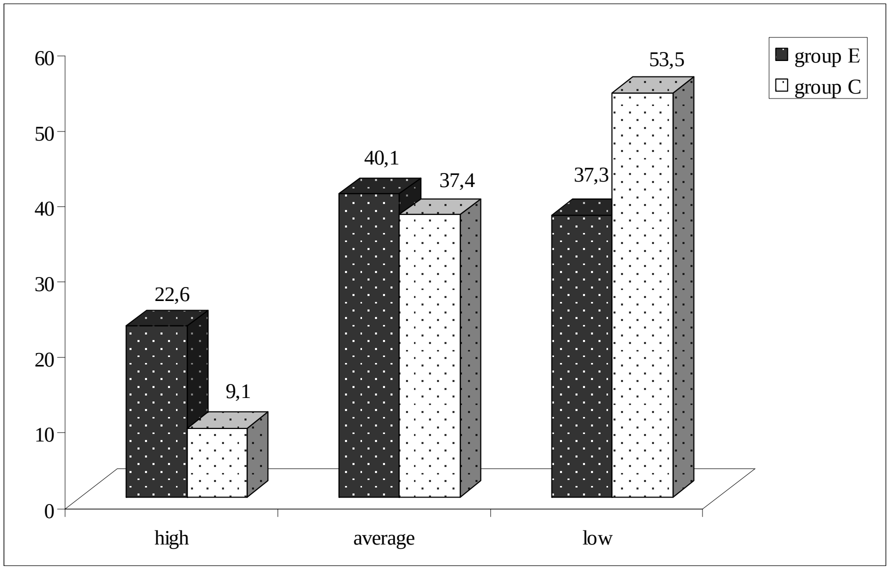

Fig. 2. Levels of the motivational and evaluative component of the 8th-9th graders' readiness for career choice of the «man – art image» type according to the results of the forming stage of the pedagogical experiment.

To investigate the influence of the experimental factors on the dynamics of changes in the cognitive component of readiness there was used the F-test developed by a Japanese researcher S. Fukuyama. The above test enables one to quantitatively and qualitatively characterize such indices as the ability to make self-analysis and the ability to analyze occupations. S. Fukuyama applied in this test general and partial criteria. The general criterion characterizes the level of awareness of a person (with the basic level of professional skills and abilities) of the possibility to master the chosen occupation and the requirements that it imposes on a person [11]. It is determined by such indications as «Technical knowledge» and «Understanding of the socio-economic importance of the occupation». The partial criterion is designed to determine the degree of the pupil's information awareness of occupations he or she is most prepared for due to his or her skills, knowledge and qualities.

In the process of the research and experimental work there was used a computer version of the F-test adapted by I. Zhernoklyeyev [3]. It was also used to determine the self-analysis levels of 8th-9th graders. The results of the study of the ability of the control and experimental group pupils to analyze occupations can be found in Table 1.

Table 1

Levels of development of pupils' abilities to analyze an occupation (in %)

Levels of development	Statement experiment		Forming experiments	
	group E	group C	group E	group C
high	6,6	7,4	19,6	11,3
average	12,3	13,3	42,2	23,2
low	81,1	79,3	38,2	65,5

The complex of the proposed E factors in the experimental group has significantly affected the level of formation of pupils' ability to analyze occupations at a level of significance no less than 0.99. In addition, the level of awareness of the careers of the «man – art image» type of the E group pupils was significantly higher than that of the control group pupils.

The index of the cognitive component of readiness was investigated with questionnaires, interlocutions, interviews, teacher observations, etc. (тable 2).

Table 2

Levels of the 8th-9th graders' knowledge of the ways of acquiring their future career (in %)

Levels of development	Statement experiment		Forming experiment	
	group E	group C	group E	group C
high	5,7	6,6	29,5	9,1
average	47,8	52,6	59,1	52,5
low	46,5	40,8	11,4	38,4

The introduction into the curriculum and discipline process of the proposed experimental factors in the experimental group allowed us to significantly affect the formation of pupils' knowledge of the ways of gaining their future career at the level of significance no less than 0.95**.**

The results of the forming stage of the pedagogical experiment supplied us with the characteristics of the levels of formation of the generalized level of formation of the cognitive component of readiness (Fig. 3).

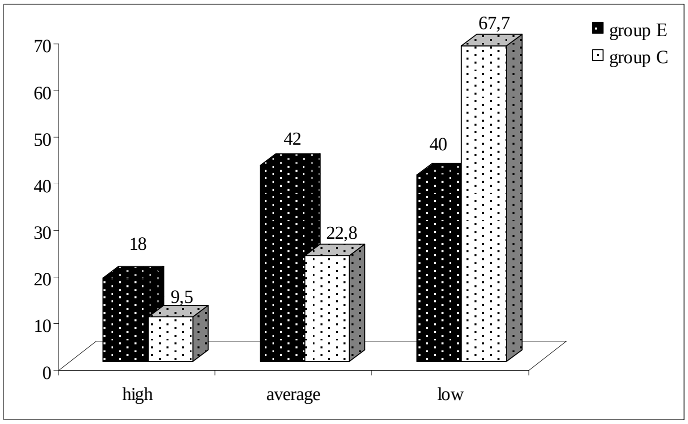

Fig. 3. Levels of formation of the cognitive component of readiness for career choice of the «man –art image» type according to the results of the forming stage of the pedagogical experiment.

While studying the dynamics of changes in the practical component of readiness we investigated the following indices: the quality of devising one's personal career plan and the level of development of knowledge and skills related to careers of the «man –art image» type. To evaluate the quality of devising such a plan there was used the technique of M. Pryazhnikov [8]. The characteristics of the levels of the above component are shown in Fig. 4.

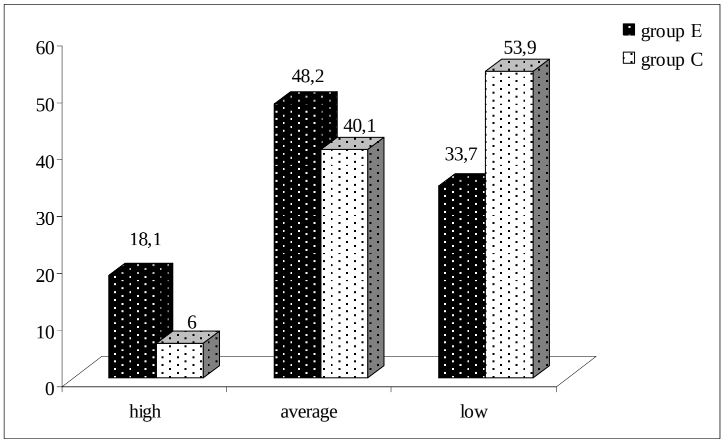

Fig. 4. Levels of formation of the practical component of the 8th-9th graders' readiness for career choice of the «man – art image» type according to the results of the forming stage of the pedagogical experiment.

To study the levels of pupils' ability to make self-analysis there was used the F-test [3; 11 and so on]. The index of self-analysis can be found within the range of 0 through 100 points and has the following qualitative interpretation of the quantitative indices: 0–33 points – a low level of the ability to make self-analysis; 33–66 points – an average level of the ability to make self-analysis, 67–100 points – a high level of the ability to make self-analysis.

The results of the study of the 8th-9th graders' ability to make self-analysis are given in Table. 4.

Table 4

Levels of the ability of pupils to make self-analysis (in %)

Levels of development	Statement experiment		Forming experiment	
	group E	group C	group E	group C
high	6,3	6,6	18,4	9,1
average	12,9	13,2	44,3	22,6
low	80,8	80,2	37,3	68,3

The above values indicate that the index of the capacity for self-analysis in the experimental group differs significantly from that of the control group (at the significance level no less than 0.99).

To determine the generalized level of formation of the self-evaluative component of senior pupils' readiness for career choice of the «man – art image» type there was used the above given algorhythm. The results of the forming stage of the pedagogical experiment yielded the characteristics of the levels of formation of the self-evaluative component (Fig. 5).

Development of separate components of readiness of lower secondary (middle) school senior pupils for career choice of the «man – art image» type exerted a positive influence on the formation of this readiness as an integral new formation (Table 5).

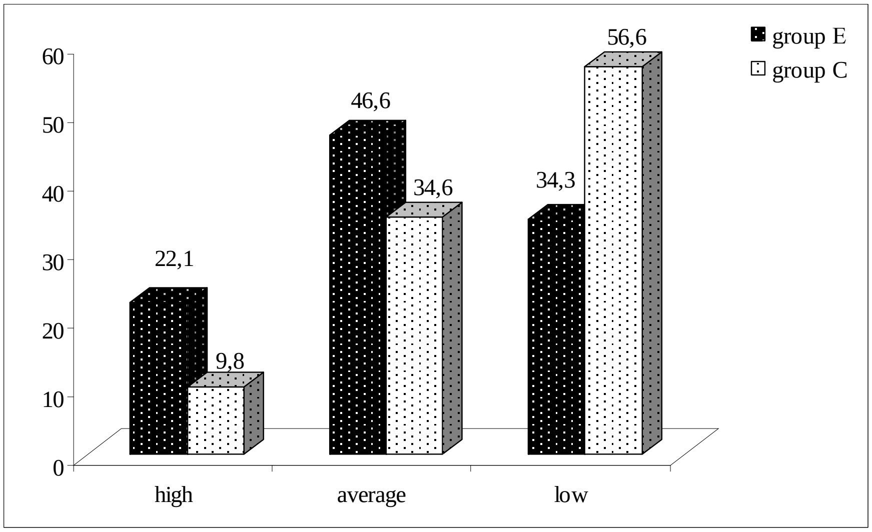

Fig. 5. Levels of formation of the self-evaluative component of readiness for career choice of the «man – art image» type according to the results of the forming stage of the pedagogical experiment.

Table 5

Dynamics of formation of the pupils' readiness for career choice of the «man – art image» type

Levels	Before the experiment		After the experiment	
	group E	group C	group E	group C
high	8,7	8,3	21,2	12,1
average	18,1	19,2	45,5	31,2
low	73,2	72,5	33,3	56,7

The implemented experimental factors positively influenced the formation of readiness to choose careers of the «man – art image» type by the pupils of the experimental group. This has been sustained by the 9th grade school leavers' career trajectory choice associated with the acquiring of careers of this very type (Table 6).

Table 6

Professional senior pupils' plans of acquiring careers of the «man – art image» type (in %)

Professional plan	Statement experiment		Forming experiment	
	group E	Group C	group E	group C
primary	6,2	5,9	11,2	6,2
backup	5,5	5,7	16,5	6,6
TOTAL	11,7	11,6	27,7	12,8

A relative number of pupils who identified careers of the «man – art image» type as a primary or backup sphere of their future professional activities increased in the experimental group compared with the control group by 14.2%. After finishing grade 9 almost 25% of the pupils of the experimental group chose the occupation oriented educational route aimed at mastering careers of the «man – art image» type.

Thus, the analysis of the formative pedagogical experiment and its statistical processing confirmed the effectiveness of the author's technology of forming senior pupils' readiness for career choice of the «man – art image» type.

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УДК [378+81'25](477)

O. I. KUTSA

PEDAGOGICAL CONDITIONS OF FUTURE INTERPRETERS' / TRANSLATORS' TOLERANCE DEVELOPMENT

Essence of such notions as «tolerance» and «pedagogical conditions» are discovered, having analyzed the literature sources devoted to the investigation of tolerance and current problems of translation and interpreting studies, author's definition of the notion «future interpreters' / translators' tolerance» was provided, necessity of development of future interpreters' / translators' tolerance as an integral part of interpreter's / translator's competence is grounded, the peculiarities of interpreter's / translator's profession are described and pedagogical conditions of future interpreters' / translators' tolerance development are investigated in this article.

***Keywords**: tolerance, future interpreters'/translators' tolerance, pedagogical conditions, future translators / interpreters, motivation, pedagogical communication, professional training*

О. І. КУЦА

ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ТОЛЕРАНТНОСТІ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

Розкрито сутність понять «толерантність» і «педагогічні умови» на основі аналізу літературних джерел, присвячених вивченню толерантності та актуальних проблем перекладознавства. Запропоновано власне авторське визначення поняття «толерантність майбутніх перекладачів». Обґрунтовано необхідність формування толерантності майбутніх перекладачів як складової перекладацької професійної компетентності. Висвітлено особливості професії перекладача. Досліджено педагогічні умови формування толерантності майбутніх перекладачів в процесі професійної підготовки.

***Ключові слова**: толерантність, толерантність майбутніх перекладачів, педагогічні умови, майбутні перекладачі, мотивація, педагогічне спілкування, професійна підготовка.*

О. И. КУЦАЯ

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ ТОЛЕРАНТНОСТИ БУДУЩИХ ПЕРЕВОДЧИКОВ

Раскрыта сущность понятий «толерантность» и «педагогические условия» на основе анализа литературных источников, посвященным изучению толерантности и актуальных проблем переводоведения. Предложена собственная авторская дефиниция понятия «толерантность будущих переводчиков». Обоснована необходимость формирования толерантности будущих переводчиков как составляющей переводческой профессиональной компетентности. Освещены особенности профессии переводчика. Исследованы педагогические условия формирования толерантности будущих переводчиков в процессе профессиональной подготовки.

***Ключевые слова**: толерантность, толерантность будущих переводчиков, педагогические условия, будущие переводчики, мотивация, педагогическое общение, профессиональная подготовка.*

The Way the Problem Is Formulated in General. For future specialists tolerance is a regulator of his or her professional and nonprofessional activity and contributes to his or her formation as a top-quality professional. Speaking about interpreters and translators we may say that moral and ethical aspects (with tolerance as an important component) of professional competence aren't studied enough.

Some aspects of professional training of future interpreters'/translators' we may find in the works of L. Chernovatyi, Ye. Dolynslyi, D. Gile, V. Komisarov, P. W. Krawutschke, Ch. Nord, Z. Pidruchna, A. Pym, M. Tennent etc. Phenomenon of tolerance was studied by P. Nicholson, Betty A. Reardon, G. Soldatova, O. Stoliarenko, O. Zarivna, L. Zwicker and others. The notion of «pedagogical conditions» was investigated by I. Bekh, S. Brunova, N. Ippolitova, N. Sterkhova, I. Sobko etc.

The aim of the article is to investigate the main pedagogical conditions of future interpreters' / translators' tolerance development in the process of their professional training.

To achieve the aim the following *tasks* were put:

– to reveal the essence of such notions as «tolerance», «future interpreters'/translators' tolerance» and «pedagogical conditions»;

– to describe the peculiarities of interpreters'/translators' profession;

– to determine and characterize the main pedagogical conditions of future interpreters' / translators' tolerance development.

The *Subject* of our investigation is the main pedagogical conditions in the process of future interpreters' / translators' professional training.

The *Object* of our research is future interpreters'/translators' tolerance.

The *Scientific novelty* of our investigation in that for the first time the definition of the notion «future interpreters'/translators' tolerance» was provided and the main pedagogical conditions of future interpreters'/translators' tolerance development were determined and described.

Everything mentioned above determined the *actuality* of our research.

Toleration is studied by many different branches of science. It means that this notion is very complex and many-sided. So, first we suggest to clarify the meaning of the investigated phenomenon.

It should be admitted that on 16 November 1995, the Declaration of the Principles of Tolerance was adopted by the General Conference of UNESCO. According to this Declaration, *tolerance* is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments [13].

Nowadays there are also other definitions of the notion «tolerance», such as:

tolerance is sympathy and indulgence for beliefs or practices differing from or conflicting with one's own [18, p. 1315];

tolerance is the art of coexistence in the world of different people and ideas, the ability to have tights and freedoms, do not infringe the rights and freedoms of other people. Tolerance may be characterized as a way of cooperation which is oriented on self-cognition, self-development, defining the borders of self-identification that will promote humanization of the society, cooperation among people with different appearance, language, beliefs, customs and religion [10, c. 112];

tolerance is a defined quality of cooperation between the subject and the object of tolerance which is characterized by the readiness of the subject to accept socio-cultural differences of the object, including appearance, utterances, peculiarities of behavior and others [7, c. 86].

Thus we define *future interpreters'/translators' tolerance* as an integral part of interpreters'/translators' competence which manifests itself in readiness and willingness to accept and also interpret or translate accurately, adequately and equivalently from the source language into the target language the utterances of other people regardless their complexion, origin, sex, orientation, age, level of education, mentality, social status, political views, religious and culture even in the situations when something which was said by them doesn't coincide or even confronts with interpreters'/translators' views.

In order to understand the importance of tolerance revelation by future interpreters' / translators' let's pay attention to the peculiarities of their profession [11; 12; 14; 16]:

– undertaking only work which they are competent to perform;

– taking all reasonable care to be accurate;

– maintaining professional detachment, impartiality and objectivity;

– being «secondary» authors, the translators are required to accept special obligations with respect to the author of the original work;

– not exercising power or influence over their clients;

- not voicing or writing an opinion, solicited or unsolicited, on any matter or person in relation to an assignment;
- being aware of social and political issues of the target language country;
- being familiar with realia and cultural notions of the target language;
- continuing to develop their professional knowledge and skills and others.

So, in order to fulfill all the requirements interpreters and translators should develop and reveal tolerance.

The most effective means of training tolerance and preventing intolerance is education.

Tolerance development is not only the aim of education but also its necessary component. It's an organic part of students training in higher educational establishments, elements of which must be present both in the content of teaching and in the process of defining the forms, methods and techniques of educational and cognitive activities of students [4, p. 6].

Even more tolerance as an integral display of a personality is one of the most important priorities in the system of values of education in the XXI century, an indicator of spiritual culture of a personality and spiritual wealth of a person with humanistic ideals. Today tolerance is a practical condition of survival and a new problem of our global world.

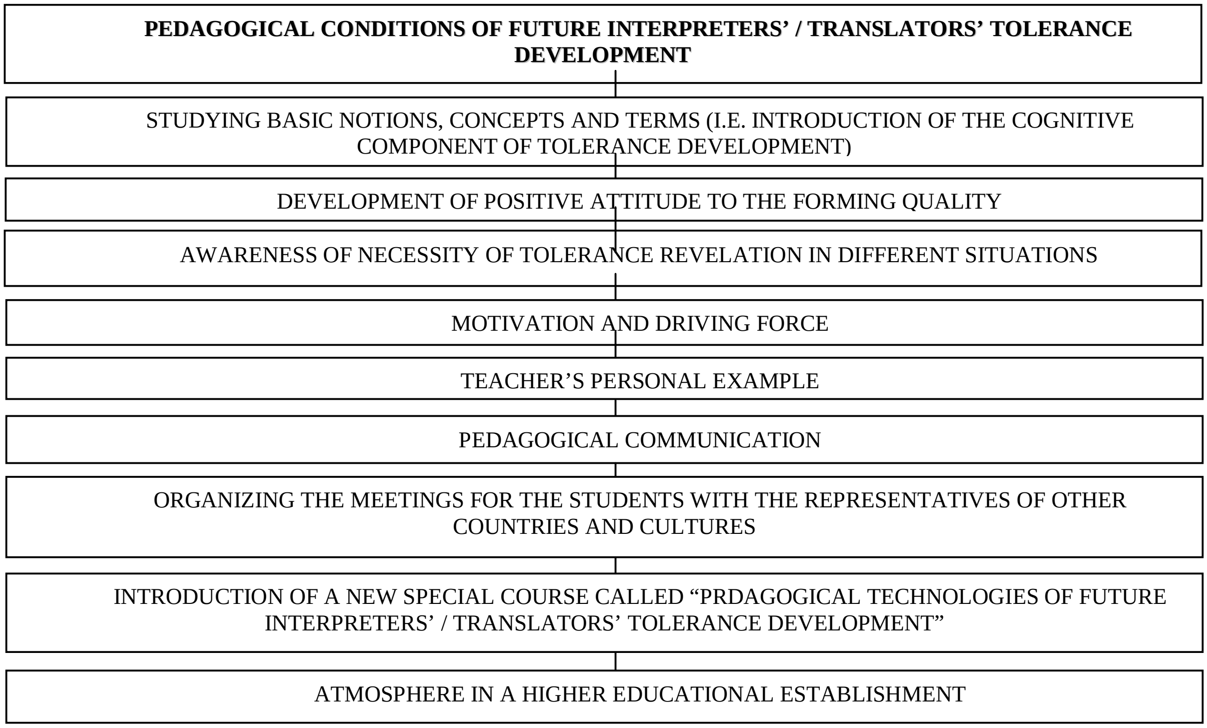
Determining pedagogical conditions will help to understand better the essence of tolerance development and will lead to its effectiveness.

Pedagogical conditions are:

the integrity of the content, methods and forms of educational process [2, p. 79];

one of the components of pedagogical system which reflects the whole of opportunities of educational, material and areal surroundings influencing on personal and procedural aspects of the mentioned system and providing its effective functioning and development [3, p. 11].

Having analyzed national and foreign resources we defined the main pedagogical conditions of future interpreters'/translators' tolerance development (see pic. 1).


PEDAGOGICAL CONDITIONS OF FUTURE INTERPRETERS' / TRANSLATORS' TOLERANCE DEVELOPMENT
STUDYING BASIC NOTIONS, CONCEPTS AND TERMS (I.E. INTRODUCTION OF THE COGNITIVE COMPONENT OF TOLERANCE DEVELOPMENT)
DEVELOPMENT OF POSITIVE ATTITUDE TO THE FORMING QUALITY
AWARENESS OF NECESSITY OF TOLERANCE REVELATION IN DIFFERENT SITUATIONS
MOTIVATION AND DRIVING FORCE
TEACHER'S PERSONAL EXAMPLE
PEDAGOGICAL COMMUNICATION
ORGANIZING THE MEETINGS FOR THE STUDENTS WITH THE REPRESENTATIVES OF OTHER COUNTRIES AND CULTURES
INTRODUCTION OF A NEW SPECIAL COURSE CALLED "PRDAGOGICAL TECHNOLOGIES OF FUTURE INTERPRETERS' / TRANSLATORS' TOLERANCE DEVELOPMENT"
ATMOSPHERE IN A HIGHER EDUCATIONAL ESTABLISHMENT

Pic. 1. Pedagogical Conditions of Future Interpreters' / Translators' Tolerance Development

Let's consider the mentioned above pedagogical conditions more deeply.

Studying basic notions, concepts and terms (i.e. introduction of the cognitive component of tolerance development). In order to develop something it's necessary to have some theoretical knowledge. Thus, notion is an individual's concept or impression of something known, experienced, or imagined; it's an inclusive general concept [18, p. 848]. Students should be aware what exactly the notion, they are studying, is and what the main components of it are. Concept is something conceived in the mind; an abstract or generic idea generalized from particular instances [18 p. 257], and terms are words or expressions that have precise meanings in some uses or are peculiar to a science, art, profession, or subject [18, p. 1289]. Knowing these basic elements, students will be able to train themselves in order to show tolerance in all spheres of their lives.

Development of positive attitude to the forming quality. Future interpreters' and translators are to realize that being tolerant, they will have more advantages both in the working place among coworkers and in everyday life. Tolerance is not a required quality now; it's a need and an imperative of our society.

*Awareness of necessity of tolerance revelation in different situations***.** It's not enough to have theoretical knowledge about something. Much more important is to have a deep understanding why it's inevitable to develop and show it. It's proved that different specialists face difficulties while meeting representatives of other countries and cultures which may negatively affect the quality of their work. Interpreters and translators always deal with foreigners and being aware of necessity of tolerance revelation will be so to say a key to their success.

*Motivation and driving force***.** Motivation is hardly a unitary phenomenon. To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated whereas someone who is energized or activated toward an end is considered motivated. The strength of motivation depends on how much value the individual places on the outcome he or she wishes to achieve. There are types of motivation: extrinsic and intrinsic. Extrinsic motivation is the result of any number of outside factors. Intrinsic motivation comes from within the individual. We must admit that extrinsic motivation becomes an essential strategy for successful teaching whereas intrinsic motivation results in high-quality learning and creativity [19, p. 54, 55; 15, p. 98]. That's why the teachers should remember that the higher the goal the better the result.

*Teacher's personal example***.** A teacher which shows good qualities including tolerance will be a good example for the students to follow because teachers are like actors all the time on the stage, orchestral conductors (direct conversation and set the pace and tone) and gardeners (plant the seeds and then watch them grow). The teachers also perform several roles such as: controllers, prompters, participants, recourses, tutors and performers [15, p. 107–113].

Pedagogical communication. Pedagogical communication is a professional communication between a teacher and a student during the lessons and beyond them (in the process of teaching and educating) which has some pedagogical functions and directions (in case it's full and appropriate) in order create favorable climate and other psychological optimizations of educational process and relationship between a teacher and a student. Effective pedagogical communication will help to develop confidence in him- or herself, his or her own strengths and potential [8, p. 28].

*Organizing the meeting for the students with the representatives of other countries and cultures***.** Meeting native speakers and the representatives of other countries and cultures will help students to become familiar with different accents, national realia and cultural peculiarities. In the future this will become a useful tool for overcoming different obstacles in the linguistic and psychological levels in terms of cross-cultural communication.

Introduction of a new special course called «Pedagogical conditions of future interpreters' / translators' tolerance development». Starting from the fall semester of 2013/2014 academic year it's planned to introduce a new special course «Pedagogical conditions of future interpreters' / translators' tolerance development» for the 3rd year students of Foreign Languages Department (specialization «Translation and Interpreting from English into Ukrainian») of Ternopil Volodymyr Hnatiuk National Pedagogical University. This course consists of lectures and seminars which will help future interpreters and translators to become familiar with such phenomena as tolerance and future interpreters'/translators' tolerance, their basic components, kinds, levels and functions. Students will be able to develop tolerance by means of modern interactive technologies and test their level of tolerance. In our opinion one of the effective ways to develop tolerance is a business game. It’s nice to have a special equipment for the interpreting (e.g. laboratory of simultaneous interpreting) which will help to create conditions similar to real ones.

Atmosphere in a higher educational establishment. As we know most of the time during their academic years students spend in their higher educational establishments. So we may state that tolerant and friendly atmosphere in the educational institution will only be favorable to tolerance development.

We may state that development of tolerance as a condition and form of adapting to deciduous and changeable world if very important to modern specialists and in particular to interpreters and translators. That’s why professional training of young people in higher educational establishments should contribute to effective functioning in the society, educate culture of patience and agreement, form the social experience of productive solution of conflicts, develop communicative competence, readiness and ability to cooperate in our modern world. We are to realize that the future of any country and the whole society depends on effective education, training and development of a young generation and their intellectual, spiritual and moral qualities.

Summing up everything mentioned above me must admit that nowadays among the high priorities of modern education there is development of tolerance. It’s got a special value for future interpreters and translators training. That’s why the mentioned and described pedagogical conditions will help to train and educate tolerant and marketable specialists in the spheres of translations and interpreting.

Perspectives of further researches we consider in working out the model of future interpreters’/translators’ tolerance development in the process of their professional training.

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SOCIAL PEDAGOGICS

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V. P. KRAVETS

THE WAYS OF GENDER AND FAMILISTIC COMPETENCE FORMATION OF THE FUTURE TEACHERS

In the content of the courses of university curriculum the material which helps the students' professional training for this kind of work is pointed out. Imitational and symbolic games, creative and problematic tasks, role psychologo-pedagogical trainings, scenarios with moral and psychological content, such kinds of methods as brain storming, ideas assertion, portfolio, etc., which activated the study of future pedagogues are offered.

***Keywords**: gender, familistic, competence, education of a teacher.*

В. П. КРАВЕЦЬ

ШЛЯХИ ФОРМУВАННЯ ҐЕНДЕРНО-ФАМІЛІСТИЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВЧИТЕЛІВ

У змісті дисциплін університетського навчального плану виокремлено матеріал, який сприяє професійній підготовці студентів для цього виду роботи. Запропоновано імітаційно-символічні ігри, творчі і проблемні завдання, ролеві психолого-педагогічні тренінги, схеми-сценарії з морально-психологічним змістом, а також методи мозковий штурм, захист ідей, портфоліо тощо, за допомогою яких активізується навчання майбутніх педагогів.

***Ключові слова:** ґендер, фамілістика, компетентність, підготовка вчителя.*

В. П. КРАВЕЦ

ПУТИ ФОРМИРОВАНИЯ ГЕНДЕРНО-ФАМИЛИСТИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ

В содержании дисциплин университетского учебного плана выделено материал, повышающий качество профессиональной подготовки студентов к данному виду работы. Предложены иммитационно-символические игры, творческие и проблемные задачи, ролевые психолого-педагогические тренинги, схемы-сценарии с морально-психологическим содержанием, а также методы мозговой штурм, защита идей, портфолио, активизирующие обучение будущих педагогов.

***Ключевые слова:** гендер, фамилистика, компетентность, подготовка учителя.*

The system of higher education is actively influenced by the changes which are going on in the modern world and in the Ukrainian society and are demanded the mobility and adequate solution of the tasks of the present period. As the result the problems of regular, systematic, purposeful psychological pedagogical youth training to a family life, to modern gender realia awareness are actualized. In such conditions the Ukrainian institutions of higher education should become an important link in social state policy concerning family strengthening and help the youth to get prepared to a family life, to form its gender and familistic culture. A special part in solving these problems is assigned to pedagogical universities, the graduates of which having got appropriate training help to increase the quality of gender and familistic culture of children as well as their parents.

In scientific psychological pedagogical literature the problems of gender and familistic competence formation of the future teachers were raised and solved in the works of T. Hovorun, H. Isakaeva, O. Kikinezhdi, S. Matjushkova, N. Smirnova, I. Shylova, L. Sholohova, L. Shtylyova etc.

Besides it to our mind in the works of the mentioned scientists this problem is examined cursory with no deepening into details.

Talking about university practice it should be mentioned that education of a teacher for this work is carried out fragmentarily and unsystematically. This fact enabled us to reveal the main contradiction between the actuality of the problem of gender and familistic (familistics – is a scope of knowledge about family) competence formation of the future teacher and insufficiently considered phenomenon, the absence of scientifically based model of organization of the process of gender and familistic competence formation of the students of pedagogical universities. In addition to that by gender and familistic competence of a pedagogue we mean his or her knowledge of the basis of gender theory and matrimonial relations (familistic), the need and ability to use it in practical pedagogical activity, the ability to solve the tasks of this activity on the highest professional level, striving for self-education in this sphere.

The aim of the article lies in the analysis of the content and ways of gender and familistic competence formation of the future teachers in pedagogical university conditions.

Sex education is very important for school but it should be started not from the pupils but from the teachers. These teachers should know for sure what is going on with their education, they have to understand the importance of protection from destructive influence of «sexual revolution» which is «a latent» sexual period which S. Freud talked about. It is important for a child and a teenager, for their gradual intellectual, moral development and for all their future life. It is important for a teacher and school. A teacher should know how to notice a danger in which his or her student might be. And it would be the best if in such cases the communication between a teacher and a student was confidential and trustful. A natural and protective feeling of timidity shouldn't be offended! Here one can apply to church experience: it would be good if a pupil could address to a teacher in a hard moment of life as if he or she addresses to a priest during a confession. Of course it won't just happen out of nothing: the right for confession should be deserved.

One of the principal tasks in education of a teacher regardless of his or her specialization is to attain enough competence in the sphere of intersexual relations, to gain necessary knowledge and to choose a correct form of answers to the pupils' questions.

One more demand in the aspect of teacher's training to moral and sexual education of students is the ability to react in time and correctly to character intersexual relations of the pupils. A teacher should be familiar with a nature of conflict situations which happen between boys and girls, realizing that they may see one and the same things differently and their reaction may vary. Many conflicts are related not to squabbles and aggression but to misunderstanding the peculiarities of one another. A teacher doesn't have to intensify this misunderstanding by his or her behavior.

A graduate from pedagogical university should be convinced in the necessity of essential changes in organization of school educational process according to the tasks of gender education of pupils and their training to a family life. It concerns the teacher's behavior, the ways of his or her address to the pupils, the methods of their control and evaluation, duration and change of activity, differentiation of tasks, emotional and personal coloring of information.

Before starting our investigation we had found out that only 18% of graduates from university of pedagogical specialties considered themselves to be ready to deal with the problems of gender education and premarital training of the pupils, and 43% don't know whether they are ready to it. The future teachers know especially bad about taking into account gender peculiarities in the organization of educational activity and in formation of a family man or woman.

In our work we pointed out and analyzed the next structural components of gender and familistic competence of a teacher:

Motivational and value component includes professional and family values orientation of a teacher's personality which define his or her attitude towards gender and family life problems from one side and to professional activity in gender education and training of the pupils to a family life from the other one. It is characterized by formed family values orientation, a presence of interest to a problem of gender education, to self education in the sphere of gender and fimilistics, a desire to educate a valuable family man or woman etc.

Intellectual and cognitive component, which is a basis for gender and familistic formation, a competence of a future teacher. It includes knowledge of the basis of gender theory and familistics and the methods of education. Thus for gender and familistic competence formation in the context of pedagogical education the knowledge of different sciences should be integrated (social and family pedagogics, gender, psychology of personality and family relations, ethnopedagogics, sexology, economy, jurisprudence) and also knowledge of the teaching methods which help to introduce the system of gender and familstic knowledge into educational process.

Moral and behavioral component is pointed out because the process of communication between the individuals may have a conflicting, contradictory character. That's why gender and familistic competence of a teacher provides a human oriented model of his or her behavior, which is based on moral immaculacy of a teacher, recognition of a pupil's right for his or her own position, for possibility to express himself or herself without the following disciplinary punishment, interaction between a teacher and a pupil, accepted pupil's right for a mistake etc.

Active and practical (or operational proceeding) component provides a readiness to solving gender and familistic problems by a teacher himself or herself and also to professional pedagogical activity of a teacher in solving gender problems and in training the pupils to a family life. For it a teacher has to have general pedagogical skills, ability to help a family individually in education and reeducation of the children, organizational, communicative, orientation and other skills.

In the process of gender and familistic competence formation of the future teachers we tried to include all the subjects provided by university curriculum. In the content of these subjects we tried to select those material, which directly or indirectly would help the improvement of professional training of the students in this sphere.

It goes without saying that the psychologo-pedagogical cycle plays the main part in this process. Studying normative pedagogical course the students attain not only the knowledge of theoretical basis of pedagogical science and skills of effective educational process organization, which has a main importance for a high school teacher training, but also master the questions of sex education and the methods of training the pupils to a family life. Unfortunately, as the results of our investigation showed not all the teachers pay much attention to this problem. Taking this fact into consideration, the recommendations for the teachers of pedagogics were developed using the materials of some themes for training the students for future work on future family man or woman formation.

The course of history of pedagogics has great possibilities to inform the students about the problems of sex education training the students to a family life. Studying the history of education and pedagogical thought in different periods from ancient to modern days, the future pedagogues due to appropriate help of the teachers may attain necessary information for understanding of trends of development of the investigated problem, to compare the ways of its solving in modern foreign and native pedagogics.

Mastering by future pedagogues the tools and methods of educational work necessary for practical use in the sphere of family man or woman formation is accomplished during the course of «Basics of art of teaching» studying.

During the formation of a teacher's readiness to training the pupils to a family life the resources of pedagogical disciplines were maximally used, which are normative for all the specialties of pedagogical institutions. The course program «General psychology» gives the future pedagogues knowledge of the problems of methods of psychological studies; psychical human structure, functional asymmetry of the brain; sensation mechanism; the peculiarities of development and formation of emotional-volitional sphere of personality; methods of communicative sphere investigation, individual psychological peculiarities of personality (temperament, character, and gender peculiarities). During the studying of the course of «Developmental and pedagogical psychology» the students get acquainted with such problems as the peculiarities of psycho-sexual development of the children of different ages; psychology of sex education of the pupils; psychological gender differences and taking it into account in education; psychological basics of individual approach to sex education, a psychology of self education, psychology of intersexual communication and friendship; psychology of pupils' leisure, psychological new formations during puberty, prevention of wrong development etc.

Recently in educational curriculums of pedagogical institutions has appeared a new course of «Health science and the basics of psychihygiene». In Ternopil pedagogical university the experimental program of this course is developed, and it is approved by the Ministry of education and is introduced in the other pedagogical institutions of Ukraine. Science kit of this course is aimed at medical-hygienic training of a teacher, was successfully used by us for formation of professional readiness to training of the pupils to a family life and foremost for solving the problems of pupils' sex education. A special attention was paid to such two themes: «Psychical health» and «Psychohygiene of a family and sex education».

Studying the first theme the students got acquainted with the notions of stress, psychoemotional overstrain, neurosis, studied the basics and methods of psychoemotional relief. Psychological aspects of sexual life, reproduction human processes, the basics of psychohygiene of pregnancy and maternity, ways of getting psycho-physical compatibility of marital partners, questions of sex education, conditions of venereal diseases and AIDS prevention the future pedagogues get acquainted with during the studying of the theme «Psychology of a family and sex education».

In the work on formation of professional readiness of a future teacher to explain to high school pupils the aspects of marriage and family relations and intersex relations were used the resources of other disciplines of pedagogical institutions' curriculum. With the problems of family sociology the students got acquainted during the course of sociology, with legal platforms of marriage and family during the course of «Foundations of legislation», with the moral aspects of «family life and aesthetical values of a family in the course of the basics of ethics and aesthetics, etc.

During studying philosophy students master fundamental categories of human being: liberty, creativity, love, happiness, death. In the course of social philosophy there is a theme, where the types of communities in the nature and culture and family, kinship, tribe, nation are studied. In the course of «Sociology» there is a theme which shows the essence of small social group a «family» as bloodily related social community.

The means of gender and familistic competence formation of the students-pedagogues in our work became the special courses of «Gender pedagogics» (institution of pedagogics and psychology), «The history of gender pedagogics» (history department), «Training of the pupils to a family life» (philological, geographical, physics-mathematical faculties), «Ethics and psychology of a family life» (chemistry and biology, engineering and pedagogical faculties), resources of normative courses of the curriculum of «Pedagogics», «Psychology», «Health science», different trainings aimed at the formation of psychological attitude and practical readiness to solving gender and familistic problems at school, pedagogical practice during which the students solved experimental tasks.

In the process of training of the future teachers to the work on gender education and family man or woman formation we tried to include all the disciplines, provided by curriculum. In the content of these disciplines we tried to point out those materials, which directly or indirectly helped the improvement of professional gender competence.

Active training of the future teachers provided game methods – role playing, professional pedagogical projecting and imitating modeling of real pedagogical situations, role psychologo-pedagogical trainings. During experimental training each student had a chance to try a role of a course of psychology of a family life and played pedagogical educational situation – lesson at school. To help the students the «Schemes», «Schemes – scenarios» of role and professional games, pedagogical situations with moral and psychological content, role trainings were made with a help of which the students made the plans of the lessons by themselves etc. Each micro lesson was discussed and analyzed from the point of view of its usage in pedagogical practice, methods of pedagogical communication. It helped to figure out the most effective methods during the discussion and to determine the principles of pedagogical work organization on the classes of psychology of a family life. Studying the course provided some practical tasks: questioning, testing, and writing the papers and scientific reports.

Besides it imitating symbolic games, creative and problem tasks, such methods of work as seminar-auction (for example, of presentation of literary system of gender and familistic education), brain ring, combined lectures held by both (for example on a theme «sex hygiene» of boys and girls), different contests etc.

The usage of the method of associative family images description (free continuation by the students of the phrase «A family for me is…») helped to determine different ideas of the students about family. The most typical were the associations related with the image of a family: *positive* «warmth», «coziness», «hearth», love, communication, emotional support, «burrow», «fortress», «floating ring», etc. (90% of girls and 88,3 % of boys); *negative*: «loose of liberty», «slavery», «cage», «mincer», «gerbil on treadmill», «volcano», «routine», «burden» (96% of girls, 11,7 % of boys).

To determine role claims in a marriage the method of «REC» (role expectations and claims) was used. This method enabled us to learn the students' attitudes towards family relations and also helps to determine the object's opinion about expected role distribution in a family.

The usage of the method of heuristic dialogue provides for dialogic interaction of a teacher with audience, it means the Socratic form of «question-answer», during which a teacher doesn't give ready knowledge but skillfully asks the questions which help the students themselves on the base of present scope of knowledge, ideas, observations, personal life experience to acknowledge new notions, conclusions, rules. Herein the questions usually should have a problem and answers should be the results of active analytical quest of a student under the direction of a teacher. We offered the problematic issues for discussion:

Do you agree with a saying «In a family even porridge is thicker» and how do you understand its meaning?

M. Karamzin stated that «without good parents there is no good education in spite of all the schools». What is your opinion about it?

O. Hersten said «A family starts with children» How do you understand this phrase? Is a family without children full?

Is the statement false or true: «Remember that your children will treat you the same way as you treat your parents»?

Debate the phrase «One should marry the person of the «same nationality».

Advise to the youth (complete the sentence): «If you want to become a good family man or woman and father or mother you should know…and be able to…»

An important moment during the training was modeling the situations of a family life in a form of role play. The aim of role plays is an attainment of the skills of solving complicated life situations by moral choice.

Play activity included some steps: preparatory (evaluation and analysis of the offered conditions, roles distribution, plot determination and participators' positions); the game itself (peer assessment and self assessment peer correction and self correction in the process of interaction); play discussion (evaluation and analysis of its development and results, self assessment and self analysis of its development and its results). A student as an object of play activity took part in all the stages.

The only rule, which had to be followed while playing family themes situations was that the subject of discussion shouldn't be the families which the students are acquainted with or the families of the students.

As the criteria of efficiency of the influence of this special course on qualitative training of the students to the work with sex education of the pupils and the future family man or woman formation was coefficient of their satisfaction with the content and methods of its teaching. 212 students of experimental groups were offered to answer the questions «Are you satisfied with the content of the special course?», «What was valuable in this special course for your pedagogical growth and future work with the problems of gender and premarital education of the pupils?». The questionnaire helped to determine that fully satisfied with its content are 50% of the questioned, satisfied 41,7%, unsatisfied – 5,4%, completely unsatisfied 1,1% of the students. On the basis of this fact the score of satisfaction was determined. The general coefficient of satisfaction with the special course we calculated with the help of the formula:

$$Z = \frac{A \cdot (+2) + B \cdot (+1) + C \cdot (0) + D \cdot (-1) + E \cdot (-2)}{N}$$

where

A – the quantity of the students maximally satisfied with the special course;

B – the quantity of the students satisfied with the content of the special course;

C – the quantity of the students with undefined attitude;

D – the quantity of the students unsatisfied with the content of special course;

E – the quantity of the students maximally unsatisfied;

N – total quantity of the questioned.

Attained results give a ground to make a conclusion about the efficiency of the special courses in a process of formation of gender and familistic training of the future teachers.

The research – experimental work showed that not in all the students a formation of appropriate level of gender and familistic competence was successful. It is explained by the fact that not all the students of pedagogical institutions have a pronounced professional pedagogical orientation and sufficient development of pedagogical skills not all the students due to their individual peculiarities could overcome wrong barriers of shyness, different complexes etc.

An important place in formation of practical readiness of the students to a work with gender and premarital education of the pupils we gave to a pedagogical practice. The students of experimental groups got the tasks about organization of such work in schools of the city and of the region which provided the acknowledgement with organization of education during reaching the subject and extracurricular work studying school documents of this problem, investigation of the level of sex culture of the pupils, organizing activity programs on a specific theme, attendance of pupils' families and performance of work with parents etc.

Systematic observations of the children of the students during pedagogical practice showed that quantity of the students who feel the importance of organizing extracurricular activities oriented to organization of intersexual communication worked out 65,6% out of 250 questioned persons; 49,8 % wanted to organize pass/fail option educational activity programs on the theme of family and marriage; 70,2% of trainees freely took part in group and individual conversations with senior pupils about intersexual relations, wrong sexual behavior of some pupils caused by some publications in press for youth about moral and sexual problems. The analysis of the supportive notes of the lessons showed that more than 40% of the students wanted to use our recommendations for usage of the content of school subjects for sex education of the pupils (frankly speaking, here there are some objective preconditions of the students from history, natural sciences and philological departments dominated), showed the skills of projecting and modeling of this work.

To the purpose of students' interest incensement to the investigated problem the scientific problem group «Sexual and premarital education of the children» was organized. Among the scientific themes which were developed by the students: «P. P. Blonsky about children's sexuality», «Training the pupils to a family life in the works and practical activity of V. O. Suchomlynsky», «A question of sex education in ethnopedagogics of the Ukrainian people», «Psychological aspects of intimate-sexual training of the pupils to a marriage», «The peculiarities of boys and girls communication in senior classes», «Self education in a sphere of feelings culture», «Pedagogical evaluation of some aspects of sexual maturation», «Psychologo-pedagogical training of the pupils to accomplishment of maternal or paternal functions», «The ways of pupils' intimate vocabulary formation» etc. Some results of the scientific inquiries of the students were reported on institutional and interuniversity scientific and practical conferences. During the experimental work 300 students from different departments came through the problem group.

An important place in solving the investigated problem tasks takes the scientific research center of the problems of gender education of the school and university youth which was founded by Ternopil national pedagogical university and National academy of pedagogical sciences. Its activity is directed to the development of fundamental and application gender investigation in the context of transformational changes in Ukrainian society, realization of gender and educational techniques, and also reduction of gender educational standards into practice. It is promoted by close contact of the centre with the university department of pedagogics and gender equality, development of sister gender studio net and the schools of gender equality in the schools of the region.

But the changes which have happened show the correctness of chosen ways of achievement of stated objectives. The quantity of the students with a high level of competence increased from 6,1% to 40,1% , and with low level decreased from 60,4% to 4,7%. It gives the ground to conclude that the quality of gender education of the pupils and their training to a family life is much depended on a radical rethinking of profession-oriented training of the teachers in pedagogical institutions, on strengthening attention to their gender and familistic competence formation.

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M. V. GOGOL-SAVRIY

CLASS TEACHER'S GENDER CULTURE

The article considers the gender approach in the professional culture of a class teacher. The nature, levels and sublevels of class teacher's gender culture development are defined. Taking into consideration the concepts of leading researchers, the essence of components of class teacher's gender culture is discovered according to the levels of its development as professional and educational activity. Proceeding from the results of the diagnostics of class teachers' gender culture at comprehensive schools, the insufficient foundation of gender approach conceptual tasks in the national education system was noted.

***Keywords**: gender approach, gender socialization, pedagogical reflection, professional and pedagogical culture, management culture.*

М. В. ГОГОЛЬ-САВРІЙ

ҐЕНДЕРНА КУЛЬТУРА КЛАСНОГО КЕРІВНИКА

Розглянуто ґендерний підхід у професійній культурі класного керівника. Визначено сутність, рівні, підрівні розвитку ґендерної культури педагога – класного керівника. З урахуванням концепцій провідних дослідників розкрито зміст компонентів ґендерної культури класного керівника відповідно до рівнів її розвитку як професійно-педагогічної діяльності. На основі результатів проведеної діагностики рівня ґендерної культури класних керівників загальноосвітніх шкіл відзначено недостатню обґрунтованість концептуальних завдань ґендерного підходу у вітчизняній системі освіти.

***Ключові слова:** ґендерний підхід, ґендерна соціалізація, педагогічна рефлексія, професійно-педагогічна культура, культура управління.*

М. В. ГОГОЛЬ-САВРИЙ

ГЕНДЕРНАЯ КУЛЬТУРА КЛАССНОГО РУКОВОДИТЕЛЯ

Рассмотрен гендерный подход в профессиональной культуре классного руководителя. Определена сущность, уровни, подуровни развития гендерной культуры педагога – классного руководителя. С учетом концепций ведущих исследователей раскрыто содержание компонентов гендерной культуры классного руководителя в соответствии с уровнями ее развития как профессионально-педагогической деятельности. На основе результатов проведенной диагностики уровня гендерной культуры классных руководителей общеобразовательных школ указана недостаточная обоснованность концептуальных задач гендерного подхода в отечественной системе образования.

***Ключевые слова**: гендерный подход, гендерная социализация, гендерная рефлексия, профессионально-педагогическая культура, культура управления.*

The formation of Ukraine as a state is taking place in the conditions of rapid and profound social changes that lead to new realia and requirements for life and activity of a modern person and a specialist. Gender relations are the reflection of gender consciousness of society and an important factor in its formation is education.

The aim of introducing a gender approach into the educational sphere is to create conditions for gender socialization of schoolchildren that will conduce to nurturing relations between sexes which will be free of rigid stereotypes of masculinity and femininity in the traditional sense. This can become the condition for upbringing of a new personality with high intentions of openness and adaptability to all the spheres of life, with unlimited possibilities of individual life choice and self-actualization.

An important agent of schoolchildren's gender socialization is school. Pupils spend most of their time and adopt the behavior models which are usually followed throughout life. The subjects of schoolchildren's gender socialization are teachers, namely class teachers. They work with children every day and they are a connecting link between upbringing efforts of parents and school. The class teacher, receiving and processing information about his/her pupils, their social environment, the level of their mental and physical development, monitors the course of the upbringing process which comprises both gender upbringing and socialization of the younger generation. However, does a modern class teacher possess knowledge, skills and abilities required for the effective introduction and implementation of gender approach into the educational sphere?

The purpose of this article lies in diagnosing the state of gender culture of a contemporary class teacher at comprehensive school.

The primary condition of the educational and upbringing process at school based on gender approach is gender competence and culture of the class teacher. It should be noted that the term «gender culture of the class teacher» in psychological and pedagogical literature is not sufficiently developed. In particular, the Russian researcher L. A. Shypylina raises the question of importance for the teacher to develop so-called «gender sensitivity» which refers to the ability to perceive, learn and model the impact of verbal, nonverbal and object influences of social sphere, the impact of methods and forms of work with children on the formation of child's gender identity and on the ability to perceive and respond to any discrimination based on the sex [10, p. 56]. However, this concept does not reveal the full complexity of pedagogical culture in the context of gender approach. In this regard, defining the nature, structural components and levels of gender culture development of the class teacher needs the reference to such pedagogical categories as «professional and pedagogical culture», «culture of management» (or «management culture» since the class teacher in the study is presented, primarily as a manager of the educational and upbringing process).

The term «professional and pedagogical culture» in national and foreign pedagogical literature is studied from different perspectives in research works by E. V. Bondarevska, I. F. Isaev, V. E. Kahan, S. V Kulnevych, M. N Skatkin, V. O. Slastonin etc [1; 2; 6; 7]. The analysis of the above mentioned researchers' views allows to define the professional and pedagogical culture of the class teacher as a complex, structural and multicomponent system represented by the personal qualities of the teacher, by developed pedagogical thinking, by creative individual nature of professional activity, psychological and pedagogical literacy, behavior ethics.

Considering professional and pedagogical culture of the teacher via management culture, M. O. Kononenko notes that the management culture of the teacher should be considered as the system of individual and personal characteristics of the subject, which includes the knowledge, skills and orientation values of health maintaining, functional, psychological, personal and creative, communicative nature which ensure class teacher's implementation of management on such levels as self-management, educational and upbringing process management, co-management. The author's model of management culture meets all the principles of gender approach in the educational and upbringing process, that is why the components of the gender culture structure of class-teacher identified by M. O. Kononenko are health maintaining, functional, psychological, personal and creative, communicative (management communication) that are put in the basis of our practical study [6, p. 132] (see fig. 1.).

In this aspect L. A. Shypylina defines the management culture as the leader's ability of using present social values for the rise of pupils' and parents' effectiveness in work, and also stresses on the importance and continuity of relationships between leaders and controlled subject; she also pays attention to the fact that the value of activity is connected with the freedom of self-expression and the usage of her/his own possibilities [10, p. 163].

For better understanding of the growing conditions of the professional and pedagogical culture, with consideration of the above mentioned accent, it should be noted, that any professional activity is divided into two main elements: actions of the person, who is responsible for the realization of norm and reflection of the person responsible for the correction and norm changes, when some difficulties in activity arise. It is obvious that if the growth of subject's professional activity is taking place when moving from solving tasks to solving problems, the stress, while performing difficult professional activity moves from the level of simple action to the reflection level. The qualitative growth of abilities, that are necessary for the realization of reflection, for solving tasks and problems in activity, and accordingly the growth of professionalism in general, is taking place while emphasizing the criteria level of reflection activity. Pedagogical reflection, as a mechanism of existence of the class teacher's pedagogical culture, plays important role while assessing pedagogue's professionalism in the sphere of the gender approach usage in the management of the educational and upbringing process and comes like the condition of his/her readiness for solving pedagogical problems and tasks. That is why on the basis of the development characteristic of class teacher's gender culture should be distinguished some levels of its development considering the ideas by I. Vais, I. Maizler, M. Shcherbynin about the problem of the development of manager's reflective culture. In this context the character of teacher's gender culture is defined as reflexive, thus class teacher's gender culture is represented by three levels, which are more complicated one after another. These levels are precultural, normative and problem-conceptual [5]. According to the universal approach by I. Ya. Lerner [4] and M. N. Skatkin [6], each level of teacher's gender culture is represented in three frames: informational (knowledge), operational (skills) and axiological (values).

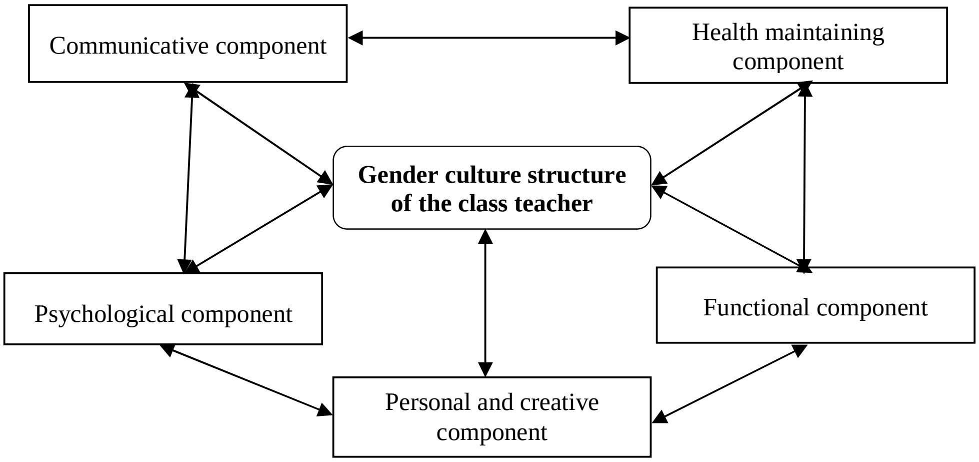
Communicative component
Health maintaining component
Gender culture structure of the class teacher
Psychological component
Functional component
Personal and creative component

Fig. 1. Component composition of the class-teacher's gender culture.

With the purpose of diagnosing the level of class teacher's gender culture was chosen, and with consideration of the peculiarity of our investigation, the work of the Russian researcher Zh. O. Starovoitova The Methodology of Diagnostics of Teacher's Gender Culture: elaborated [8, p. 195].

The diagnostics of the class teacher's gender culture was held in Buchach district, Ternopil region and included 19 comprehensive schools of the I–III degrees and 21 comprehensive schools of the I–II degrees. 405 class teachers took part in polling, among them 360 women and 45 men. This methodology foresaw the determination of the levels of class teachers' gender culture, the correlation of class teachers' age categories and levels of their gender culture and also the analysis of sublevels' condition of class teachers' gender culture.

The results of the investigation showed that 226 respondents were diagnosed with the pre-cultural level of gender culture, 170 – with the normative and 9 class teachers were diagnosed with the problem-conceptual. Such results show that class teachers aren't well-informed in the sphere of gender pedagogy. The lack of gender knowledge and even its absolute absence was shown by the very first answers of class teachers, who don't have the slightest idea of what is «gender», «androgyn» or have difficulties defining the notions of «gender socialization» and «sexual socialization». One brighter example of low level of knowledge, abilities and skills of class teachers' gender education is their answer to the last question of the questionnaire, the next pedagogical situation comes from it: «A teacher is on the bus together with children. After she set all children she remained standing because of the lack of seats. When one boy offers her his seat she answers «No, I'll stand, thank you». Was the teacher right? What was she supposed to do?». Most of the respondents provided original but incorrect analysis of this particular upbringing situation. For example: «the teacher behaved correctly because, according to the safety standard, each pupil should sit», «the teacher should have accepted the offer, but also she should have suggested other pupils to provide a seat for her by turns», «teacher's actions depend on the child's age», «teacher made the right choice because she is responsible for life and health of those pupils who are in the bus», «the teacher behaved in the correct way because she followed the principles of gender policy», «the teacher was right because she followed the safety standard of transporting pupils» etc.

While analyzing this particular educational situation the majority of respondents didn't mention that it wasn't necessary for the teacher to sit on pupil's seat, first of all she should have noted boy's noble actions and in this way induce all schoolboys manifest their masculine qualities. 60% of respondents didn't analyze this pedagogical situation and didn't express their own vision of this problem. It is quite possible, that these class teachers neglect bases of gender education in their professional activity, and as a result it has bad influence on the socio-sexual socialization of their pupils.

One more problem that can be clearly traced in the investigation's results is low per cent of male class teachers in the pedagogical staff that causes the formation and support of gender myths about men's rudeness and women's logic. The existence of stereotypes leads to gender disbalance in pedagogical community. V. Kravets notes that in modern feminized schools female teachers put pressure on schoolboys with their authority, making them feel their inferiority. This pressure leads to the situation when boys have to build their own gender identity that is mainly based on some negative grounds such as to be unlike girls, not to take part in «women» activities [3, p. 327]. The cultivation of feminity discriminates boys' interests, makes them uninterested in the educational process and, at the same time, prevents the formation of girls' self-concept and makes their behavior stereotyped.

Following some traditional stereotypes about female and male roles, class teachers, who also suffer from gender inequality consciously or unconsciously pass their views to children, and at the same time they strengthen the action of other agents of gender socialization.

The class teacher, who organizes educational and upbringing process in the context of gender approach, should be aware not only of the system of gender knowledge, in broad meaning, should not only possess some abilities and skills which help in the realization of the management technologies in educational and upbringing process in the context of gender approach, but should also know his/her own development level of gender characteristics and be able to correct them in professional pedagogical activity. They should also develop their own personality in the direction of androgyny and be able to control androgyny on the professional level. That is why the gender culture of the class teacher is foremost and the most important precondition of the organization of educational and upbringing process on the basis of gender approach.

The analysis of the state of sublevels of class teachers' gender competence showed inconsolable results. On all the five sublevels, in particular on functional health maintaining, psychological, personal and creative and management communicative, almost the same results were shown. 58% of respondents showed low index of gender culture on all the sublevels (this is the evidence of the class teachers not having the knowledge about the methods of psycho-pedagogical diagnostics of levels of gender characteristics' development and personal as well as pupils' androgyny; of the absence of the ideas about the essence of gender equality principle in the educational and upbringing area; of the absence of ideas about value and importance of the raise of scientific competence level in the sphere of psycho-pedagogical aspects of gender researches); 39% of respondents have the medium level which is characterized by spontaneous and intuitional way of choosing the methodology of psycho-pedagogical diagnostics of gender characteristics' level of personal as well as pupils' androgyny; gradual understanding of advanced information search value in the sphere of psycho-pedagogical diagnostics of the pupils' gender socialization peculiarities during the educational and upbringing process organization on the basis of gender approach and its realization in pedagogical practice. Among the interrogated only 3% have the high level of knowledge, abilities and skills in the sphere of gender upbringing, values priority of gender-role upbringing, understanding of the value of learning development level of personal androgyny qualities, their development according to professional and personal teacher's qualities requirements in the gender approach; development of new methods, manners, forms and means of pedagogical communication during the educational and upbringing process depending on the level of androgenic pupil's qualities, taking into consideration the level of the scientific knowledge development in the sphere of gender investigations and own scientific and research activity experience in the organization of educational and upbringing process on the basis of gender approach; realization of personal scientific and research activity in the educational and upbringing process on the basis of gender approach; the exchange of personal scientific and research experience with colleagues.

The analysis of class teachers' age and the levels of their gender culture correlation had an unexpected result. Respondents were divided into 3 main categories according their age: these are class teachers of 22–35 years old (31%); the second group consists of class teachers of 35–45 years old (35%) and the third category includes class teachers of 46 and older (34%). Though the first category of class teachers has its professional development at the time of gender research activation and its implementation in the educational process, their level of gender culture is almost the same as the level of gender culture of their colleagues who studied during Soviet and first post-Soviet years (see diagram 1).

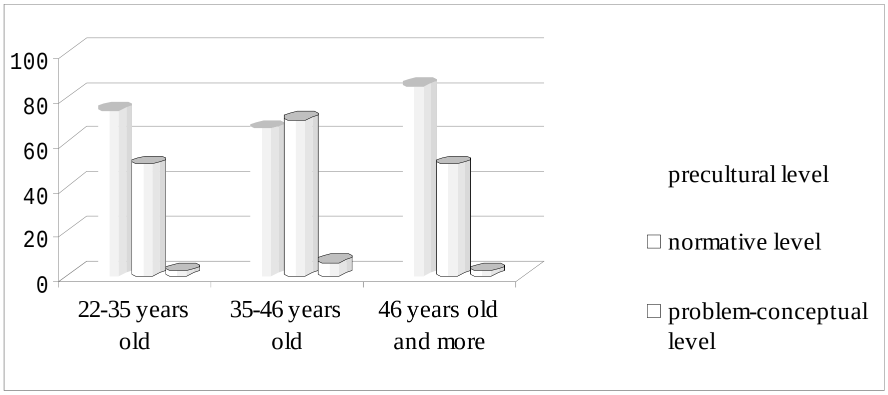

Diagram 1. Correlation between the class teachers' age and the levels of their gender culture (comprehensive at the schools of Buchach district, Ternopil region).

In spite of launched innovative transformations concerning democratization and humanization of national system of education, the question of gender component integration into this sphere is theoretically and methodologically incompleted. It is connected with the lack of validity of the conceptual gender approach tasks as the new paradigm in the system of education and with excessive inertia of the previous educational ideas. The majority of Ukrainian universities don't pay much attention to gender education of future class teachers due to the absence of theoretical and practical basis. The problem also is in the fact that even though a pedagogical university has an Institute of Gender Education and Upbringing, its functioning is not equally divided between different faculties. According to the investigation the respondents who are the alumni of one university but of different faculties have different levels of knowledge, abilities and skills concerning gender education. For instance, Physical Education, Labor Training, Mathematics, Physics and Computer Science class teachers have less gender knowledge than English, Ukrainian, Foreign Literature and History class teachers.

According to the results of the investigation we can assume that the same critical situation is in the whole system of secondary education of Ukraine. With the implementation of gender approach in the system of education of Ukraine the class teacher faces new requirements. To choose new innovational pedagogical paradigm is not enough if there is not its theoretical foundation and practical usage.

To our mind, the process of preparing future class teachers to gender education and upbringing of pupils and also the help to experienced class teachers implement principles of gender education will be effective in the following pedagogical circumstances:

- the inclusion of gender components in professional disciplines;
- the development and implementation of courses on gender issues;
- the involvement of future teachers to participate in the activities of gender education centers;
- the inclusion of gender component in pedagogical practice of students;
- practicing gender courses in postgraduate education;
- organizing and conducting seminars and courses on gender education for class teachers.

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O. B. KIZ’

GENDER IDENTITY OF THE DEPRIVED YOUTH AS AN INTEGRATIVE PSYCHOLOGICAL PHENOMENON

The article studies the problem of the gender identity of boys and girls with different parent-child relationships experience. It was found out by experiments that deprived social conditions reflect gender orientations, ego-image, manifestations of gender behavior, lifestyle, and personal qualities of youth. The formation of gender identity in terms of deprivation is characterized by inadequate absorption of samples of gender stereotypes that leads to sex undifferentiated type of behavior, hyper masculinity girls, diffuse gender splitting ego image.

Keywords: *deprived, psychologicalreadinesstobe married, ego-image, self-consciousness, valueorientations, genderroles, socialization.*

О. Б. КІЗЬ

ҐЕНДЕРНА ІДЕНТИЧНІСТЬ ДЕПРИВОВАНОГО ЮНАЦТВА ЯК ІНТЕГРАТИВНИЙ ПСИХОЛОГІЧНИЙ ФЕНОМЕН

Розкрито особливості гендерної ідентичності юнаків та дівчат з різним досвідом батьківсько-дитячих взаємин. Експериментально встановлено, що деприваційні умови соціалізації знаходять свій відбиток у ґендерних орієнтаціях, образі Я, проявах ґендерної поведінки, способі життя, особистісних якостях юнацтва. Становлення ґендерної ідентичності в умовах депривації характеризується неадекватністю засвоєння зразків ґендерних стереотипів, що призводить до статевонедиференційованого типу поведінки, гіпермаскулінності дівчат, дифузного розщеплення ґендерного образу Я.

Ключові слова: *ґендерна ідентичність, депривація, деприноване юнацтво, соціалізація, ґендерні орієнтації, гендерний образ чоловіка/жінки, ґендерна поведінка.*

О. Б. КИЗЬ

ГЕНДЕРНАЯ ИДЕНТИЧНОСТЬ ДЕПРИВИРОВАННОГО ЮНОШЕСТВА КАК ИНТЕГРАТИВНЫЙ ПСИХОЛОГИЧЕСКИЙ ФЕНОМЕН

Раскрыты особенности гендерной идентичности юношей и девушек с разным опытом родительско-детский взаимоотношений. Экспериментально установлено, что депривационные условия социализации находят отпечаток в гендерных ориентациях, образе Я, проявлениях гендерного поведения, способе жизни, личностных качествах юношества. Становление ґендерной идентичности в условиях депривации характеризуется неадекватностью освоения примеров ґендерных стереотипов, что приводит к полонедифференцированному типу поведения, гипермаскулинности девушек, диффузного расщепления ґендерного образа Я.

Ключевые слова: *гендернаяидентичность, депривация, депривированное юношество, социализация, гендерныеориентации, гендерный образ мужчины/женщины, гендерноеповедение.*

The age and pedagogical psychology puts a special attention to studying the problem of gender socialization of pupils of boarding schools, deprived from the parent's interaction. Nowadays the development of gender socialization process of orphans and children deprived of parental care and brought up without family interaction in pedagogical psychology becomes wide spread. Still there is no perfect way of gender behavior considering boarding schools pupils of both sexes.

The following tasks of our research were: carrying out the comparative analysis of the content of the youth gender images depending on the way of socialization (in paternal family and in the conditions of deprivation of paternal family relations), research of the specific character of youth gender behavior to the interrelations of sexes and specific character of gender roles adoption and revealing the social and psychological factors which contribute to adequate gender identity obtaining by the youth educated without paternal warship.

The purpose of the research is to reveal the features of the gender identity of the deprived youth through empirical comparative analysis of gender images of men / women and gender specific behavior of boys and girls with different backgrounds and parent-child relationships.

During the research, we took into consideration that the content of gender images of modern man and woman is important factor in the development of gender identity of youth ensuring different adaptation future gender roles. That is why special attention is paid to the analysis of gender images of man and woman in young people's ideas.

We invited senior pupils to write ten qualities according to two given themes: «The most characteristic features of all women/men, irrespective of their age,» The instructions emphasized the necessity to indicate only the most characteristic features of both sexes.

While choosing the task we assumed that, being free in choice of defining images, gender features, the pupils under research will follow not only social and cultural directions in their answers, but also their own individual experience and interiorized sex-role directions. The frequency of presentation of each gender quality's served to us as an indicator of character presentation of these vital activity spheres in identification of masculinity-femininity manifestation. Special accent was made on the definition whether the deprecated young people differentiate the subjective space by the sign of sex or projection on their Ego to one of the sex related activity spheres.

The analysis of the descriptions in which the ideas of senior pupils about femininity and masculinity are shown, allowed to unite all the indicated qualities into seven groups.

The first group included the sexually neutral positive qualities (kindness, honesty, fairness). The second one included qualities traditionally connected the ideas of masculinity (force, boldness, courage, will) and femininity (delicacy, gentleness, emotional sensitivity). The third group included qualities, which reflect the peculiarities of appearance (beauty, stature, height). The fourth group included qualities concerning family roles (woman as a wife, a mother; man as a husband, a father). The fifth group consists of professional qualities (hardworking, persistence, goal-oriented, business-like, accuracy in fulfillment tasks); the sixth of intellectual qualities (mind, erudition, brightness). Qualities, important for intimate relations with persons of different sex, were distinguished into the seventh group. The separate group included sexually neutral negative qualities of a man or a woman.

The analysis, we took into consideration the number of the boarding school students and secondary school students (in percentage to general quantity of asked students of certain gender group) made use of this or that theme while describing men and women.

According to the ratings of the boys from secondary schools and girls from secondary schools put on the first place the qualities connected with the comprehension of masculinity in traditional sense of this word (correspondingly 90%, 92% and 86% of asked young people): «courage», «boldness», «physical strength», «restraint», «will-power». Girls from boarding schools consider these qualities to be significant as well, but put them on the second place (69%).

The professional qualities of a man take second place for the boys in two groups(64% and 78%), the third place for the deprived girls and the fourth place the girls from secondary schools (63 % and 45%): these qualities are: « hardworking», « persistence in work», «accuracy», «work without mistakes», «purposefulness», «enterprise». Although they are not specifically gender criteria, they characterize a human being in general, but defining them valuable for a man we consider as a positive moment. It is especially important for the boys from boarding schools, because the majority of them will face the necessity to earn money for themselves and later for their family too in the nearest future. Thus why the necessity of achievements in social and industrial spheres, perception and evaluation of a man as a subject of labor is a big plus for senior pupils, because it means all of them have business qualities.

The qualities, which are important for the intimate relations with persons of different sex and reflect the attitude of a man to a woman: «respect to woman», «love to woman», «decency» take the third place for the boys from boarding schools (45%), the fourth place for the girls from families (57% and 69%) put the qualities: «respect to a woman», «love to a woman», «decency». The most often used by all groups was such quality as «loyalty». This very quality is considered to be a pledge of the strength of marriage.

These qualities are the least significant for the boys from families (22% of surveyed), which caused their last place (the 7th in rating) among all enumerated features. It is very likely that the boys from happy families while observing harmonious relations between father and mother take them as usual and don`t realize how they were achieved.

The intellectual qualities according to 27% of deprived boys (4th place) and 46% of deprived girls (5th place) are very important for the male gender, it means that a real man, according to youth, has to be «educated». The intellectual qualities are considered to be important in the gendered image of a man by 59% of boys (3rd rating place) and by 52% of girls (5th rating place) of the secondary school (of general education). As we can see, the given group of qualities is the most important for boys who grow up in families. It has been out that different upbringing conditions did not influence the choice of the girls.

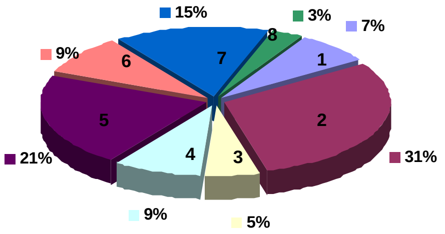
A special interest was put to the group of qualities which concern the fulfillment of the family duties. The boys of both groups place the qualities which characterize a man both as a husband and a father on the fifth rating place. In our opinion the researches are absolutely different for boys of both groups the reasons concerning gender role of the man in marriage – family relations being less important. It was the reaction of the pupils from a boarding school to the psycho-traumatic situation in the family the necessity to realize (and verbalize) the factors they suffer from: father`s absence or negative experience of life in the paternal family and also the absence of family cooperation experience. The given group of qualities occupied only the seventh place (31%) in the group of deprived girls. Unlike the three preceding experimental groups, only those girls who grew up in the happy families consider the family roles of a man to be important and place them on the third rating place (77% those surveyed). Although the given group of qualities occupied different rating place, they have similar sense meaning: «a good family man», «a loving and good father», «who doesn`t beat children», «attentive», «careful», «a generous and at the same time thrifty husband», «head of a family».

According to the man`s description, the qualities connected with appearance occupy the last rating place: only 16% of the deprived boys and 32% of the boys from families included them in the gender image of a man and, correspondingly, the given group of qualities took the last and second places. The girls were unanimous speaking about the man`s appearance: the second place was given by the girls from a boarding school (40%) and the last place by the girls from high school (38%). Besides, these ideas are not full and are limited with the details, such as: «beautiful», «handsome» (for girls); «neat», «tidy» (for boys).

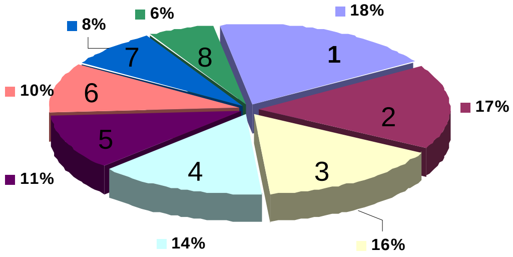
The specific peculiarity of man`s characteristics given by the children from a boarding school is their use of both positive and gender neutral negative qualities. We decided to combine these qualities into a separate group. These parameters, as an anti-ideal of masculine, are used by the deprived girls very often (26% those surveyed): «who doesn`t drink», «who doesn`t smoke», «who doesn`t take drugs», «who does not beat children», «who is not rude», «who is not jealous», «who does not steal», «who does not trail». Their male peeress use these expressions too, but only 9% of the asked. The pupils of the secondary schools of both gender groups did not consider negative qualities to be components of the gender image of a man.

According to the received data, we can draw the structure of a man`s personality as it is imagined by pupils of different gender groups (see diagram 1).

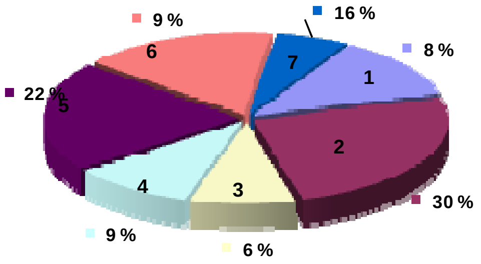
Ideal «He» for boys from boarding schools



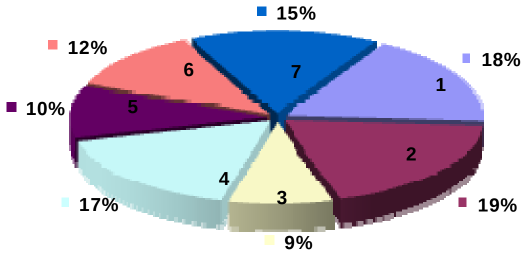
Ideal «He» for girls from boarding schools



Ideal «He» for senior schools (of general education)



Ideal «He» forseniorschoolsgirls(ofgeneraleducation)



Note. Groups of qualities: 1 – gender neutral, positive, 2 – traditional masculine, 3 – External Data, 4 – family role, 5 - professional qualities, 6 – intellectual qualities, 7 – intimate reference, 8 – negative qualities.

As we can see, the gender neutral positive qualities of a man in the gender image are more important for the girls, then the traditional masculine qualities. Appearance and family commitment are of the same importance, then follow business and intellectual qualities. We shall state that the qualities of a man`s attitude to a woman (which are important for intimate-referent relations with the opposite sex) are the least important for the deprived girls. The gender neutral negative qualities took the last place and turned to be undesirable in the gender image of a man.

The girls, who grew up in the family distributed the groups of qualities in the gender image of a man in the following way: traditional masculine qualities and neutral positive are the most important, then follow the family roles of a man and the qualities which are important for intimate-referent relations. The intellectual qualities take a higher place than business qualities. The appearance of a man takes the last place.

According to the distribution of qualities in the gender image of a man in groups it has been found out that the eighth segment which included the negative qualities of a man was signaled out by the boys from boarding school; it was the only difference in the images of both groups of boys. The other groups of qualities were distributed almost identically, regardless of different conditions of the respondents' social life. The boys of both groups consider the image of a man to be more masculine than girls. Unlike girls, they estimate traditional masculine qualities 3, 5 times higher than gender neutral, while girls consider them to be of the same importance. Moreover, these qualities hold the third place in the image structure of the whole complex of man's qualities in boy's imagination.

Summarizing the received data, we should state that the there are some differences in the gender image of a man by opposite gender groups. So, boys of both groups consider the masculine and business qualities to be the main qualities, together they took a segment which equals to 52%. The other groups of qualities are placed around this main segment.

The gender neutral, traditional masculine qualities and man`s appearance form the heart of the gendered image of a man in the imagination of the deprived girls and these qualities determine the segment which is equal to 51 %. Unlike them, the girls of senior forms of the secondary school consider traditional masculine, gender neutral qualities and family roles to form the main segment (combined segment 54%).

As can be seen, the girls who grew up in happy family environment value family relations and their peers from a boarding school raise new demands to the gender image of a man. These new demands are connected with a greater feminization of a man`s image who cares, looks after, protects, understands, worries, sympathized and at the same time who is courageous, successful, rich, clever, active, purposeful, responsible. The experimental groups provide the notions where masculinity comes forward not as a personality measuring dimension which is orthogonal to femininity, but as a new sexual-role type which combines the features of both masculine and feminine types.

And what about the way young men and girls imagine a modern woman? According to the obtained data, the most respected for girls from boarding-schools are the features which characterize her attitude to people irrespective of their sex, that's why it is on the first rank place (88% of surveyed). Deprived young men (82%) as well as senior school-girls (86%) considered sex-neutral features in the gender image of a woman to be obligatory and important, but they put them on the second rank place. Young men brought up in happy families' environment consider this group of features less important, so they put it on the third place.

The traditional idea of femininity has the highest rating among 92% of young men and 91% of girls brought up in the family, so it took the first rank place in the gender image of the woman. Features, traditionally connected with the notion of femininity have average rating (a third place among boys and a fourth place among girls) and are expressed by such features as tenderness, femininity, tolerance.

The role of the woman-mother, woman-wife is considered especially important in the notion of an ideal woman among 76% of deprived young men and 66% of girls of the same age (third and fourth places). The feeling, connected with the issue of «absence of the family» had no special blocking influence. To our mind, lack of communication with mother deeply affects both girls and boys. According to their opinion, a woman as a wife or a mother must be faithful, loving, a good housewife, careful, thrifty, kind to children. At the same time, according to the results of the survey, there is a distinct anti-ideal of the woman in the family and in the society: she must not drink, smoke, use drugs, be loyal, she must not be argue, she must not beat children or be rude.

Senior school children considered the features characterizing a woman as a wife and a mother to be less important, that's why family role of a woman has the fourth place among young men (63%) and fifth place among girls (60%). There are no negative features in the characteristics at all.

The features, connected with description of a woman's appearance take the fifth place among both groups of boys (52%) and deprived girls (49%). Unlike them children who have families consider appearance as an obligatory quality of femininity. 84% of young men put this feature on the second rank place and 75% of girls – on the third place. They imagine a woman as a beautiful, neat, modest, elegant, pretty and sympathetic. As we see, demands to the woman’s outward appearance among children from boarding-schools are less strong than those of the senior schoolchildren.

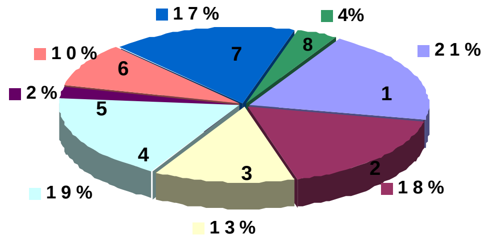
The woman’s business features are important for 68% of girls brought up in the families (IV place). But they are among the least important features for 10% of deprived young men (VI place) and the highest for the deprived girls 17%, and 37% of young men from secondary schools (VII place). Children from boarding schools name diligence among the features of the given group. It proves that these children value all those difficulties which a woman must bear; they have understanding of exhausting household duties.

As to the intellectual features, respondents of all four groups put them on the first place. They highlighted «mind», «wisdom», «education», still they put it on the before last place (boys from secondary schools and girls from two groups) or even on the last place (deprived boys).

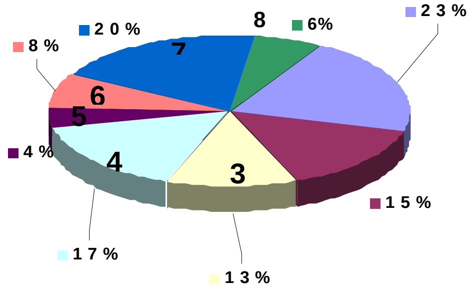
As can be seen, the pupils from boarding school focus their attention that a woman must be a good housewife, faithful wife, loving mother, gentle and patient (in contrast to those mothers whom they observed in the real life). The most important features in the image of a woman are sexually neutral ones, then come traditionally feminine features and outward appearance. The less important features are business and intellectual ones. After we’ve generalized all the data, we may say that the woman’s and man’s images in the mind of young wards of boarding schools are rather specific.

On the basis of the data the structure of woman’s personality is becoming visible in the notion of different sexual groups of wards. (Diagram 2)

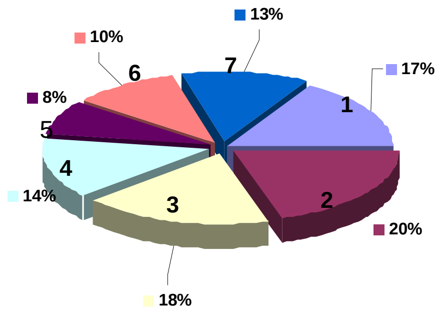
Ideal «she» in the senior schoolboys of secondary school



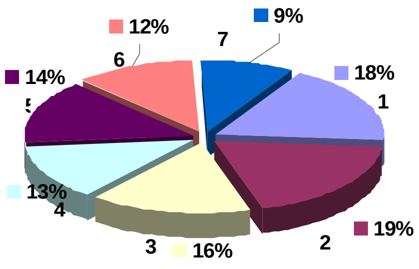
Ideal «he» in the senior schoolboys of secondary school



Ideal «she» in the senior schoolboys of secondary school



Ideal «he» in the senior schoolboys of secondary school



Note. Groups of qualities: 1 – gender neutral, positive, 2 – traditional masculine, 3 – External Data, 4 – family role, 5 – professional qualities, 6 – intellectual qualities, 7 – intimate reference, 8 – negative qualities.

The distribution of the parts of each quality group in gender image of a woman has showed that the difference in respondents’ notion was the availability of the eighth segment, assigned by the pupils of both sexes to express the negative woman’s qualities.

It is necessary to underline that there were profound differences in woman's gender image by different gender groups. For deprived boys main segment is formed by sex neutral qualities, family roles and traditionally feminine, they all together determine a segment which is equal 58%. Other groups of qualities are built around this substance. The boys from secondary school have determined somewhat different «heart» of femininity, which includes traditionally feminine qualities, peculiarities of appearance and sex neutral qualities (joint segment makes up 55%).

The «heart» of woman‘s gender image for deprived girls is the sex neutral qualities, the family roles qualities which are important for intimate relations with a person of an opposite sex , together they determine segment equal to 57%. Unlike them, girls from senior forms of a secondary school have determined the «heart» as traditionally feminine sex neutral and appearance (joint segment make 54%).

We have noticed a number of differences while comparing the structure of gender characters of the pupils from boarding schools and secondary schools. The most vivid example is their attitude to femininity. So, while listing the qualities of a modern woman, girls who were brought up in families pointed out the new, not traditional features. The pupils emphasize that a woman has to be, first of all, a good housewife, a devoted wife, a loving mother, tender and patient (quite different to those they have seen in real life), but schoolchildren from secondary school state their opinion that the woman has also to be business-like, independent, educated, active and energetic. Very often such qualities were underlined by girls (43% of those who took part in opinion poll), though boys also pointed such features very often (29%). In our opinion, it confirms the fact that in the open society transformation of masculine-feminine stereotypes for pupils of senior forms occurs on the basis of the social-economic background of changes in the society and as the result new demands are made on woman.

As can be seen, the increased family values in the eyes of boarding boys and girls and, in the same time, the lack of experience of the family life generates a phenomenon which idealizes an image of the family and the image of the man. However, there is another negative image in children's mind of what a man and a woman should not be as parents or spouses. It creates a conflict of value system and personal expectations from marriage and family life, rights and duties of parents and children, the distribution of gender roles.

The awareness of belonging to male or female gender and the identification with its typical representatives can largely determine the content of gender behavior, lifestyle and the personal traits.

Based on experimental data on the basis of expert estimates, the interviews, narrative observations in fixed situations of communication, the following has been concluded. It was found out that the boys from boarding schools of all age groups are much less aware of the behavior that corresponds to the male gender roles than girls. In our opinion, there are special male psychological obstacles on the way to gender identity for the pupils of boarding schools. Primarily, it happens due to the fact that almost all of whom the boys faced routinely in the boarding schools were women.

In addition, masculine nature of the education is under pedagogical pressure in the boarding schools. The administration, teachers and educators present strict demands about discipline, complete obedience, there are even some attempts to impose their will and decision on student. On students such circumstances of a purely «men affairs» boys are treated in the same way as girls, doing washing washed, cleaning, having duties in the dining-room, carrying out minor repairs of their own clothes and ironing them since childhood. It's certainly good on the background of acquiring the secondary masculinity. However, because of the dominant femininity the boys have no possibility to develop purely male qualities. The existence of a strict ban on smoking, fighting, the use of obscene words are the negative manifestations of masculinity, though, in some way helping to socialize children in society, combined with negative attitudes towards socially acceptable masculinity (in a normal school), persistence, autonomy and competition.

We should also mention a small amount of social channels for masculinity manifestations in socially acceptable ways (gyms, racing, fighting games), which put the boys under discrimination conditions of gender socialization. The other types of masculine activity (technical design, professional skills, work and men's hobby) are also limited or absent, and it means that they cannot serve as a source of positive male identity. Instead, both boys and girls fall under the feminine line of educational influence, which activates the expression of such traditionally female characteristics like obedience, dependence, passivity, subordinate position. Such situation is complicated by the constant demands on students by teachers (mostly female): «be a man», «you're acting not like a «man», «you're a boy», etc. combined with the lack of opportunities to have a vivid example of masculine type of behavior in any of the areas of life.

According to the data we have gained, boys have the lack of communication with «real» men. It’s very difficult to change internally «feminine» identification into the male or socio-cultural standards of masculinity. As a result, a gender identity is formed primarily as a result of identification with a certain status position or social myth «how to be a real man» or a «confusion of roles». A gender identity which is made under such conditions is diffuse, vague, personified, and vulnerable.

It might seem that girls from boarding schools should be in more favorable conditions, since the vast majority of staff – women. It was found out, that girls in school are not able to observe gender behavior of women in all social roles. Usually, girls can see their teachers at work, when they are often inherent to «male» behaviors (organization, management, leadership). In addition, gender socialization under deprived conditions encourages girls to acquire traditionally masculine qualities, such as aggressiveness, assertiveness, competitiveness, militancy. It’s very difficult for them to follow the positive standards of femininity, especially those which are promoted by the media - women's magazines, newspapers and TV commercials, because there are no magazines in boarding schools. Very often examples of movies, such as «Nikita», «Xena – Warrior Princess,» «Soldiers of Fortune», etc., stimulate only masculine behaviors.

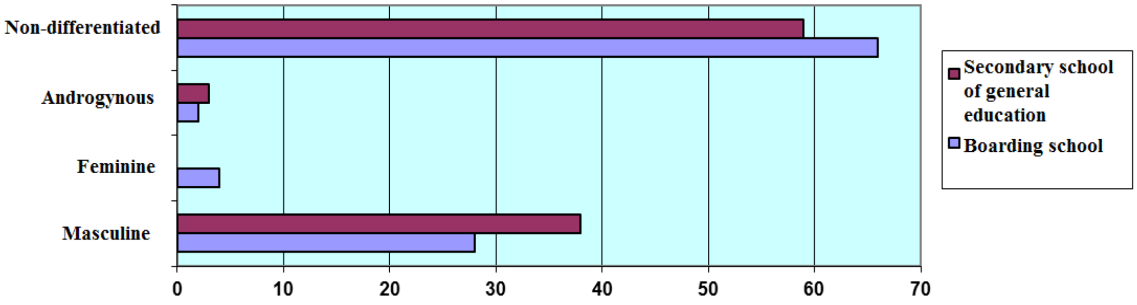
According to our observations modern schoolgirls usually put on sports wear (which mostly came as humanitarian aid from abroad), there is no jewelry, accessories, they are indifferent to their appearance. Many of them suffer from sharpness, clumsiness of movements, the lack of taste in the selection of color and styles.

One more irreparable harms which is made to girls from the boarding schools because of the absence of the hairstyles. For the treatment or prevention of lice very short hair do for girls is widely practiced in boarding schools, but it harms a psychological condition of a girl forever and also mirrors on her physical ego. And a mockery appearance as «bald head», even in the early school years, destroys all stages of the positive perception of their gender appearance, and thus sets the foundation of a negative image of the reproductive ego.

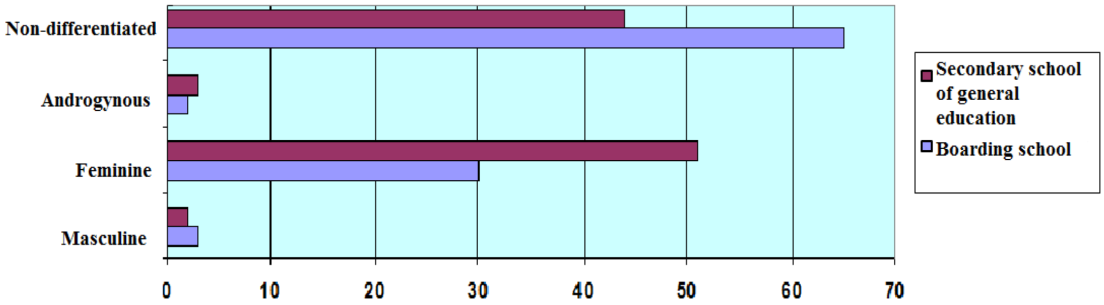
The awareness of gender identity to boys and girls and the identification with its typical representatives help to determine the content of gender behavior, the way of life, and also the formation of the personal features.

How can the idea of a perfect gender ego be transformed into the actual behavior of pupils from boarding schools and secondary school students? To diagnose manifestations of gender behavior, we used the method parameters of Sandra Bem. We’ve chosen this canvass to find out the orientations towards both traditional sex roles, and the androgynous type, combining the feminine and masculine characteristics irrespectively to gender.

Self-manifestation of gender behavior among boys (percentage distribution



Self-manifestation of gender behavior among girls (percentage distribution)



As it is shown in table 1, about 30% of girls from boarding school identified themselves with the female qualities and 28% of the boys from boarding school identified themselves with male qualities. Only 2% of the deprived girls and 3% of the deprived boys identified with androgynous qualities. Moreover, 3% of girls identified masculine qualities and 4% of boys – feminine qualities. The rest of the pupils were characterized by the non-differentiated type of sex-role behavior. The indices of pupils from the secondary school are a little bit different, the greater number of girls (51%) identified with feminine qualities and the boys (38%) identified with masculine qualities in the same level as those studying in boarding school. Only 2% of girls qualified themselves as the masculine type, and 14% couldn't differentiate their type of gender behavior.

Therefore, the analysis of the data shows that students from the boarding schools are experiencing much greater difficulties with understanding themselves as men and women. This is not an accident, since the adoption of «one» is not possible without accepting gender identity. Inheriting old stereotypes and producing new, own values is what pupils from the boarding school adopt after graduating from school.

The study gave grounds for the following conclusions:

1. It's very hard to get gender identity in the boarding school during childhood and adolescence, because it depends on the level of the social influence and the range of the gender behavior cultivated by the boarding school.

2. The key factor in gender socialization of the pupils from boarding schools are deprivation of parent-family interaction and the lack of adequate models for gender identification, the image of masculinity-femininity of relationships with teachers (mostly female contingent that demonstrates predominantly male behavior) and the experience with antisocial parents.

3. The gaining of gender identity by boys and girls under deprived conditions is characterized by inadequate adoption of gender stereotypes; it leads to undifferentiated gender type of behavior, hyper masculine girls, the misinterpretation of the gender ego.

4. The different ways of socialization (in boarding schools and complete parent families) are reflected in the forms of gender behavior, influencing its content, as well as lifestyle and the personal traits.

5. The pupils from the boarding schools fail to proceed with gender realization, which are caused, first of all, by the deprived conditions and secondly, by the existence of the androgyny and egalitarian gender stereotypes, based on the idea of equality and interchangeability of social roles of men and women.

6. Modern students from the boarding school need adequate models for social identification, for the social formation of a man and a woman – which seems possible on the basis of gender education, built on the principles of egalitarian educational work with adolescents and youth.

7. It is very important to apply modern technologies in the boarding schools, which would facilitate the formation of an adequate image of a man and a woman, help students to accept themselves as a representative of one of the two sexes, change the attitude to their own and the opposite sex. There is an urgent need to find the ways to improve the system of gender education in boarding schools by restricting stereotypes and sexist attitudes, the orientations on the model of androgyny gender behavior, the development of specific programs in gender socialization.

THEORY AND TEACHING METHODICS

УДК 37:004

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CRITERIAL CHOICE OF THE SYSTEM FOR COMPUTER-BASED TESTING OF LEARNING ACHIEVEMENTS

It is shown an importance of consideration the leading didactical functions on definite learning process stage for constructing the system requirements for the ICT of pedagogical testing. Basic specific requirements for automated pedagogical testing systems are selected in accordance with the author's classification of teaching tasks. It is grounded the system of criteria to determine the specialization of an automated pedagogical testing system for pedagogical diagnostics which is aimed at a detailed analysis of academic achievement in order to predict and assist in choosing the expedient embodiment of the learning technologies realisation.

Keywords*: educational testing, ICT, requirements.*

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КРИТЕРІАЛЬНИЙ ВИБІР СИСТЕМИ КОМП’ЮТЕРНО ОРІЄНТОВАНОГО ТЕСТУВАННЯ НАВЧАЛЬНИХ ДОСЯГНЕНЬ

Показано, що при побудові системи вимог до інформаційно-комунікаційних технологій (ІКТ) педагогічного тестування важливо враховувати провідну дидактичну функцію відповідного етапу навчального процесу. Визначено основні специфічні вимоги до автоматизованих систем педагогічного тестування згідно з авторською класифікацією дидактичних завдань. Обґрунтовано систему критеріїв для визначення спеціалізації автоматизованої системи педагогічного тестування для педагогічної діагностики, що спрямована на докладний аналіз навчальних досягнень того, хто навчається, з метою педагогічного прогнозування і допомоги йому у виборі доцільного варіанта реалізації технології навчання.

Ключові слова*: педагогічне тестування, ІКТ, вимоги.*

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КРИТЕРИАЛЬНЫЙ ВЫБОР СИСТЕМЫ КОМПЬЮТЕРНО ОРИЕНТИРОВАННОГО ТЕСТИРОВАНИЯ УЧЕБНЫХ ДОСТИЖЕНИЙ

Показано, что при построении системы требований к информационно-коммуникационным технологиям (ИКТ) педагогического тестирования важно учитывать ведущую дидактическую функцию данного этапа учебного процесса. Выделено основные специфические требования к автоматизированным системам педагогического тестирования в соответствии с авторской классификацией дидактических задач. Обоснована система критериев для определения специализации автоматизированной системы педагогического тестирования для педагогической диагностики, которая направлена на подробный анализ учебных достижений с целью педагогического прогнозирования и помощи в выборе целесообразного варианта реализации технологии обучения.

Ключевые слова*: педагогическое тестирование, ИКТ, требования.*

Computer-based testing of learning achievements is widely used in educational process for realisation of various didactical tasks [1; 2]. It has become a tradition to associate the testing with the didactical function of grading learning achievements at time of current, thematic and concluding assessment. It is important to underline some other didactical functions of testing. Computer-based testing is a powerful method of self-control (the leading functions are monitoring control the learning process and systematisation of student's learning activity). Pedagogical testing is used for diagnostics of a student in order to choose the expedient embodiment of the learning technologies realisation (the leading functions: feed-back information for teacher or learning management system, information for pedagogical prognosis, systematisation of student's learning activity). Computer-based testing is successfully used in educational process to realise such purposes as actualisation of knowledge basic for new learning material (the leading functions are teaching, stimulating-motivating, feed-back information); creation of problem situation according to new learning material (the leading functions are teaching, intellectual development, stimulating-motivating); working out some skills using a test as a training simulator (the leading functions are teaching and stimulating-motivating); making quizzes, learning competitions, etc (the leading functions are teaching, moral teaching, stimulating-motivating). High stake assessment is the special category of testing, for example, the university entrance examination (the leading functions are grading and prognosis). Each of the tasks sets up specific and, sometimes, conflicting requirements to the automated testing system that causes its specialising.

The problem of classification pedagogical testing systems on various grounds and determination requirements for these systems is in the focus of numerous scientific works (V. U. Garbusev, N. I. Samoylenko, L. V. Zaytseva, N. O. Prokofieva etc.). The standard “Temporary requirements for educational software ...” is designed and determines common, pedagogical, methodical and technical requirements on the basis of pedagogical studies and practice of ICT using at learning process. This standard without any doubt applies to automated pedagogical testing systems. However the problem of specification of requirements for automated pedagogical testing systems according to its didactical application is still urgent.

The aim of the work is to prove the specific requirements for automated pedagogical testing systems according to their didactical application.

The systems for thematic and concluding grading should provide high reliability of test results, useful and reliable instruments for registration of these results, data protection from unauthorized use and distortion. If grading is held automatically by the system without a teacher’s participation, procedure of grading requires special attention and should provide the grading according to the scale that is approved in educational institution or on the government level. For example, the grading in Ukrainian schools is realised with the use of 12-marks scale oriented on criteria and based on the levels of learning achievements. Correct grading with the use of such scale requires the test items to be classified by the levels of learning achievements. Automated testing system should take into account the database structure at grading. Norm-oriented scales are more common in higher education and assume to use norm-oriented interpretation of test results. Concluding grading should be provided with standardised tests. Computerised adaptive testing based on G. Rash model is used in modern practice of educational assessment to provide reliability of test variants. Design of a computerised adaptive test requires a database with a large number of test items and its approbation which takes lots of time. If such a work is impossible, one should use the test with a fixed set of items to keep off difference of test variants difficulty and provide correct grading.

Tests for current assessment are often designed by a teacher; this process should not take much time. The time for test passing is also limited. So tests for current assessment do not contain enough number of items that can provide test results reliability for automated grading. A teacher grades examinee’s work himself with consideration of the test results and other kinds of examinee’s activity monitoring (oral or written quiz, monitoring of taking part in discussion, problem solving, making learning research etc.). Main requirements for automated testing system for current assessment are the following: user-friendly interface, handy tools for design and editing of test items, absence of unnecessary services and settings, saving all examinees' answers to be analysed (better in a teacher’s server), handy tools for analysis of test items quality.

Self-control is an important application of automated testing systems. A student can pass the test a lot of times, so the test items should be chosen at random from a large database. The testing procedure should be adaptive; it should not overload weak students by difficult tasks and should not weary strong students with easy items. It is expedient to collect the detail information about the test passing and its results in a server for analysis of the test items quality and for providing a student with a possibility to compare his results with the other’s ones. If self-control is realised outside a classroom, only the Internet-oriented system of testing can provide registration of such information. It is expedient to combine the self-control with pedagogical diagnostics, in such a case, the automated testing system should satisfy additional requirements discussed below.

The automated testing system for pedagogical diagnostics should provide the highest descriptiveness of test results; continuously collect data for the pedagogical prognosis and analysis of the test items quality. The test items should represent a structure of learning material for qualified diagnostics. A student can pass the same test several times, so testing system should produce different variants of test. These parallel variants should be of equal difficulty and correctly represent content of learning material. Integration of such requirements as different test variants, stability of test difficulty and correct representation of the structure of learning material makes a problem for designers of testing software. Successful steps in solving this problem are associated with systematisation of random selection of test items from a database. Pedagogical prognosis is based on analysis of mastering in learning material in terms of the levels of educational achievements; therefore the testing system should provide separate processing of the results according to the levels of educational achievements. Choice of the expedient embodiment of the learning technologies realisation is based on information about the structure of educational achievements, so it is important to know, which elements of the learning material are mastered poorly. Hence test results should be processed separately according to elements of the learning material. The system should be adaptive, it should present test items of high levels only for a student who is ready to try to solve these problems. The analysis of some automated testing systems from viewpoint of these requirements is shown in table 1. Each requirement is satisfied by some systems (table 1). However the integration of different test variants and, at the same time, stability of test difficulty and correct representation of the structure of learning material is an actual aspect of investigation in the field of pedagogical testing software.

Automated testing systems oriented on actualisation of knowledge which is basic for new learning material should support students and provide them with the help and correct answers for every of the solved test items.

Computer can suggest to a student some problems in test form with the aim of motivation and stimulation of student’s cognitive activity in the process of learning new material. In such a case the system should organise a dialogue with a student, support him at every step of problem solving and provide him with new information. Very important requirement for such systems is user-friendly interface as well as using multimedia.

Problems in test form can be used for mastering some skills, in such a case the testing system works as a training simulator. A student gives the answer for the problem and obtains an appraisal of its correctness immediately. The leading requirement to testing in regime of training simulator is to realise the motivating function of testing. Computerised training simulators can create a game situation and atmosphere of competition, use interesting problems and pleasant dialogues.

High-stakes assessment is graded on the basis of rating scale. The only variant of the test is used in every session of testing to exclude variations of difficulty. There is a problem with providing the secrecy of a test before the session if the test is prepared in computerised form. Therefore, the test is created automatically directly at the moment of starting the testing procedure [18].

Conclusions:

1. Kinds of use of the pedagogical testing systems are systemised according to didactical tasks.
2. Criteria of choice of the automated pedagogical testing system for pedagogical diagnostics are suggested: producing variants of test; correct representation of the structure of learning material; stability of test difficulty; providing the separate processing of the results according to the levels of educational achievements; providing the separate processing of the results according to elements of the learning material; in-line processing of the test results and its interpretation; collection of all data; adaptive testing; criteria-oriented interpretation of the test results.

Table 1

Automated pedagogical testing systems and requirements to their use for pedagogical diagnostics

Automated system	Adequacy								
	Producing variants of test	Correct representation of the structure of learning material	Stability of test difficulty	Providing the separate processing of the results according to the levels of educational achievements	Providing the separate processing of the results according to elements of the learning material	In-line processing of the test results and its interpretation	Storing data	Adaptive testing	Criteria-oriented interpretation of the test results
«EXAMINER-II», 1993 [3]	+	–	–	–	–	+	–	–	+
«OpenTest2», 2004 [4]	+	+	–	–	–	+	+	–	+
«Експерт», 2003 [5]	+	+	+	+	+	+	+	+	+
“WEB-EXAMINER”, 2005 [6]	+	–	+	–	–	+	+	+	+
«WebTutor», 2008–2011 [7]	+	+	–	–	+	+	+	–	+
«Information system VNZ 2.0.1», 2008 [8]	+	+	–	–	–	+	+	–	+
«Teletesting», 1999 [9]	+	–	+	–	–	+	+	+	+
Moodle [10]	±			–	–	+	+	–	+
UniTest System, 2001–2006 [11]	+	+	–	–	–	+	+	–	+
USATIC, 2001 [12]	–			–	–	+	+	–	+
«SunRav TestOfficePro 5.6.1», 2004 [13]	+	+	–	–	+	+	+	?	+
System «Perevirka znan», 2008 [14]	–			–	–	+	+	–	+
TestSystem Deluxe 2.0 [15]	+	–	–	–	–	+	+	–	+
FastTEST Web v.2.1.6 (randomize for each examinee), 2011 [16]	±			±	+	+	+	–	+
FastTEST Web v.2.1.6 (compute-rized adaptive testing), 2011 [16]	+	–	–	±	+	+	+	+	–
MicroCAT adaptive test, 1984–1988 [17]	+	–	+	–	–	+	+	+	–
MicroCAT individualized domain-referenced test , 1984–1988 [17]	+	+	–	–	–	+	+	–	–

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Y. P. KODLIUK

THEORETICAL APPROACHES TO ANALYSIS OF THE TECHNOLOGICAL STRUCTURE OF A PRIMARY SCHOOL TEXTBOOK

The essence of the concept of «adaptability of a book» is analyzed in the article. Its structural components are proved: a pupil as a strategic and structural model of studying process, a pupil as a self-teacher, functions of a book, coherence of book and teaching technologies, technical side of a book.

Keywords: *a primary school pupil, a primary school book, technological structure of a school book, structural components of a primary school book.*

Я. П. КОДЛЮК

ТЕОРЕТИЧНІ ПІДХОДИ ДО АНАЛІЗУ ТЕХНОЛОГІЧНОСТІ ПІДРУЧНИКА ДЛЯ ПОЧАТКОВОЇ ШКОЛИ

Обґрунтовано структурні компоненти технологічності підручника для початкової школи (підручник як стратегічна і тактична модель процесу навчання; підручник як самовчитель, функціональність навчальної книги; узгодженість підручника з певними технологіями навчання; технічність навчальної книги). Визначено критерії аналізу цієї його характеристики.

Ключові слова: *молодший школяр, підручник для початкової школи, технологічність підручника, структурні компоненти технологічності підручника для початкової школи, критерії аналізу технологічності.*

Я. П. КОДЛЮК

ТЕОРЕТИЧЕСКИЕ ПОДХОДЫ К АНАЛИЗУ ТЕХНОЛОГИЧНОСТИ УЧЕБНИКА ДЛЯ НАЧАЛЬНОЙ ШКОЛЫ

Обоснованы структурные компоненты технологичности учебника для начальной школы (учебник как стратегическая и тактическая модель процесса обучения; учебник как самоучитель, функциональность учебной книги; согласованность учебника с определенными технологиями обучения; техничность учебной книги). Определены критерии анализа этой его характеристики.

Ключевые слова*: младший школьник, учебник для начальной школы, технологичность учебника, структурные компоненты технологичности учебника для начальной школы, критерии анализа технологичности.*

A necessary condition for improving the quality of school education is the development and creation of new generation of books that can model the learning process as the whole thing, displaying its main components i.e. teacher’s activity (teaching), student’s activity (learning) and content material.

More and more scientists think that the distinctive feature of a modern textbook is its adaptability [5, 6, 7, 11], although the achievements of researchers in this aspect are shallow.

V. Plakhotnik says that technological structure of a textbook is such a feature of schoolbook when textbook plays a successful role, even with significant deviations from the conditions that a book is designed for [6, p. 13]. The merit of the researcher is that he identified a number of factors that have affect on technological side of a textbook availability of educational material, simplicity of structure and methods of teaching; logic of presentation; sequence of exercises or tasks to the text; rational correlation of different types of tasks and exercises; providing textbook with material, its volume, logical completeness of its parts and others.

The idea of a technological textbook is maintained by O. Chobotar. The author emphasizes such features as functionality, modularity, mobility, flexibility, efficiency, adequacy, reproducibility, effectiveness, complexity, pragmatism and structural efficacy [11, p. 31]. The author is convinced that technological structure lies not only in its consistency with a specific technology, but under certain conditions of comfortable use, such as a clear consistency of teaching material sequence – from the process of insighting to differents tasks with its use, and to use it fluently; irrefregible answer, saturation and effectiveness of all the doses of its content, a sufficient number of tasks and exercises, simplicity and effectiveness of selected methods and techniques, high emotional and motivational effects of textbook materials use, the applicability of these materials without significant additions and changes, and others.

Lyashenko says that a textbook must be integrated into technology of education designed and implemented by a teacher. But he admits (and we agree with him) that, firstly, some technology training always is implicitly presented in the book, although it is important that it was not strictly deterministic and it’s not necessary for a teacher to follow only it. Second, technological side of a book will be optimal if it contains at most elements of teaching technology, without limiting the creativity of the teacher in the classroom, on teaching techniques, or in forms of students’ activity [5].

A famous Ukrainian didactics O. Savchenko associates this sign of a textbook with two important points:

– a modern textbook should have clear signs of a teaching technology so that the teacher could see the future scenario of learning activities of students while viewing its contents;

– it has gradually but consistently and persistently prepare children for self-studying. According to the pedagogue, this aspect must be provided in several areas, especially in the motivational (usage of various means to encourage and support the success of studying in the content of a textbook, the development of cognitive needs and interests) and procedural (the author’s ability to design self-educational process by means of texts, tasks and schemes etc.) [7].

Our understanding of technological textbook for primary school is based on its interpretation as a means of training for teachers (to offer a tentative model of organization in school) and for pupils (to ensure mastery of knowledge and skills, to form the ability to learn). This *technological structure of a textbook* is directed to primary pupils. *It is such a feature, due to which educational book effectively serves as a means of training for teachers and students, is integrally stimulates the educational* *process; it corresponds to technological norms and reflects some teaching technologies based on the dominant paradigm of education.*

The aim of this article is to determine the structural components of technological side of a textbook for primary school and develop criteria for the analysis of this characteristic of a textbook.

An important purpose of the textbook is to fulfill its role of training for teachers. I. Lerner significantly details this studied aspect of the problem as a strategic and tactical (methodological) model of teaching process [2]. According to the scientist, the textbook reflects the main elements of this process as a strategic model: objectives, contents, methods and techniques and organizational forms. However, as the scientist admits, each textbook is a tactical model of the educational process, as it provides a universal structure. A teacher modifies the proposed model, transfers its main features to the real teaching process with reference to the age and individual characteristics of students, type of a school, the conditions in which it occurs.

M. Skatkin admits teaching methods are also programmed in the book more or less and that this kind of educational literature is a kind of future scenario of the teaching process [10], because it captures not only the curriculum, basic methodological approaches, but some methods of teaching (eg, tentative questions to analyze illustrations, examples of algorithms and notations, annotation, content of instructions for practical tasks, etc.). Thus, a *textbook as a strategic and tactical model* of the learning process helps the teacher realize one of the main functions of a textbook i.e. to guide the process of assimilation of education. This criterion reflects an important feature of technological side – to project – and it can be displayed in a textbook through tentative questions to analyze the pictures, the content of a composition; examples of algorithms, prescriptions, notations, content of instructions for practical tasks and so on.

On the other hand, a textbook is designed for pupils who will use it with the help of a teacher. This skill is of particular importance in the early school years, as a basis for development of other skills. It promotes a sense of responsibility, independence in performing tasks, persistence, and finally the ability to learn as a key competence of primary education. This is an important requirement for such kind of textbooks: a high-quality textbook should gradually but consistently and persistently prepare children for self studying (O. Savchenko).

The primary means of textbook as a self-study guide is didactically based system of training tasks and exercises, that take into account contextual, motivational training and procedural components that are involved in a book in sequence. They are exercises classified by V. Onyschuk as:

- propaedeutic (preparatory);
- introductory which are aimed at learning;
- experimental exercises that extend understanding of educational material, ensure its enrichment and formation on the basis of relevant skills;
- Training exercises that involve consolidation, revision of theoretical material improvement of initially acquired abilities and skills. Among the tasks of this type there some exercises by the model: a task with full reference base steps (a sample may be not only the result of the assignment (the design), but also a way to get this result) according to the instructions. It is suggested that there are instructions on how to perform actions that may be given both in oral and in written forms (such tasks are performed mainly in writing, with reproductive character, however, it is compared with the previous one, direscted to self-study of students); exercises with the task (this exercise is without example, but it is on the covered material, with clearly formulated questions);
- creative exercises are used on level of transferring of acquired knowledge and skills in non-standard conditions. It ensures mastering of difficult material;
- control exercises.

Such tasks and exercises are closely related to the phases of the teaching process i.e. to learn new knowledge (perception of material, its awareness and comprehension (understanding), consolidation) and application in practice. There is an important requirement for assignments and exercises as self-instructor – location of tasks and exercises in the book with the main stages of the learning process. Thus, technological side of a textbook for primary school presupposes exercises aimed at preparing for the perception of educational material, the absorbtion of new knowledge, consolidation of learned material, monitoring and correction of it. Such construction of educational content in a certain way categorises pupil's work, and it facilitates the independent acquisition of knowledge as a result.

An integral feature of technological textbook is considered to be its *functionality* which provides full implementation of major functions of a textbook addressed to younger pupils: informational, developmental, educational and motivational functions [4].

Information function is represented in the textbook in two ways. One is by presentation of subject matter and education activities aimed at its assimilation. Developing function implies that tasks for the development of mental processes, the formation of interdisciplinary skills and creative abilities. The main purpose of education is to reflect properly the experience of emotional value to the world. Motivational feature aims at forming intellectual senses by means of a textbook,, positive motivation training, cognitive needs and interests.

Whereas, some scientists say, modern educational book should reflect some signs of educational technology, it is legitimated to analyze it *in terms of consistency with certain technology education*.

After analyzing the classification of educational technology and comparing with the dominant purpose objectives of primary education, we believe that technological textbook for elementary school should reflect characteristics of educational technology, the primary purpose of which is to create conditions for the implementation of the ideas of school, the State standards of primary education and implementation of competence-based approach, which is intended to increase effective component of learning, creativity of students. Choosing a technology that should be used in the first degree schools, we used and referred to researches of L. Smith: technology of educational cooperation, technology of differentiated studying, technology of educational project activities organization, games educational technology [3], and also educational technology for every student [9].

In our opinion, concept of a textbook development process is the fundamental model of individually-oriented teaching process. It is the universal approach to developing the most effective methods of teaching. It should permeate the whole book, but the approaches to its implementation should be different, depending on the content of the object, its specificity and the age of pupils.

In our opinion, technical features of a textbook has considerable importance to justify the methodology for analyzing *technical side of textbooks* for primary schools. School textbooks must meet one of the traits of adaptability i.e. structuring, which is expressed in clear separation of the contents of a textbook on structural components, such as educational text, the unit of learning, illustrative material and device orientation. Color and bolding key words, conclusions, diagrams make course material more accessible and understandable. It makes this information "conspicuous."

The main purpose of polygraphic design of a textbook is to make the book easy to read and use, to facilitate the work of pupils learning material, to construct a textbook rather strongly and beautifully. It has convenient format, readable type, accurate categorization (heading system), good signal designations, well adjusted composition of pages, spreads, and the title page, print clarity, neatness of a book is perceived as harmonious, beautiful, elegant design of a textbook [1].

Thus, the structural components of textbooks adaptability for primary schools should consider the following points:

- a textbook as strategic and tactical model of the teaching process;
- a textbook as a self-study book;
- functionality of a textbook;
- consistency of a textbook with certain education technologies;
- tehnichnical side of a textbook.

Let us deal with each of the selected components, based not only on the author's vision of the problem, but on the results of scientific research of Maryana Samotys. She is an undergraduate of Ternopil Volodymyr Hnatiuk National Pedagogical University [8].

A textbook is a strategic and tactical model of the teaching process:

- *aim-oriented textbook* (explains the aim of educational material);
- *content-oriented textbook* (whether a textbook gives an idea of what to teach children);
- *reflection of a system of techniques and methods of instruction;*
- *forms of teaching activities of students presented in the textbook.*

A textbook is a self-study book:

– *construction of a textbook with the main stages of the teaching process:* perception, awareness and comprehension (understanding) of new material (presence of propaedeutic, input and sample exercises) consolidation and application (availability of training, creative and control exercises);

– *motivational component of a textbook as a self-study book* (the presence of different levels of task's difficulty, interesting informative material, illustrations, diagrams, scheme-estimation, etc.);

– *content component of a textbook as a self-study book* (use in a textbook knowledge and skills learned by pupils, as well as new knowledge and ways of actions);

– *procedure component of a textbook as a self-study book* (whether content of a textbook describes teaching process: the availability of tasks aimed at students posing questions to understand the purpose of (what I do, for what, what means of accomplishment for this work are, which of them are more effective,) on prediction of activity (what happens), the awareness of the quality of work (self-esteem, self-analysis), the presence of tasks aimed at reproduction, partial search and creative activities).

Functionality of a textbook:

– *informational function: basic types of knowledge* (about the world, about what to do); activities aimed at applying this knowledge in practice; didactically reasonable selection of educational material, scientific and accessible presentation; regularity and consistency of presentation skills;

– *developing function:* the presence of tasks for the development of mental processes, the formation of interdisciplinary skills (organizational, general speech, educational, control and estimation), the development of creative abilities;

– *educational function:* the system of values (human and national), reflected in the textbook; didactically justified its selection (individually oriented direction) and compliance with the specific object, ways to incorporate value-oriented material in a textbook (texts that inform certain values, job evaluation of events, occurrences, etc.; task involving students in a value choice situation);

– *motivational function* develops the pupils' intellectual senses, positive motivation of teaching, cognitive stimulation of needs and interests, provides meaningful emotional side of studying (emotional richness of content of teaching material selection information in terms of its significance for younger pupils, use interesting informative material), procedure providing of motivational functions (tasks for the analysis of the emotional sphere of actors in a composition, the author's own feelings and experiences, organization of pupils' learning activities by means of a textbook: the use of individual and group work, game situations dramatizations etc; personalized wording of the questions, encouraging students to express their own opinion, the presence of encouraging and supporting the success of studying).

Conformabletion of a textbook with certain technologies of education:

– *textbook orientation on the organization of educational cooperation*: the presence in the textbook of tasks for deploying teacher's dialogue with students, to free choice of teaching tasks, the use of different forms of teaching activities of students; individual, group and class;

– *differentiated instruction is organized by means of a textbook*: use "starred" tasks; exercises are aimed at reproduction, partial search and creative activity, differentiation of tasks according to the level of self-education of students and teaching forms;

– *a textbook content of educational technology project activities:* the presence of tasks, guiding pupils of primary school to project activities, problem-search tasks;

– *representation of game instructional technology:* different game situations didactic games, games search character (numeric mazes, doing puzzles and riddles, etc.), organization different kinds of pupils activity - performance, reproductive and constructive retrieval by means of playing games represented in the content of the book;

– *focus on textbook natural educational technology:* use of elements of folk pedagogy (Ukrainian folk proverbs, riddles, tongue twisters, potishok, rhymes, symbols of Ukraine), elements that reflect the life of the native people, native land, the traditional celebration.

Technical side of a textbook:

– *clear structure, color and bolding key words, conclusions, diagrams;*

– *plenty of illustrations that facilitate the process of extracting and storing the main information;*

– *some repetition of basic ideas in the text and link inside of a discipline and interdisciplinary connections;*

– *the same format for all books of a class, soft cover with polyester layer, solid base, clear font.*

So technical side of a textbook for primary school covers the following structural components: a textbook as strategic and tactical model of teaching process; a book as a manual for self-study, implementation of leading textbook functions by means of a book, consistency of a textbook with certain technology education; technical structure. We distinguished the main criteria, that is necessary to investigate this feature of a textbook.

Technique of the analysis of textbook technological side, that is directed to pupils of primary school requires further development taking into account relevant criteria.

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LINGUODIDACTICS

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L. I. MORSKA

INTERCULTURAL COMMUNICATIVE COMPETENCE: IMPLICATIONS FOR TEACHING

The problem of communicative foreign language competence has been investigated, adding up another component of intercultural competency. The change of the essence of the notion of communicative foreign language competence has caused the problem of searching for new and effective approaches of its solution. Thus the structure of intercultural communicative competence has been substantiated and methodical techniques of its formation have been suggested.

Keywords*: intercultural communicative competence, intercultural communication, interaction, competence, learning strategies, culture.*

Л. І. МОРСЬКА

МІЖКУЛЬТУРНА КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ: НАВЧАЛЬНІ АСПЕКТИ

Проаналізовано проблему формування іншомовної комунікативної компетентності, доповнено її міжкультурним компонентом. Встановлена зміна сутності поняття комунікативної компетентності у міжкультурному середовищі зумовила проблему пошуку нових підходів до формування означеного феномену. Відповідно, обґрунтовано структуру міжкультурної комунікативної компетентності з позиції методики вивчення іноземних мов та запропоновано методичні прийоми її формування.

Ключові слова*: міжкультурна комунікативна компетентність, міжкультурна комунікація, взаємодія, компетентність, навчальні стратегії, культура.*

Л. И. МОРСКАЯ

МЕЖКУЛЬТУРНАЯ КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ: ОБУЧАЮЩИЕ АСПЕКТЫ

Проанализирована проблема формирования иноязычной коммуникативной компетентности, ее дополнительный межкультурный компонент. Установлено изменение сущности понятия коммуникативной компетентности в межкультурной среде обусловило проблему поиска новых подходов к формированию обозначенного феномена. Соответственно, обоснована структура межкультурной коммуникативной компетентности с позиции методики обучения иностранных языков и предложены методические приемы ее формирования. .

Ключевые слова*: межкультурная коммуникативная компетентность, коммуникативная компетентность, межкультурная коммуникация, интеракция, компетентность, учебные стратегии, культура.*

Global considerations impact everyday business decisions for companies large and small. Where should we produce, market, and sell our products and services? For most, it is a global market to consider. One only needs to examine the current and projected growth of international trade to clearly see the impact on our future. Corporations are aware that to be successful in tomorrow's marketplace requires employees to be competent in communicating with those from other cultures. In the past, most international managers relied on general cultural guidelines for conducting intercultural negotiations. However, the increase in global trade transactions has resulted in integrated cultural exchanges, new cultural partnerships, and unique cultural interactions, making old, superficial generalities less accurate.

In today's world of global village, living with differences both at home and abroad is becoming more important. Differences such as values, attitudes, culture, ethnicity, social practices, political beliefs, sexuality and religion clearly direct people all around the world who embarked various meanings to their surroundings according to their individual attitudes that must be fully respected and integrated into life [19, p.126]. In recent years many scholars has completed various studies to deal with these differences and as a result of these studies one particular and important aspect of working with difference is conceptualized as 'intercultural communication competence' (ICC).

Intercultural communication competence grew out of the interpersonal communication competency research. The contextual distinctiveness of the intercultural interaction is a unique communication competency issue. It is possible that an individual may be highly competent in communicating with others in his or her own culture but not competent when interacting with others who are culturally different.

The goal of teaching a foreign language has always been the issue of hot debates in language teaching methodology. With emergence of Competence-based Approach the idea of teaching communicative competence became quite persuasive in this respect. Though, it can often be heard in teaching circles that language is culture, so should we teach the language as part of culture or we could get off with pronunciation, grammar and vocabulary fit into four speech skills? If the first option is to be tackled (as has been approved of in recent perspective investigations) then what can be called «communicative competence» (CC) and what role is played by culture in it?

Thus the goal of this article is to investigate the possible application of communicative competence teaching approach as targeted at higher educational process at contemporary schooling in Ukraine.

The communicative approach considers target language-based communicative competence to be essential in order for foreign language learners to participate fully in the target language culture. As such, the target language culture and its inhabitants, the native speakers, are elements crucial to the success of the teaching model. Learners are not only expected to acquire accurate forms of the target language, but also to learn how to use these forms in given social situations in the target language setting to convey appropriate, coherent, and strategically effective meanings for the native speaker. Thus, learning a foreign language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of target language culture and its speakers.

However, despite this increased focus on sociocultural elements, writers have been critical of the way that communicative language teaching has tended to ignore the sociocultural dimension of these proposed models of communicative competence, and that it has instead assumed a certain universality in the way in which speech functions are used and interpreted. As early as 1974, C. Paulston pointed out that the communicative approach was tending to concentrate mainly on referential meaning while ignoring the social meaning of words and phrases [12]. D. Buttjes [5] suggests that communicative language teaching excluded the learners' cultural background and failed to see the acquisition of communicative competence as a process of cultural adaptation. Instead, teachers used role-plays and video observations to train their learners in the use of pragmatic strategies and appropriate speech functions in authentic situations. A number of scientists conclude that, while communicative language methodology has done much to highlight the social contexts of language use, it: «has come to be interpreted somewhat narrowly and prescriptively, as appropriate language use rather than competence in the social and cultural practices of a community of which language is a part» [17, p. 26].

However, it appears that the absence of overt attention to the learners' cultural background in the communicative methodologies of the 1970's and 1980's was motivated by a more complex set of reasons than simply a narrow interpretation of what communicative competence involved. Firstly, the lack of a cultural component during that time (and, to some extent, still today) reflects a common belief that English should be considered a global language or *Lingua franca*. Of course, this could only be achieved if English was seen as «a neutral vehicle of communication, an empty structural system that does not carry with it cultural, political and ideological baggage» [2, p. 81]. Therefore, it was necessary to try and disassociate English from its cultural heritage. The argument at the time seemed to imply that as students were going to be using English in contexts other than in English speaking cultures, then it was unnecessary to burden them with information about these cultures. Commentators such as Gray J. have pointed out how the English language teaching industry adopted this trend in the 1980's by moving the location of English language textbooks from Britain and the United States to international settings [8, p. 158]. Similarly, instead of dealing with issues of relevance to the learners' target or home cultures, the content of textbooks focused more on 'bland' topics such as *travel* and *the future* and thereby avoided any risk of insulting buyers from different cultural backgrounds.

The other reason for the decline of the cultural component in language teaching during this period also had a political background. In the late 1980's, some writers [4; 14; 15] were influential in making English language educators question the consequences and impact of their profession. R. Phillipson's work in particular caused many to consider whether English language teaching represented some kind of new, more subtle form of linguistic and cultural imperialism and whether their methodologies and materials had more to do with assimilation of learners than with their empowerment [14]. As a result of this preoccupation with avoiding the imposition of their cultural values and principles on their students, A. Pulverness suggests that English teachers chose to avoid cultural content completely: «At a time when Britain no longer occupies a dominant political position in the world, it is perhaps reassuring for teachers to feel that they are permitted to treat English purely in terms of a language system, uncomplicated by any cultural sub-text. Cultural knowledge in EFL classrooms … has remained largely peripheral to language learning, acquired by students incidentally, but rarely focused on for its own sake» [16, p. 25].

Answering the above mentioned and other questions including the query of what dimensions are applied in understanding the word «culture», what kind of culture is practiced in the English-speaking world, it is essential to take a closer look into the perception of CC. It has been generally acknowledged that CC can be viewed as communication behavior in achieving goals by exhibiting this behavior in an appropriate way in a given situation [18]. To be able to demonstrate such behavior a communicatively competent individual, according to M. Canale and M. Swain's influential model of communicative competence [7], should possess grammatical, sociolinguistic, discourse and strategic competencies which, in our view, refer to integration of Chomsky's concept of linguistic competence (grammatical competence) within culture-specific social context (sociolinguistic competence) and the ability to cope in an authentic communicative situation (strategic competence) avoiding interaction misunderstandings by the extended use of the language in culturally and socially varied surrounding (discourse competence).

The given above components of communicative competence should be viewed from the perspective of reality. Considering the first issue of grammatical competence, it is important to analyze what kind of language system should be acquired by an English language learner in order to enable him/her to use it in a certain culture-specific social context. There are at least two options in this respect: 1) the language of BBC (which casts some doubts on the possible chances to use this type of language in other than BBC studio surrounding social contexts); 2) the language commonly heard in ordinary surroundings (in the streets, supermarkets, offices, plants and factories, to name but a few). To exacerbate the issue, it shouldn't be forgotten to be mentioned that there is a huge variety of dialects spoken by people in English speaking countries (not to mention the discrepancies in Englishes of those countries) [1, p. 48]. So the question then arises like this: what kind or type of culture-specific social context should be chosen to be included in the curriculum for English language learners?

One of the principal outcomes of the decline in cultural content in communicative language teaching was that it moved the focus of the language classroom from preparing learners to read in the foreign language to being tourists in the foreign country. The content of many communicative syllabuses involved helping learners to buy bus tickets, ask the way and order food in the target language. This was criticized by many as a superficial approach which lead to the trivialisation of language learning and a lack of motivation among students. A. Pennycock sees it as being responsible for creating what he describes as «the empty babble of the communicative language class» [13, p. 311]. L. Bredella and H. Christ [3] suggest that the problem with this approach was that learners were encouraged to believe that interlocutors from different cultures would automatically mean and understand the same thing when engaged in conversation together. Therefore, there was no need for learners to ask others what they meant by their utterances and, and as a result, to find out more about the different worldview of their partners. In other words, no ‘negotiation of meaning’ ever took place.

Furthermore, we are concerned with a quest of what should be meant by «an authentic communicative situation» in which a learner has to deal using English, depending on his/her communicative behavior goals. In this view it is significant to highlight the fact that the term «authentic communicative situation» is now perceived as the one where English is used as the means of international communication, since social and economic globalization has necessitated the use of international English spoken in the «global village». It can be explained by a mere example of two people doing business in Germany though being an Italian and a Japanese by nationality but still using English at work. Then there emerges another issue which needs clear analysis in terms of whose culture should be primary to make these two people communicatively competent (following the Canale and Swain’s model): British or American or Canadian or Australian or German or Japanese or Italian? Or maybe International?

Another question arises concerning the definition of the «native speaker» whose model of communicative competence should be acquired by foreign language learners according to M. Canale and M. Swain’s model of CC. C. Kramsch [11], concentrates more on the sociological and political consequences of the importance which is attributed to the native speaker and looks at how membership of the group ‘native speaker’ has been awarded – by birth, by education, or by membership to the social community - and analyses the weaknesses which each of these involve. According to the author, being born in the country does not make one automatically a native speaker, as many people who are born into a society do not automatically come to know and speak the standard dialect of that society, for example Glaswegians in Scotland or children born of Chinese immigrants in the United States. She also rejects the theory that being educated in a language is sufficient to achieve native speaker status, as the membership of this group involves much more than fluency and full communicative competence in the language. Instead, «one must be recognized as a native speaker by the relevant speech community» [11, p. 22]. C. Kramsch therefore concludes that the term native speaker is more social and political than linguistic and she suggests that the realities such as increased use of English as a *lingua franca*, the multicultural nature of modern societies and the increasing importance given to nonstandard English dialects has rendered the term an «outdated myth» [11, p. 23].

As English is on the way to spread as an international language, the number of its users is set to grow, and soon will far exceed the number of native speakers of English. Thus, we presume that the learners of English will be more likely to use it to interact more with the same type of people rather than the native speakers. Therefore, we are witnessing the shifts in the goal of learning English as to enable learners to communicate their ideas and culture with not only native English speakers but also those of other cultures. Consequently, the question of intercultural communication is inevitably indispensable in English language learning as far as students’ communicative competence development is of primary concern.

The processes of national and international integration have predetermined modernization tendencies of Ukrainian foreign language education. Today a foreign language is a means of world comprehension being the tool of recognition of the values of other nations, of cultural uniqueness discovery. Thus, it has become necessary to build a personality that doesn’t only speak a foreign language, but is ready to participate in the global society, to understand it, to respect the other foreign cultural identities. This has lead to shifting the emphasis which has been traditionally accepted for the past decades from the importance of formation of foreign communicative competence to the necessity of formation of foreign intercultural communicative competence.

The desire to understand other cultures and their representatives has been urgent for as much time as the cultural and ethnic diversity has been in existence, that's why the notion of intercultural communication is still being discussed greatly in scientific and methodical papers.

The majority of the scientists now consider that the case for intercultural communication (interaction) is valid as long as people represent different cultures and are aware of everything that doesn't belong to their culture recognizing it as something «strange». The relationships then become intercultural meaning that people don't act according to their national traditions, customs, behavior patterns, but try to get familiar with the «strange» behavior rules and norms of everyday communication. Moreover, here both common and different peculiarities come up, so that people can distinguish them and accept thoroughly [20, p. 15].

In summary, in this section it has been shown how social and political factors such as increased migration and the growth of transnational communication [10] as well as a questioning of what the goals of the language learner should be have led to criticism of the communicative approach to foreign language teaching and its inherent 'native speaker as standard' model. As an alternative, recent approaches have proposed the 'intercultural speaker' as an alternative goal for models of foreign language learning. M. Byram describes such a learner in the following way: «It is the learner who is aware of their own identities and cultures, and of how they are perceived by others, and who also has an understanding of the identities and cultures of those with whom they are interacting. This intercultural speaker is able to establish a relationship between their own and other cultures, to mediate and explain difference – and ultimately to accept that difference and see the common humanity beneath it» [6, p. 8]. However, it has been questioned whether such an approach should not lead to an avoidance of materials which focus on the target culture itself. Studying target cultures does not imply that the norms, values and pragma-linguistic rules of this culture have to be imposed on the learner. Nevertheless, learners have a right to be exposed to the foreign culture in order to be made aware of alternative worldviews and to be given the option of 'taking on' aspects of this culture if it is in their personal interests.

To summarize the stated above ideas we have to conclude that the English language became the medium of intercultural communication, and it caused the emergence of new approaches to its learning in educational establishments, particularly in school. Having investigated the possible solution to such an urgent problem the following ideas can be expressed.

Having analyzed the notion of intercultural communication and its components it is possible to say that they are nationally-specific components and require understanding in situations of intercultural communication, so it is necessary to familiarize students with them, train them to understand their nature, thus developing their ability to communicate on intercultural level. On this basis we can say that the advantage of learning language and culture in relationship on the level with traditional one is manifesting in the development of skills to communicate with native speakers in real life situations.

Interacting with people from other cultures we can face barriers in perception (preconceptions, stereotypes, dimensions of collectivism versus individualism, history and experience, roles by gender or social class, values, customs, uncertainty, ethnocentrism) non-verbal (tone and loudness of voice, facial expression, posture, gestures, eye contact, chronemics, haptics, space in communication, kinesics and proxemics) and verbal processes (competency in writing and speaking a language, idioms, slang, jargon, figurative expressions, exaggeration/understatement). To overcome difficulties in intercultural communication, it is necessary to follow such general guidelines: have a positive attitude about communication. Defensiveness interferes with communication; speak slowly and clearly; avoid assuming you've understood what's been said; practice reflective listening to check your own understanding; and use open-ended questions to check other people's understanding; avoid using slang and idioms, choosing words that will convey only the most specific denotative meaning; listen carefully and, if in doubt, ask for confirmation of understanding (particularly important if local accents and pronunciation are a problem); watch for any changes in body language; investigate their culture's perception of your culture by reading literature about your culture through their eyes before entering into communication with them; be patient.

The principles of intercultural communicative competence are interconnected and constitute the basis for development of methodology of intercultural English-speaking strategies formation. The aim of intercultural strategies is to teach students to communicate with the English-speaking native speakers, taking into account personal needs and requirements of modern society, and the process of their formation consists of four levels. To achieve this goal in formation of intercultural English-speaking communicative competence one has to follow the following strategies: the use of lectures to explore foreign cultures, communication with native speakers, listening to audio recordings interviews, video-record interviews and reading of authentic texts. These intercultural communicative strategies, which enable to depart from the standard pattern of the English language teaching, will make training more effective and help to succeed in intercultural communication.

On the basis of domestic and foreign researcher's works critical review, as well as a thorough analysis of the practical material, we can say that the choice of learning content, organization and presentation of training materials should be accomplished taking into account students' interests which appear in the process of study.

It has been found that the most appropriate and most effective activities for teaching intercultural communication in higher forms are cultural assimilations, cultural capsules, mini-dramas, role-plays, social and cultural tasks, the use of media, training, comparative and project technology. We have determined that for the formation of students' intercultural communicative competence it is necessary to choose such means of assessment as tests, portfolios, observation, interviews, summary of material analysis in diaries, report of the foreign/own culture monitoring means. They will help quickly and objectively identify the level of knowledge and formation skills of readiness for the intercultural interaction. The carried out investigation suggests that the developed methodology of intercultural English-speaking communicative strategies formation in students is effective. On the basis of our research guidelines for intercultural communication training have been formulated.

We consider it appropriate to emphasize the fact that intercultural communication training promotes expansion of worldviews, strengthening the motivation for language learning, developing intercultural communication skills, content of foreign language studies, optimization and updating traditional teaching languages with information and methodology and providing training to use foreign language in any environment.

The social dimension of this theoretical explication delineates the interactional aspect of the communication process. Knowledge involves knowing the personal, relational, and cultural standards of competences and the skills are depicted in the behavior of the communicator. Inability to perform the «standards» of what is considered competent results in perception of incompetent communication.

To enhance the potential of foreign language lessons in terms of intercultural communicative competence development it is significant to encourage students into participation in the network-based international language learning projects accomplished in collaboration with the students from a variety of cultures using the same foreign language.

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D. G. TERESHCHUK

DEVELOPING CRITERIA FOR EVALUATION OF STUDENTS` STRATEGIC COMPETENCE IN SPEAKING ENGLISH

Author examines the constituents of students' strategic competence, a range of factors that make impact on speaker`s strategic behavior, analyzes criteria scales used in widely-recognized examinations to test communicative speaking competency in relation with its strategic aspect. Distinctive peculiarities of strategic speaking measurement being outlined, cognitive, communicative, goal-seeking and educational-compensatory criteria with corresponding indicators are suggested.

***Keywords**: strategic competence, speaking evaluation, speech production peculiarities, cognitive, communicative, goal-seeking and educational-compensatory criteria.*

Д. Г. ТЕРЕЩУК

РОЗРОБКА КРИТЕРІЇВ ОЦІНЮВАННЯ СТРАТЕГІЧНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ В АНГЛОМОВНОМУ ГОВОРІННІ

Визначено проблему оцінювання стратегічної компетенції студентів в англомовному говорінні. Розглянуто компоненти стратегічної компетенції студентів, чинники, що впливають на стратегічну поведінку мовця. Проаналізовано критеріальні шкали, які широко використовуються для оцінювання мовленнєвої компетенції в говорінні у співвідношенні з її стратегічним аспектом. Обгрунтовано визначальні особливості оцінювання стратегічного говоріння. Запропоновано когнітивний, комунікативний, цільовий і навчально-компенсаторний критерії оцінювання стратегічної компетенції з відповідними їм показниками.

***Ключові слова**: стратегічна компетенція, оцінювання говоріння, особливості говоріння, когнітивний, комунікативний, цільовий, навчально-компенсаторний критерії.*

Д. Г. ТЕРЕЩУК

РАЗРАБОТКА КРИТЕРИЕВ ОЦЕНИВАНИЯ У СТУДЕНТОВ СТРАТЕГИЧЕСКОЙ КОМПЕТЕНЦИИ В ГОВОРЕНИИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Определена проблема оценивания стратегической компетенции студентов в англоязычном говорении. Рассмотрены компоненты стратегической компетенции студентов, ряд факторов, которые влияют на стратегическое поведение говорящего. Проанализированы шкалы, которые широко используются для оценивания речевой компетенции в говорении в соответствии с её стратегическим аспектом. Указаны ключевые особенности оценивания стратегического говорения. Предложены когнитивный, коммуникативный, целесообразный и учебно-компенсаторный критерии оценивания стратегической компетенции с соответствующими им показателями.

Ключевые слова: *стратегическая компетенция, оценивание говорения, особенности говорения, когнитивный, коммуникативный, целесообразный и учебно-компенсаторный критерии.*

On-going globalization processes, integration of Ukraine and countries of the world are constantly intensifying the necessity of communicative interaction on the planetary level, as well as increasing demand for the complexity of such communication. This defines the *importance* of teaching students to speak English strategically competently and hence, evaluate strategic competency in speaking English.

The aim of this article is to analyze different speaking assessment scales and to develop based on them criteria for testing strategic competence in speaking.

Elaborating criteria for evaluation of strategic competence in speaking English involves considering:

- the content of strategic competence;
- peculiarities of oral speech production;
- speaking criteria in English examinations.

According to the interactive approach students` strategic competence in speaking is interpreted as their ability to maximize the effective usage of all available language means to realize one`s personal aim and the overall purpose of communication process with consideration of all its pragmatic factors.

Four main constituents which frame strategic competence can be recognized: cognitive, communicative, goal-seeking, educational. A cognitive component exhibits how strategies are realized in the thinking processes: evoking one's motives and communicative intentions to speak, prediction of interlocutor's communicative reaction and speech production, prognostication of the whole of communicative process, keeping in mind and tracking one's personal aim throughout interaction. It demonstrates communicative function of thinking which is activated via a chain of mechanisms:

- orientation and evaluation of one's own verbal and non-verbal behavior, feedback and situation as a system of interlocutors interrelations;
- goal-seeking that is manifested in the concentration on the main communicative task;
- prognostication of interlocutor's reaction, content of their and one's own utterances;
- choice of facts, thoughts and semantic blocks;
- combination of facts, thoughts and ideas;
- construction of the content part of the utterance and concentration on it;
- self-regulation that is responsible for the tactics in utterance production [2].

A communicative constituent represents a correlation of strategies with the main types of communicative activities: speaking, listening, writing and reading. The usage of each strategy presumes realization of a particular communicative purpose and is conditional on various factors, such as communicative context of a situation, communicative intentions of a speaker, communicative experience and communicative statuses of interlocutors. All these factors influence the choice of strategies and define ways of their realization.

A goal-seeking constituent is responsible for an aim-oriented communication. Without purpose a strategy would not be brought to life and the conversation would be devoid of meaning.

It is necessary to make a statement that a didactic (educational) element of students` strategic competence signifies the process of learning communicative strategies according to their individual learning styles in the context of their university studies.

Manifestation of communicative strategies in utterance production depends on the form of speech. Students implement their strategic ability differently in a monologue, a dialogue and a polylogue each of which possess their own peculiarities [1]. Distinctive features of a monologue are: structural completeness; composition defined by the topic; particular language means of linking sentences; logical structure; little dependence on extra-linguistic situation; possible preparedness. Main characteristics of a dialogue are: high level of interlocutors` activity and interactivity; motivated utterance production; spontaneity; usage of clichés and etiquette formulas; possible change of topics. Peculiarities of a polylogue include: high level activity of communicators; spontaneity; structural complexity conditioned by participants` 'inserted' monologues; broad usage of clichés; concentration on one topic; complexity of turn-taking process; a speaker not necessarily reacts to the previous speaker's words; each speaker's utterances are logically connected with the general context of a conversation; tendency for unpreparedness; possibility of shorter duration of speakers` utterances due to greater number of conversation participants.

Strategic competency in speaking should be developing throughout the four-year program starting from students` first year of studies. This comes as a logical conclusion from the demands stated in the national curriculum draft, according to which senior graduates should operate English language at C1 level (according to CEFR descriptors). Therefore, the strategic level of operating spoken English must be corresponding.

To establish evaluative criteria of strategic competency in speaking it is of utmost importance to first examine the most successful modern widely-recognised tests, determine their assessment criteria and assessment format, 'extract' strategic aspects that are recognizable in the general speaking criteria.

Scales aiming at assessment of speaking English as a foreign language proved their recognition throughout English-speaking countries and worldwide; they comprise descriptors and criteria for evaluating speaking competency, integrating strategic ability as well.

According to the criteria used in Spoken English Examination by Trinity College in London students` oral language production can be evaluated on strategic level on the basis of the following:

– descriptor of fulfillment includes such measures as control of the organization of the content of utterances during communication, communicative goal achievement, aim-oriented conversation;

– descriptor of readiness signifies the connection and interdependence of utterance production from listening comprehension and therefore on strategic level incorporates understanding main content, confident and appropriate cues in the context of conversation, understanding conclusions and changes in style, support off language fluency, taking initiative;

– pronunciation descriptor on strategic level describes correlation of stresses and intonation with the context of conversation and their understandability;

– descriptor of usage includes correspondence of language usage to the context of communicative situation, to the function or functional role of a speaker, and to the communicative intention of a speaker [4].

IELTS speaking band descriptors (score 8 or above corresponding to C1 level) include criteria reflecting the level of strategic language operations [3]:

Fluency and Coherence

– speaks coherently with fully appropriate cohesive features;

– develops topics coherently/fully and appropriately;

Lexical Resource

– uses vocabulary resource readily and flexibly to convey precise meaning or with full flexibility and precision in all topics;

– uses paraphrase effectively as required;

Lexical Resource

– uses a wide/full range of structures naturally, flexibly and appropriately;

Pronunciation

– uses a wide/full range of pronunciation features with precision and subtlety;

– throughout or with only occasional lapses;

– is easy/effortless to understand.

The CAE (Certificate of Advanced English) examination is an advanced level examination which prioritize candidates` strategic competency in speaking, who are expected to have a good operational command of the spoken language and be able to handle communication in most situations [3].

Assessment Criteria used in CAE examination to assess candidates are: grammar resource, vocabulary resource, discourse management, pronunciation and interactive communication [3]. Strategic ability is evaluated mainly under the discourse management and interactive communication categories.

Grammar Resource and Vocabulary Resource refer to the appropriate and accurate use of a range of grammatical forms and vocabulary.

Discourse Management correlates with the candidate's ability to use an appropriate range of linguistic resources to organise sentences. The CAE tasks require candidates to construct sentences and produce utterances in order to convey information and to express or justify opinions. Whether the contribution of short or a more lengthy utterance is required, the candidate's ability to maintain a coherent flow of language over several utterances is assessed. Therefore, in this criterion justification of opinions, conveying information, which represent specific types of strategies, evaluates effective strategic communicative behavior of candidates.

Pronunciation refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements. Strategic aspects of pronunciation criterion deal with appropriate linking of words, stress timing, highlighting of words to indicate information or to enforce a message, and the use of contrasting pitch levels to convey the intended meaning.

Interactive Communication refers to the candidate's ability to interact in the discourse by initiating and responding appropriately, at the required speed and rhythm. It includes the ability to use functional language and strategies to maintain or repair interaction. The ability of the candidate to display sensitivity to the norms of turn-taking, is also assessed here. Candidates should extend their contributions without dominating or excluding their partner. Willingness and an ability to develop the task and move it towards a conclusion, rather than supplying minimal responses, is also rewarded here. Hence, particularly compensatory and turn-taking strategies are evaluated via this criterion in CAE speaking examination.

Global Achievement criterion also presumes evaluating the level of candidate’s strategic competency. It refers to the candidate’s overall effectiveness in dealing with the tasks in the CAE Speaking test and reflects an independent impression assessment of the candidate’s performance from the interlocutor’s perspective – that is how the candidate (interlocutor) developed their strategic communicative line throughout the interaction process.

Having modern descriptors and assessment criteria analyzed in detail the principal peculiarities of strategic competence measure in speaking can be outlined:

- adequateness of a communicative situation;
- compliance of strategies with communicative purposes;
- compliance of communicative skills with communicative aims on a tactical level;
- adequate regulation of communicative interaction;
- taking into account the previous utterance production of an interlocutor and predicting their next one;
- effective realization of strategies by means of the most correct formulation of the utterance on the tactical level: appropriate grammatical, lexical and stylistic accomplishment.

Based on all above mentioned it is proposed to adopt the author’s scheme of assessing students` strategic competence in speaking English presented in the table.

Conclusions. The article proposes criteria for testing university students` strategic competency in speaking. Criteria and indicators derivation takes root from the demands for the future specialists – university students, the essence and distinctive peculiarities of strategic competence, the specificity of speaking as a skill and as an activity, the modern tendencies in evaluation processes. Hence, such criteria with the corresponding indicators for evaluation were established: cognitive, communicative, goal-seeking, educational-compensatory. Studying specific tasks for assessment and developing tools of evaluating strategic competence in writing and interaction activities open new prospects for further educational research.

Criteria of Strategic Competence Development in Speaking

Criterion	Indicators
Cognitive	Ability to interpret oral speech utterances correctly Ability to understand interlocutor's reaction Ability to provide quick communicative reaction Decision-making ability Ability to construct images of action results Ability to predict Ability to program meaning Ability to make deep critical analysis and synthesis Ability to evaluate and control one's actions and communicative situation in general
Communicative	free usage of broad repertoire of lexico-grammatical structures, linking phrases and clichés (according to different types of monologue, dialogue and polylogue) adequate pausing, articulatory and intonation framing of speech compliance with conventional norms of greeting and parting relative continuity of speech relative completion of utterances addressing the audience ability to clearly express one's own position/idea/etc. ability to provide logical and persuasive arguments adequateness of language tone and style of communication ability to present/discuss information on difficult topics linguistically and semantically smoothly ability to quickly repair communicative bias or difficulties which are caused by specificity of a particular speech form
	compliance with the public speaking rules, ability to hold attention of listeners during a sufficient amount of time smoothness and exactness in turn-taking, quick and adequate reaction for difficult /unknown /unexpected turns in communicative behavior of interlocutors
Goal-seeking	manifesting personal communicative intentions (tactical purposes) combining different tactics for maximally effective manifestation of strategies manifesting one's personal global aim (strategic purpose) realization of common global purpose of communicative process flexible changing of strategies
Educational-compensatory	ability to adequately use non-verbal strategies ability to explain differently ability to ask for help operating big amounts of information for verbalizing communicative strategies self-control and self-correction

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O. M. SERNIAK

COOPERATIVE LEARNING AS AN ENVIRONMENT FOR FOREIGN LANGUAGE ACQUISITION

The article concentrates on ways of providing opportunities for meaningful interaction in foreign language classroom settings. The investigation deals with the analysis of cooperative learning as an environment for foreign language acquisition at a university level. The article explores several methods and activities that are for most part compatible with an interactional approach. Special techniques of implementation cooperative learning activities in foreign language classroom settings are offered.

Keywords: *cooperative learning, foreign language acquisition, cooperative learning activities, communicative approach, group work.*

О. М. СЕРНЯК

КОЛЕКТИВНА НАВЧАЛЬНО-ПІЗНАВАЛЬНА ДІЯЛЬНІСТЬ ЯК ЕФЕКТИВНИЙ ЧИННИК УСПІШНОГО ОПАНУВАННЯ ІНОЗЕМНОЮ МОВОЮ

Обґрунтовано важливість забезпечення умов для практичної взаємодії на занятті з іноземної мови. Проаналізовано використання колективної навчально-пізнавальної діяльності як важливого чинника успішного опанування іноземною мовою. Висвітлено практичний досвід використання колективних форм роботи, найбільш властивих інтерактивному підходу до вивчення іноземних мов. Запропоновано спеціальні методики впровадження колективної навчально-пізнавальної діяльності у практику навчання іноземної мови у педагогічному вищому навчальному закладі.

Ключові слова: *колективна навчально-пізнавальна діяльність студентів, опанування іноземною мовою, колективні форми роботи, комунікативний підхід, групова* робота.

О. М. СЕРНЯК

КОЛЛЕКТИВНАЯ УЧЕБНО-ПОЗНАВАТЕЛЬНАЯ ДЕЯТЕЛЬНОСТЬ КАК ЭФФЕКТИВНЫЙ ФАКТОР УСПЕШНОГО ОВЛАДЕНИЯ ИНОСТРАННЫМ ЯЗЫКОМ

Обоснована значимость обеспечения условий для практического взаимодействия на занятии по иностранному языку. Проанализировано использование коллективной учебно-познавательной деятельности как эффективного фактора успешного овладения иностранным языком. Продемонстрирован практический опыт применения коллективных форм работы, наиболее сочетаемых с интерактивным подходом к изучению иностранных языков. Предложены специальные методики внедрения коллективной учебно-познавательной деятельности в практику преподавания иностранных языков в высшем учебном заведении.

Ключевые слова: *коллективная учебно-познавательная деятельность, овладение иностранным языком, коллективные формы работы, коммуникативный подход, групповая работа.*

Foreign language acquisition has always been very complex. A frequent lament which is still heard among many former foreign language learners across many cultures is that they never really learned the languages they studied even though they spent several years in the classroom.

This common complaint leads to reassessment of the theories and methods popular during the last twenty or thirty years. Several theoretical concepts are currently under consideration by linguists and methodologists attempting to determine what direction we should take to be effective foreign language teachers.

It should be noted that methods of foreign language teaching have varied for years. A number of different approaches have been suggested by different scholars. There is a solid theoretical foundation for an international approach to foreign language teaching with implications for the classroom. The variety of methods used has included grammar-translation, audiolingualism, and direct method, cognitive, interactive and communicative approaches.

The goal of grammar-translation method is to produce students who can read and write in the target language by teaching them rules and applications with little attempt to communicate orally in the target language.

Audiolingualism, developed to enhance grammar-translation, focused on listening and speaking skills in precedence over reading and writing skills with a lot of attention paid on correct pronunciation but lacking the use of creative language.

Cognitive approach presupposes subskills in listening, speaking, reading and writing needed to be mastered before the student could participate in real communication activities. Creative language is used at higher levels during the practice but a great deal of time is devoted to temporally related but often unmotivated (contextually unjustified) discourse**.**

The direct method known today as «Berlitz» makes an effort to immerse students in the target language through teacher's monologues, formal questions and answers and direct repetition in the input. Although the discourse was often structured temporally and motivated logically, the method fell short of being optimal in that the topic for discussion was often the grammar itself [15, p. 10–12].

Chomsky's basic linguistic model distinguishes two aspects of language: competence (the underlying knowledge of the grammatical system) and performance (the use of that knowledge to communicate). The scholar was concerned that patterned drill, with its endless, often mindless repetition and memorization of dialogue that more often is far removed from anything real, should be replaced by a more natural kind of activity. He claimed that the target language should be allowed to grow and develop within a person when he or she is placed in an appropriate environment [5, p. 36].

Adherents of the communicative approaches claim that the most effective methods will be those that involve the whole learner in the experience of language as a network of relations between people, things and events [4, p. 14].

F. Norman claims that programs that involve the students in real communication about interesting, relevant subject matter in low-anxiety environments appear to be the most effective avenues to acquisition in the classroom [13, p. 3].

B. Kumardivelu characterizes an effective communicative approach as being one in which a shared knowledge is explored and modified as a result. Learning a language involves negotiation between learners and learners and teachers and text [10, p. 33].

D. Wilkins with his notional approach is concerned with helping students meet specific communication needs through the input. Syllabi based on this approach often include such topics as accepting/rejecting invitations, requesting information, and expressing needs or emotions of various kinds [15, p. 15].

Representatives of the Ukrainian methodology of foreign language teaching (V. Buhbinder, N. Gez., O. Vyshnevsky, M. Lahovytsky, A. Myroliubov, S. Nikolayeva, V. Skalkin, N. Skliarenko) have added to our knowledge of the aspects of language acquisition.

A profound analysis of different approaches, methods, techniques and activities proves that a single method by itself does not provide an adequate language acquisition program. There is no one set of ideal teaching materials and no universal teaching method suited to the many contexts of language learning as well. Therefore, developing the methodology for EFL language classrooms involves the synthesis of theory and practice into program that works. It generally means drawing from several methods and approaches in order to create an integrated curriculum that will meet the needs of the students and the situation [1, p. 97].

The goal of this article is to explore methods and activities that are for most part compatible with an interactional approach. Our investigation concentrates on ways of providing opportunities for meaningful interaction in foreign language classroom settings. It examines an important role played by cooperative learning in foreign language acquisition in the classroom.

In spite of the variations of approaches, methods and techniques the content of language teaching has remained basically the same until recently. It is communication in the target language. That's why we support the hypothesis that learning and teaching a foreign language requires interweaving of different approaches, methods, techniques and activities, all working together to form a highly productive integration.

The main purpose for the language learner and the main thing to take into consideration by the teacher is meaningful communication of learners in the process of learning a foreign language in the classroom. In other words, the aim of every EFL lesson should be meaningful interaction between student and teacher, student and student, student and the contents of the material studied. Listening, speaking, reading and writing can be integrated successfully provided the methods of their implementation focus on meaning. All four skills can develop naturally in the process of learning when they involve students in meaningful experiences in the new language [6, p. 196.].

One of the most efficient strategies in the repertoire of an EFL teacher who is always looking for meaningful ways to empower his students in the foreign language is implementation of interactive approaches which, in their turn, are based on a special learning strategy – cooperative learning. Implementing cooperative learning in the EFL classroom provides the basis for communicative language learning in the classroom when students work in small learning groups.

As far as modern approach to training of EFL teachers at University level requires training them to be qualified professionals who will be able to implement the most effective technologies, methods and techniques into the practice of teaching EFL, it's a must for a professional EFL teacher to use cooperative learning strategy as a profound environment for successful foreign language acquisition. This was the purpose of introducing Cooperative Learning course to the syllabus of the Faculty of Foreign Languages in Ternopil National Pedagogical University.

The implementation of Cooperative Learning course into the syllabus of the Faculty of Foreign Languages is obviously essential for the future teachers who by understanding more about this interactive strategy can be in better position to plan classroom experiences that are conductive to foreign language acquisition.

A special attention in the Cooperative learning classroom is paid to the theory of the group. Marvin Shaw, one of the most important writers about small group theory, defines a human group in terms of interaction producing mutual influence as persons who are interacting with one another in such a manner that each person influences and is influenced by each other person. Group members have interdependent relationships, and these relationships are the essence of being a group – no relationships among members, no group. Group members are bound together through a common purpose or function. To function effectively as a group, members must learn to put their thoughts and feelings into signals that other members can interpret and respond to [16, p. 57–58].

The results of studies done on cooperative learning indicate that groups can range in size from very small to very large. Techniques appropriate for groups of from three to seven members may be disastrous if tried in groups of 30 or more. Likewise, communication techniques and procedures appropriate in large meetings may be harmful to the effective functioning of small groups.

Scholars use the term small group to refer to a group in which individual members perceive each other and are aware of each other as individuals when they interact [3, p. 486]. In a small group each member of the group can name or describe every other, say who was and who was not at a meeting without taking formal attendance, and say something about what each contributed to the discussion and meeting.

More practically, small groups usually consist of three to seven members, occasionally more. This seems to be the ideal range, with five as an ideal number if members possess sufficient knowledge and skills to do the job facing the group and have a diversity of perspectives and information relevant to the task. The more members, the more likely there will be inequity and communication overload for some members [7, p. 22].

Scholars F. Norman [14], M. Shaw [16], H. Smith [18] define a learning group, as that members of which are bound together through the common purpose or learning. In a learning group, members (usually six to nine) not only work individually in each other's presence but make cooperative efforts combining their work with the purpose of completing a learning task.

Learning groups are the so called continuing small groups, the members of which meet more or less regularly in face-to-face interaction, who possess a common purpose, and who share a set of standards governing their activity. One-meeting groups in which members have a sense of shared purpose, interact face-to-face, share at least some standards and procedures for governing their interaction, and have a sense of each other as group members also qualify as small groups by our definition.

In a learning group, members strive to achieve the learning aim by learning together in the process of communication. R. Arends claims that communication refers to the perception, interpretation, and response of people to signals produced by other people. The definition states that group members send verbal and nonverbal messages – words, gestures, facial expressions, and so forth. The other group members observe, interpret, and respond to these messages. This implies that members of a group pay attention to each other and coordinate their communication behavior in order to accomplish the group's assignment. It is the members' communication with each other – their perceiving, interpreting, and responding to one another's signals – that creates the interdependence necessary for individuals to be called a group [2, p. 48].

Being performed in a learning group, cooperation between students in the class is often called group work. Considering group work efficient learning strategy, scholars give the following reasons: groups have more resources, including information and methods; groups can get more investigative research and other work done; groups can think of more suggestions, ideas, and alternatives from which to create or choose a solution; group members accept the solution more readily; satisfaction of working together is higher.

The usage of cooperative learning is highly efficient in problem solving (a process that includes defining the problem, identifying or creating possible solutions, and choosing among the solutions and decision making (selecting one or more available options). Members record the ideas, discuss them as a group, and finally reach a decision [8, p. 32].

Thus cooperative learning described above is of special value for the student and for the teacher who both need and search for communication learning strategies in the classroom. Through cooperative efforts, group work enables the students to communicate in learning. Cooperative learning provides more opportunities for use of the new items compared to the opportunities in teacher-led classes.

Cooperative learning techniques serve as effective classroom management tools for the teacher and interesting and effective learning activity for the student. Through cooperative learning, students can become real partners in the learning process. They learn to work together in an educational setting which allows them to be better prepared to meet life’s obligations and to perform professional tasks.

Implementing cooperative learning techniques into the practice of EFL teaching the teacher is first and foremost to distinguish between different types of group work: *cooperating arrangement* when learners have equal access to the same material or information and cooperate to do the task; *superior-interior arrangement* when one member of the group has information that all the others need; *combining arrangement* when each learner has a different piece of information that all the others need; *individual arrangement* when each learner has access to the same information but must perform or deal with a different part of it [12, p. 156–157].

These four different types of group work achieve different learning goals, are best suited to different kinds of tasks, require different kinds of seating arrangement, and encourage different kinds of social relationships. Let us now look how each type of group work applies during the class of English.

The *cooperating arrangement* is the most common kind of group work. Its essential feature is that all learners have equal access to the same information and have equal access to each other's view of it. The purpose of this cooperating activity is for learners to share their understanding of the solutions to the task or of the material involved. Here is an example: While discussing international cuisines the group is given a list of questions to answer. As far as the amount of the material to discuss is rather big, each member’s input may be useful addition to the discussion especially when some other members’ answers may be not sufficient enough to understand the issue. Some students may be more familiar with Polish cuisine, some others – with Italian, the third may be more aware about Chinese cuisine. Discussing the material together students gain more knowledge communicating with each other.

The combining arrangement is the ideal arrangement for group work because it ensures interest and participation and often involves adding an element of combining. The essential feature of the combining arrangement is that each learner has unique, essential information. This means that each learner in a group has a piece of information that the others do not have, and each piece of information is needed to complete the task. Here is an example involving a group of three learners: Each learner has an identification chart for some fruits and vegetables. However, on one learner's chart only some of the fruits are named and the vegetables are not indicated. On the second learner's chart only vegetables are named, the fruits are not indicated and information about biological names is shown. On the third learner's chart some other diversity among plants is indicated. Each learner's chart is therefore incomplete, and each learner has information that the other two do not have. By combining this information each learner can make a complete chart. They do this by describing what is on their chart for the others to draw on theirs.

The combining arrangement can be also applied in the activity called «The microphone». This activity presupposes that every member of the group has some unique information and shares with it as soon as he or she receives «the microphone». The activity we suggest is called «Discussing wedding traditions in different countries» when members of the group take turns sharing their information about the etc. By combining information members of the group enrich their knowledge of the issue.

The *superior-inferior arrangement* in group work is a parallel to traditional class teaching. The essential feature of this arrangement is that one or more learners have all the information that the others in the group need. The example can be peer teaching activity which shows that the superior-inferior arrangement can result in a lot of useful learning, particularly in pair work. Here is an example: One learner has a complete text of the article «Health Hazards of the XXI century». The other learners have some important words from the text. By asking questions using those words as clues, the learners try to reconstruct the text.

In the *individual group-work arrangement* each learner has the same information but must perform individually with a part of that information.

In reviewing these aspects of cooperative learning it must be mentioned that the most complicated thing is to adapt the variety of cooperative learning techniques to the needs of a particular EFL class. Let us proceed with some sample activities offered by F. Klippel [9], O. Pometun, L. Pyrozhenko [1], M. Silberman [17] we successfully use in our cooperative classrooms.

The «Microphone / Interview» is an effective group work classroom activity especially efficient when students become active in information collection. The procedure requires 5–6 students to come in front of the class. One of the students is asked to interview the rest, offering him or her a «microphone» (it can be a pen or a pencil, or a real microphone). The interviewer reads a list of questions asking students to answer the questions passing the «microphone» to the others or to have their own «microphones» in their hands. The students are warned that each of them can speak as long as she/he holds a «microphone». The activity is finished when all questions have been read out and answered. Implementing the activities mentioned above at the classes of EFL proves to be interesting and productive both for students and teachers.

In the «Optimists and Pessimists» technique the group members are to exchange points of view on the pluses and minuses of some problem. Some of them are assigned to play the roles of «optimists», the others are supposed to adopt the role of a «pessimists». They are to take down pluses and minuses mentioned and report the results to the class. One student begins by giving a statement, e.g. «– It’s good ...». The student who is assigned to play the role of a «pessimist» gives the other points of view. e.g. «– However... . Besides...».

The conversation between «optimists» and «pessimists» shows how the students can use the opportunity to practice recently learned on-topic English subject material. This kind of activity is an efficient way to help students develop communication skills because they get students really talking to each other, not just one talking and the others listening. Through collaborating in groups they become more motivated and their time and energy is well spent.

The main reason people form groups is to get something done, to accomplish a task. Small group communication is more informal and spontaneous than public communication such as giving a speech. In a public speaking situation, usually the speaker's role (speaking) is clearly differentiated from the audience's role (listening), but in a small group these roles are interchangeable. In addition, a public speaker usually has planned his or her remarks in advance, whereas a small group member responds relatively spontaneously to the group interaction.

The «Fish-Bowl» technique is an effective classroom activity especially when students become active working together. The procedure presupposes that one of the groups sits in front of the class receiving the task to read the task loudly; to discuss it in the group; and in 3-5 minutes make the conclusion or summarize the discussion. While the group takes their seats in the middle of the class the teacher introduces the task to the class reminding the rules of the discussion in the group. The group in the «fish-bowl» is to do the discussion. The students in the outer group are listening without interrupting the discussion in the fish-bowl. This activity helps students exchange ideas with the partner and express their views in front of the class. It encourages the development of the pupils' communicative skills and critical thinking and helps students to learn to lead the discussion or persuade the partner.

The «Jigsaw» technique is extremely efficient when the teacher aims to encourage all the students to act simultaneously communicating with different partners. In «jigsaw» tasks each participant is equally important, because each holds part of the solution. That's why jigsaw tasks are said to improve cooperation and mutual acceptance within the group. The class is divided into two groups of equal size and the chairs are arranged in two circles / students are asked to stand making two circles. The inner circle is facing outwards; the outer circle is facing inwards, so that two students from opposite groups sit / stand facing each other. All the students sitting in the inner circle receive handout A.

All the students sitting in the outer circle receive handout B. Students in the inner circle remain steady. With the signal of the teacher students in the outer circle move to the chair on their left and continue with the new partner. While moving round the circle every student sitting in the outer circle collects maximum information, points of view on the problem, etc. Participants have to do a lot of talking discussing issues with a lot of different partners before they are able to come out with the summery of everything which was found out and learnt. This activity is used with the purpose of collecting information on any topic, checking each other's knowledge and developing communicative skills.

The aim of the «Round Robin» cooperative learning activity is solving a debatable question or creating a list of new ideas with the purpose of involving all students to the discussion of the problem. This cooperative learning technique is used when all groups have to solve one problem or to do one task which consists of several positions which can be presented by different groups one after another. Group members use their best critical thinking skills when they evaluate information, ideas, and proposals in a group, and they should evaluate information in a thorough and unbiased way. For instance, the learners in a group work with a grid.

Recycling and Environment

	1	2	3
A	Recycling and its benefits	Recycling paper	Recycling plastic
B	Recycling metal	Recycling glass	Recycling and new technologies

Each section of the grid has a different task. The learners take turns to carry out the task in the grid. When all groups are ready to present the information, they have just discussed, each group gives a report only of one aspect of the problem. Coming up to each group in the circle, the teacher interviews all groups until all aspects of the problem have been discussed.

In conclusion, fulfilling the goals mentioned above is a challenge both for the student and for the teacher but is definitely motivating and will clearly move students to a higher level of English proficiency. Through cooperative learning students can become real partners in the learning process. They learn to work together in an educational setting which allows them to get them talking to each other and to develop fluency in the use of language features. Cooperative learning techniques are of special value for the teacher who seeks for using communication learning strategies in the classroom. Implementing cooperative learning activities is demanding and requires creativity, but can be extremely rewarding because of the real-life, immediate application of learning that typically accompanies an EFL program.

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A. J. HUMENCHUK

THE CONTENT AND STRUCTURE OF READINESS TO PROFESSIONAL FOREIGN LANGUAGE INTERCOURSE

The content of the notion «readiness to professional foreign language intercourse», which determines the aim and result of professional language training, is considered, and its place in the structure of personality of a future professional is defined. The structure of the notion «readiness to professional foreign language intercourse» is established, the content of its main constituents is disclosed and the criteria of its formation are specified.

Keywords: *readiness to professional foreign language intercourse, structure of readiness to professional foreign language intercourse.*

А. Й. ГУМЕНЧУК

ЗМІСТ І СТРУКТУРА ГОТОВНОСТІ ДО ПРОФЕСІЙНОГО ІНШОМОВНОГО СПІЛКУВАННЯ

Розглянуто зміст поняття «готовність до професійного іншомовного спілкування», що визначає мету і результат професійної іншомовної підготовки, та встановлено її місце в структурі особистості майбутнього спеціаліста. Визначено структуру готовності до професійного іншомовного спілкування, розкрито зміст її компонентів та уточнено критерії сформованості.

Ключові слова: *готовність до професійного іншомовного спілкування, структура готовності до професійного іншомовного спілкування.*

А. И. ГУМЕНЧУК

СОДЕРЖАНИЕ И СТРУКТУРА ГОТОВНОСТИ БУДУЩИХ АГРОНОМОВ К ПРОФЕССИОНАЛЬНОМУ ИНОСТРАННОМУ ОБЩЕНИЮ

Рассмотрено содержание понятия «готовность к профессиональному иностранному общению», что определяет цель и результат профессиональной языковой подготовки, и обозначено ее место в структуре личности будущего специалиста. Определена структура готовности к профессиональному иностранному общению, раскрыто содержание ее основных компонентов и уточнено критерии сформированости.

Ключевые слова: *готовность к профессиональному иностранному общению, структура готовности к профессиональному иностранному общению.*

Agriculture in Ukraine is one of the spheres, which is marked with rapid development of technologies, intensive implementation of the newest achievements in terms of machinery, chemicals, seeds etc. from around the world. This requires from future specialists to possess not only excellent knowledge and skills in terms of their professional activity, but also in terms of professional speaking, especially, by means of a foreign language. It enables an agronomist to quickly adjust to new conditions working with foreign equipment, make decisions, which are based on the analysis from a great amount of foreign sources, to communicate with colleagues from abroad what consequently makes them feel the need for self-improvement and self-realization.

In connection with the object of the article we should stress the importance of the works of such scientists as A. A. Dashkovskaja, N. M. Gubina, O. J. Ivanova, O. J. Iskanderova, O. G. Кaverina, B. F. Lomov, Z. V. Perepiolkina, V. A. Slastionin, N. L. Uvarova. The notion of readiness to professional foreign language intercourse in terms of training of future specialists of agronomy specialties is researched in the context of the following problems: theoretical-methodological basis of professional intercourse culture formation of students of higher agrarian educational establishments (S. M. Amelina), training of future managers-agronomists to managerial intercourse (K. O. Bogatyriov), improvement of the content of professionally oriented foreign language training of students of agronomic engineering higher educational establishments (A. N. Kuznietsov), training of students of agrarian specialties to professional intercourse in foreign environment (J. O. Nikolajenko). However, it should be emphasized that the problem of readiness to professional foreign language intercourse requires further analysis in terms of determining the criteria of formedness of its structural constituents and determining the ways of their forming.

Object of the article is to consider the notion «readiness to professional foreign language intercourse», which determines the aim and result of professional language training, define its place in the structure of personality of a future specialist, establish its structure, disclose the content of its main constituents and specify the criteria of its formedness.

The state educational standard and the specialty description determine readiness to perform corresponding activities in a definite industry to be the main goal and result of professional training, and they differentiate professional activity in accordance with the production functions that a future specialist is ready to perform [3, c. 1–2]. The management function refers to production functions, and it is aimed to provide functioning and development of a system by means of information interchange [11, c. 16]. This function implies that a specialist possesses commands of a professional foreign language in terms of specified practices and skills that ensure its performing [3, c. 57–59]. Consequently, we define using of a foreign language in professional activity as professional foreign language intercourse and find it necessary to specify the content of this notion in terms of our article.

Professional intercourse is understood to be a process of interaction of two or more people in terms of their professional activity, who solve production tasks. This process takes place in definite professional spheres, which in their turn include different situations that are determined by the aim, topics and conditions of the intercourse [4, c. 14]. It is defined as «communicative activity», as a more complex kind of activity to compare with speaking one, which, on the one hand, implies the process of interchange of ideas, thoughts, information and, on the other hand, a definite communicative conduct [8, c. 61].

Professional intercourse is intended to solve professional tasks and takes place in such a lingual-cultural environment, where a foreign language is not native to at least one of the communicants [5, c. 14; 1, c. 8; 14, c. 10]. The scientists point out that professional intercourse has a special terminology basis that reflects the realia of this sphere of activity, and they emphasize that in the process of learning of «the professional culture» of native speakers of a foreign language the formation of a special thesaurus that determines professional intercourse takes place [15, c. 57–58].

J. O. Nikolajenko differentiates between «business intercourse» and «professional intercourse», stating that they correlate as general and partial [14, c. 10].

A. A. Dashkovskaja considers professionally oriented intercourse as the one, which models the intercourse of specialists in a definite industry. She emphasizes that it serves to organize and optimize this or that kind of subject activity. Among its main features she points out motivation, activeness, purposefulness, professionalism, flexibility, effectiveness, logicality, optionality, hierarchy and informativity [5, c. 8].

To conclude, we define professional foreign language intercourse as the process of interaction of two or more people, which means information interchange and a definite communicative conduct to solve professional tasks. It is partial to compare with business intercourse as general and it has terminological basis. Among its main features we emphasize motivation, purposefulness, informativity and optionality.

The analysis of the scientific sources shows that the problem of determination of the content and role of readiness to professional foreign language intercourse is considered in the works of such researchers as A. A. Dashkovskaja, N. M. Gubina, O. J. Ivanova, O. G. Kaverina, Z. V. Perepiolkina, V. A. Slastionin, N. L. Uvarova. Great contribution to establishment of the structure of professional communication of students of agronomic higher educational establishments was made by S. M. Amelina, K. O. Bogatyriov and J. O. Nikolajenko. In this context, we differentiate between the notions «intercourse» and «communication», and, following A. B. Zvierintsev, we understand communication as one of the forms of people's interaction in the process of intercourse, and as the informational aspect of intercourse [6, c. 6].

According to V. A. Slastionin, communicative readiness plays a great role in professional readiness of a modern specialist and is potential only at a sufficient level of general and professional speech culture, which is an inseparable condition of their personal and professional formation, which, in its turn, implies formedness of practices and skills of contact interaction with people, with professional environment, professional intercourse with colleagues etc. [16, c. 460–461]. In this connection, S. M. Amelina defines the culture of professional intercourse of agronomists as the system of communicative norms, knowledge, skills and values, which realizes itself in the process of interpersonal interaction of specialists, and is a factor that accompanies their professional activity and determines its professional-communicative direction [1, c. 19].

From the point of view of N. L. Uvarova, language personality of a specialist is a unity of speech readiness, which enable a person to express oneself by means of a foreign language in accordance with the level of one's intellectual, emotional and professional development [17, c. 123]. She stresses that a future specialist should learn to effectively realize in his or her professional activity such functions of intercourse as informational-communicative and affective-communicative ones [17, c. 204].

Readiness to professional communication is regarded as social-psychological phenomenon [14, c. 11]. Its formation is considered in terms of professional and communicatively directed training, which is integral by nature [10, c. 7]. It is seen as ability to foreign language intercourse in definite professional, business, scientific spheres and situations, and as a ground to successful professional self-realization and mobility of young specialists [4, c. 13; 14, c. 11]. We should point out the position of Z. P. Perepiolkina, who states that readiness to professional intercourse manifests itself both as integral, multilevel system, which develops dynamically and as state, which provides its productive realization [15, c. 12].

We should mention that such notions as intercourse and activity are very often identified, or, in other words, intercourse is often considered to be a constituent of activity or a specific kind of activity. In this connection we follow the point of B. F. Lomov, who says that such position does not disclose all peculiarities of the notion of intercourse. According to him, intercourse is an independent and specific form of an individual activeness and, also, a specific form of individuals' interaction. It is not a mere summing of activities of its participants, but is their interaction proper, and they appear to be partners in it [13, c. 248–252]. He states that intercourse is a no less essential part of life style of an individual than activity. What is more, there are a lot of connection points for these notions to transit and transform into one another [13, c. 256–257].

In the structure of professional readiness of a future agronomist A. N. Kuznietsov distinguishes leading (actual) and auxiliary (perspective) qualities and refers communicative readiness to the last ones [12, c. 43].

To summarize, we understand readiness to professional foreign language intercourse as a psychological personal formation and as an auxiliary quality in the structure of professional readiness of a future agronomist. It manifests itself as a system that develops dynamically, and as a state that provides its productive realization. As a system, we define it as preparedness, which ensures ability to foreign language intercourse to solve professional tasks. Following V. A. Slastionin, we state formation of preparedness to be the aim of professional language training [16, c. 458–459].

Analysis of the structure of readiness to professional foreign language intercourse shows different approaches to its determination, and to establishment of criteria of its formedness.

K. O. Bogatyriov distinguishes such constituents in the structure of readiness of future managers-agronomists to managerial:

Substantive – provides competence as to the essence, directness, specifics of functional structure and style features of managerial intercourse; understanding of peculiarities of realization each of its functions on the integral and local levels of management; knowledge of the basis of culture and social-psychological mechanisms of managerial intercourse;

Operational – ensures knowledge of peculiarities of development of the microsystem «manager – subordinate», operations and algorithms of efficient thinking while realizing the functions of managerial intercourse; methods of diagnosing and correcting situations of interaction while implementing managerial decisions;

Motivational – stimulates interest to acquiring of techniques and culture of managerial intercourse; contributes to professional self-improvement in the sphere of realization of individual strategies and tactics of managerial intercourse [2, c. 17].

Besides motivational and operational components, J. O. Nikolajenko differentiates normative-reflective component in the structure of readiness to professional intercourse of students of agrarian specialties, besides motivational and operational ones. She defines it as ability of communicants to normative self-regulation and self-appreciation of their conduct in the process of intercourse. Consequently, she points out the following criteria of its formedness: a) motivational – need of professional foreign language intercourse, formed motivation to foreign intercourse, directness of a personality to interact; b) operational – possession of a complex of communicative speech competences; c) regulative – standardization of intercourse and reflexivity of a personality [14, c. 11]. According to her, formation of readiness to professional intercourse implies, on the one hand, acquiring of theoretical basis of future profession (professional training), and, forming of practical skills of foreign language intercourse on the other hand (foreign communicative training) [14, c. 17].

O. J. Ivanova distinguishes the following criteria of foreign language commands possessing:

Professional knowledge (professionally oriented vocabulary and grammar);

Readiness to professional speech interaction (possession of all kinds of speech activity, which are based on professionally oriented vocabulary, skills to realize one's own needs in foreign language intercourse by means of various language means);

Readiness to creative professional activity (motive-value attitude to a foreign language as a subject of study, creative application of acquired knowledge skills, ability to opt knowledge) [7, 245 c.].

According to N. T. Gubina, communicative readiness includes general readiness to communication and interaction, self-consciousness, self-appreciation, empathy, emotional stability, self-assurance, conflict-avoiding skills [4, c. 48].

Of great importance for our research is the point of view of O. G. Kaverina. She differentiates structural and functional constituents in the structure of readiness to professional communication.

Structural constituent includes integral communicative knowledge – professionally directed humanitarian knowledge, which is used for successful solution of communicative tasks, which have production nature.

Functional constituent includes integral communicative habits (automatized acts that ensure fast use of professionally directed humanitarian knowledge in terms of professional communication) and integral professional skills (a definite level of formedness of linguistic and professional competences), by means of which one can carry out analysis, planning and organization of one's studying-cognitive activity in terms of a chosen profession. While linguistic competence reflects the level of acquiring language knowledge, habits and skills, professional competence shows the level of formedness of special knowledge, habits and skills [10, c. 33]. She concludes that readiness to professional communication implies a high level of formedness of integral knowledge, habits and skills, and practical skills to carry out professional-communicative activity [9, c. 71].

Considering the structure of professional intercourse culture, S. M. Amelina distinguishes operational-active and language-speech constituents. The first implies acquiring communicative-technological skills. The second implies development of professional intercourse habits and skills, learning of a definite amount of general and terminological vocabulary, adequacy of self-expression, observance of language norms [1, c. 21]. Among criteria, which determine the level of formedness of culture of professional intercourse she points out positive motivation, readiness to intellectual collaboration and complex of developed communicative skills [1, c. 33].

In the model of readiness to use of a foreign language Z. P. Perepiolkina determines motivational, emotional-volitional, qualifying and communicative-intercultural components. It is necessary to specify the last two.

The qualifying component serves the core of the readiness and consists of special knowledge, foreign language skills and habits, capacities to learn a foreign language, which are necessary for the level, which is sufficient for communication. At that, she understands sufficient communicative competence as possessing sufficient speech skills.

The communicative-intercultural component implies developed communicative skills, knowledge of social-cultural peculiarities of native speakers, broad range of verbal and non-verbal communication, ability to establish feedback, orientation at partner's personality.

We should mention that she also differentiates the creative component, which means presence of creative capacities, a low level of rigidity, skills to express new knowledge by means of foreign language combining known speech connections, ability to be understood at a limited vocabulary and vision of alternative [15, c. 26–27].

The examination of the above mentioned sources proves that, in terms of structure, readiness to professional foreign language intercourse reflects the one of readiness to professional activity. However, the first has the components, which presence is conditioned by the peculiarities of learning a foreign language for professional purposes, and by the functions of intercourse in professional activity.

To consider the functions of intercourse, we follow the classification suggested by B. F. Lomov. The scientist points out the following ones: informational-communicative (receiving-transferring and forming of information), regulative – communicative (mutual stimulation and adjustment of conduct of the participants of communication and affective-communicative (exchange of emotions, emotional relaxation, need to change one's emotional state). According to the other approach he differentiates such functions as organization of common activity, cognition of each other, formation and development of interpersonal relations. He emphasizes that in the act of immediate communication the mentioned functions perform in unity. In this or that way they manifest themselves in connection to each of the participants of intercourse, though in different ways [13, c. 248; 13, c. 266–270].

We suppose it is important to point out the functions of intercourse, which play determinant role in the process of interaction to solve professional tasks. These are the informational-communicative function and the function of organization of common activity.

The study of the above mentioned sources and our conclusions make it possible to suggest the structure of readiness to foreign language intercourse in terms of students of agrarian specialties professional training. Among the constituents of the structure we differentiate motivational and operational components.

The motivational constituent includes understanding of motives and needs of using a foreign language in professional activity, realizing of aims and requirements to its using, interference resistance, prognosticating of manifestation of one's own intellectual, emotional and volitional processes. It is motivational sphere that serves as the precondition to readiness to professional foreign language intercourse. It is responsible for creation of the state of readiness and shows what a specialist is ready to in terms of professional activity.

The operational constituent reflects the level of preparedness to professional foreign language intercourse. It shows how a future specialist uses a foreign language to materialize his or her own motives and aims of professional activity. This constituent is of primary importance in terms of professional foreign language training. It includes theoretical and practical components. The first includes necessary professionally oriented foreign language knowledge, which ensures informational interchange to solve professional tasks. The second component consists of integral professional skills and habit, which are divided into subject-communicative and foreign language skills and habits. In terms of foreign language skills and habits lexical-terminological ones are most important. The skills to creatively vary known speech connections and skills to be understood at a limited vocabulary are essential in the realm of subject-communicative skills and habits.

Consequently, we distinguish the criteria, which determine the level of formedness of readiness to professional foreign language intercourse. These are positive motivation and the sufficient level of formedness of the above mentioned skills and habits.

The prospects of further research are connected with the analysis of foreign language and subject-communicative skills and habits, which ensure effectiveness of professional foreign language intercourse in terms of competence approach.

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FOREIGN STUDIES

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I. M. NESTAYKO

THE ROLE OF SCHOOL TEACHER IN THE EDUCATINAL PROCESS OF POLISH SCHOOL

The article focuses on the problem of school teacher in modern Polish school, shows the leading role of school teacher in raising the level of educational therapy at school, considers the concept of the teacher's functions, outlines the purpose of methodic groups of school teachers, presents the main challenges that must be implemented by the teacher in all the areas of activities, identifies various forms of training, with the help of which the put tasks are realized, identifies some personal teacher's characteristics that are important in the educational process.

***Keywords**: school teacher, school youth, modern school educational process, education, teaching culture.*

I. M. НЕСТАЙКО

РОЛЬ ШКІЛЬНОГО ПЕДАГОГА У ВИХОВНОМУ ПРОЦЕСІ ПОЛЬСЬКОЇ ШКОЛИ

Розглянуто проблему роботи шкільного педагога в сучасній польській школі. Показано роль шкільного педагога у піднесенні рівня педагогічної терапії в школі, розкрито концепції виконання функцій педагога. Окреслено мету діяльності методичних колективів шкільних педагогів. Вказано головні завдання, які повинен реалізовувати педагог на всіх напрямках своєї діяльності, визначено форми занять, за допомогою яких реалізовуються поставлені завдання. Виокремлено деякі особистісні риси педагога, які важливі у виховному процесі.

***Ключові слова:** шкільний педагог, учнівська молодь, сучасна школа, виховний процес, виховання, педагогічна культура.*

И. Н. НЕСТАЙКО

РОЛЬ ШКОЛЬНОГО ПЕДАГОГА В ВОСПИТАТЕЛЬНОМ ПРОЦЕССЕ ПОЛЬСКОЙ ШКОЛЫ

Рассмотрена проблема работы школьного педагога в современной польской школе. Показана роль школьного педагога в поднесении уровня педагогической терапии в школе, раскрыты концепции исполнения функций педагога. Определена цель деятельности методических коллективов школьных педагогов. Указаны главные задания, которые должен реализовать педагог во всех направлениях своей деятельности, определены формы занятий, которые помогут реализовать определенные задания. Обозначены некоторые личностные черты педагога, которые важные в воспитательном процессе.

***Ключевые слова:** школьный педагог, ученическая молодежь, воспитание, современная школа, процесс воспитания, воспитание, педагогическая культура.*

The phenomena of social pathologies that threaten society do not pass over children and youth, and, thus, school environment. Of special attention are alcoholism, drug addiction and crime, which are distributed among juvenile people. The lack of education and difficult financial situation of families, the collapse of traditional emotional ties, weak mental endurance of children, youth and adults, etc. are added to the listed above problems.

The school today encounters such situations, so they should be included in the activities of the school teacher. Overcoming such complex situations is challenging. It requires a lot of knowledge and practical skills of the teacher.

The problems of a school teacher at present modern are considered by scholars B-E. Papis, M. Zhebrovska, K. Shcherba, S. Lev-Starovych, K. Ostrovskaya, M.I. Lukyanov and others.

The purpose of the article is to define the role of school teachers in the educational process of the Polish school, as well as to analyze specific tasks that must be fulfilled by a teacher at school.

The first Polish school teachers were employed about 20 years ago. First they had to cope alone, to develop plans of their own, taking tough decisions in accordance with the needs of the school and their own feelings. They independently searched effective forms and methods of work.

The existence of school teachers in the education system in Poland is governed by the decree of the Ministry of Education and Science [3]. The following concepts of the functions of the teacher have been created.

1. The theory of work aimed at combating school failure, didactic and corrective work, and compensatory remedial classes, as well as a variety of help in the effective implementation of the curriculum. The teacher with such orientations is involved in creating help systems in science. It helps to make the friendly assistance to high school students possible, encourages parents to take better care of students' homework, tries to work more with psychological and pedagogical advisory board regarding the analysis of school failure. The teacher is actively involved in penal and compensatory-corrective work, by working with small groups of children who have some learning difficulties. He takes a leading role in raising the level of educational therapy in school, by organizing open lessons, disseminating modern techniques and materials, making the appropriate office, constantly improving it in the field. The tasks, which are firmly programmed and require training and system, dominate in this theory. Early diagnosis, consultations with teachers, and sometimes a nurse or doctor are important here. School teacher, realizing this theory also provides a variety of assistance to poor students studying in high school: organizes them additional training and consultation with teachers, ensures that they have partially eliminated the debts, and in critical situations seeks alternative forms of their graduating from high school, for example, at a vocational school, where the requirements are lower and are connected with training for a future career.

2. The theory of work that demonstrates the intervention, social activities, and activities in the environment. In this case, the teacher coordinates in school many urgent cases related to domestic and educational situations and organizes meeting with parents both at school and at home. He shrewdly explores the conditions for learning that a student has or whether he takes meals appropriately, whether there is positive educational atmosphere at home. He gives advice to parents how to deal with a difficult child, how to better and more effectively influence the education and development, how to bring a father together in caring for children and their socialization. The teacher, implementing this theory, is particularly concerned about the financial means to help the needy, arranges extras for food, looks for cheap places in summer camps, as well as tries to find a variety of social assistance. To accomplish this, he actively collaborates with organizations that help the child and its family. The teacher is ready, if necessary, to carry legal protection. Hence, he has got close contacts with the family court, the police, with a variety of Trustees and educational, preventive and therapeutic institutions and others.

3. The theory of work, which is to take the role of coordinator and mediator in matters related to science and education, the organization of mass preventive and therapeutic activities. Making such a choice school teacher adjusts for quick recognition of the situations that may endanger the child in the right development, that are in the student, his family or the teacher's approaches, as well as those arising from violations of friendly contacts. The school teacher makes a premature diagnosis and arranges the first aid. Not to be alone in these actions, he builds a system of assistance and support for troubled individuals with certain disabilities. Under this system he co-organizes assistance in training, coordinates unity of social and educational activities, makes possible corrective procedures. In some cases, he makes specific decisions, while in others he is only a coordinator of the unity team of people. The school teacher, who agreed to such a model of work, should be an initiator and enforce modern methods of mass prophylaxis himself: methods of prevention and AIDS, pro-family methods and sex education, methods of combating with various phenomena of social pathology.

These three basic concepts may in practice occur in diverse variations and combinations. The main groups of tasks then should be migrated and interpenetrated. We often see a universal approach. This means that a school teacher is involved in everything to certain extent. As a result, he helps some students in learning, intervenes in the environment and, thus, leads preventive and psycho-educational activity. The teacher with such setting is engaged with almost every difficult matter.

The following questions arise: Who and what forms the main part of the scope of the school teacher? How does he choose a particular theory of work? The final teacher's purpose is established by the school director, who relies on the Regulation № 15 of the Ministry of Education and Science of Poland, since May 25th, 1993 concerning the students' rules for psychological and educational assistance [2]. Moreover, the needs of school, students and teachers, predetermination of the environment, as well as teacher's opportunities and setting play the crucial role. The mentioned order includes the main areas of work and the scope of cooperation with institutions and organizations as well as with individuals who are co-educatees (parents, teachers).

According to this document the teachers' tasks in all the types of activities should be the following [2, p. 126]:

– to help the educators of classes, especially in identifying the students' individual needs, as well as analysis of the causes of school failure;

– to identify forms and ways to help simultaneously students and gifted students, according to the identified needs;

– to co-ordinate work in the field of vocational guidance;

– to co-ordinate activities in favor of care organization and financial assistance to the students who are in difficult situations.

These tasks must be implemented:

– in mutual activities with teachers, parents (legal guardians), school nurse, the school and post-school institutions;

– in cooperation with the psycho-pedagogical board about getting advice on the methods and forms of assistance to students, as well as special diagnostics in special cases.

Regulation № 15 of the Ministry of Education, Science and Sport makes a school teacher to:

– co-organize didactic sessions conducted by teachers of special education for handicapped students in public schools;

– provide psychological and educational assistance to the students who follow an individual program of study [3, p. 19].

These two last tasks regard the schools in which there are the mentioned forms of learning. Instead, of course, all the teachers should pay special attention to the abiding of the school or educational institution to the Convention on the Rights of the Child.

Using this document, the school teacher must keep a working diary and personal folders of children and young people that will include documentation of the studies and additional activities.

The guidelines to the work of a school teacher should be supplemental and should contain specific targets of the school teacher in the field:

- general educational objectives;
- educational prevention;
- correction work;
- individual educational and psychological care;
- financial assistance.

In his school practice in their work plans educational work the school teacher must cover the following tasks:

– to care about the students school performance of duties;

– to explore students' educational and learning difficulties;

– to care for intractable, unfurnished students, those who are under the negative impact;

– to organize activities that would prevent students' maladjustment, particularly by exposing unhelpful behavior and the changes in the development (e.g., aggression, apathy, isolation, inadequate rules of cohabitation) and negative factors in the students' local educational environment;

– to conduct regular consultations with the heads of classes, with students who show violation, and take high-speed solutions that are an intervention in nature;

– to conduct individual work with vulnerable pupils and students unadaptated to social life;

– to cooperate with parents through contact with student's family home, meet individually and at parents' meetings;

– to cooperate with the school committee (parent committee, student government, directorate, nurse, priest, etc.);

– to cooperate with ancillary facilities;

– to maintain regular contacts with the resource teacher of the school teachers, participate in learning, collaborate with other school teachers;

– to coordinate work in the field of legal guards and educational issues, take care of the documentation, one's own sphere of activity, etc. [1, p. 46].

As it is seen from the above reasoning, the basic form of school teacher's work is counseling. It concerns teachers, children and parents, and is to address the pressing issues that arise in the daily work of the school.

While managing the students' problems, the school teacher should use special services: psychological and educational counseling, juvenile court, police and others. Great help in influencing intractable students and financial aid can provide organizations and societies: psychological assistance service, Society of youth help, church societies, etc.

An important sector of the school teacher's work, which aims to prevent the advance of socially undesirable behavior of children and young people, is to work with parents. The teacher should look for the forms of work to form their educational culture.

The conditions for effective and well-organized work of the teacher are appropriate working conditions. The teacher should have a separate room, equipped with a variety of teaching materials that will facilitate the work with children. Also one of the main conditions for a successful school teacher is the ability to gain the trust of the people, as well as ease in establishing contacts. «The teacher must be a multifaceted personality, be a man with high level of self-realization», wrote S. Pyetrasinskyy [1, p. 142].

The following personal traits are important in the educational process:

- positive self-esteem, self-acceptance and acceptance of others;
- spontaneity in thinking, feelings and behavior;
- focus on problems, not on their own selves;
- vulnerability, goodwill towards people;
- depth and respect in establishing closer contacts with people;
- originality, creativity in every field, sense of humor;
- ability to maintain discipline when working with children;
- hard work;
- ability to encourage students to self-education;
- pedagogical cycle [1, p. 145].

Consequently, the school teacher, who has the above mentioned personality traits, thanks to many technical and methodological basis may to some extent effect children and youth. Teachers can use in their work special magazines («The Education and Training», «The Problems of Guards and Education», «The Remedium», «The Teacher» and others.), educational and psychological literature, films on educational topics, educational and preventive programs created by the Polish Psychological Society, the State Agency of solving alcohol problems («Second ABC – or The Program of 7 Steps», «See in the other way», «AIDS Prevention» etc.).

Each teacher can gather around him a group of active people who cooperate with one other on the basis of partnership, develop, help to implement new methods in daily educational work.

The next area of support may be teaching groups of school teachers. The purpose of these groups can be described as follows:

– acquisition of practical educational skills, theoretical knowledge and self-improvement;

– exchange of information and experiences, materials that assist and facilitate the work;

– support in difficult situations, approval and positive support, the ability to transform difficult situations into learning in a group;

– establish friendly contacts between teachers on the basis of partnership, interests and common objectives [6, p. 13].

These groups can implement the tasks through various forms:

- teaching themed classes and elements of training;
- meeting with the invited guests;

- exchange of experiences, opinions, advice, friendly lessons.

You must also create a system of training and mastering of school teachers who have provided their preparations for the innovative in its form activities with children and youth. Moreover, school teachers should:

– find in the local environment the negative educational standpoint factors that affect students or those who may have such influence (e.g., family structure, economic situation, educational atmosphere);

– increase pedagogisation of parents, deepen their knowledge in the etymology of mismanagement of public life and the various addictions;

– eliminate factors that complicate the proper students' development, and counteract the potentially harmful impact by strengthening the educational system, especially through the organization of children's and young people's leasure and their involvement in therapeutic activities and social therapeutic groups.

Thus, on the basis of the invastigated, we conclude that the work of school teachers is closely related to the educational process, found out that through the consolidation of selected essential features of students' value orientations the formation of their self-esteem takes place. This process is not possible without the active involvement of teachers. Consequently, teachers are required to create appropriate social space for the child's development, the condition of which is to provide freedom

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O. I. ZHUK

THE PECULIARITIES OF HIGHER ENGINEERING SCHOOLS FUNCTIONING IN THE PROCESS OF THE MAIN IDEAS OF THE THEORY OF DIDACTIC UTILITARIANISM IMPLEMENTATION IN THE USA

The system of higher education in the USA is characterized. The leading teaching methods are highlighted. The essence of the concept of didactic utilitarianism is shown. The most characteristic features of higher engineering schools functioning in the process of implementation of the main ideas of the theory of didactic utilitarianism in the USA are singled out. The basic tasks of education in engineering institutions are formulated. The most characteristic features of the educational process are defined. The basic principles of the curriculum according to the utilitarian concept are considered.

***Keywords**: engineering education, the theory of didactic utilitarianism, curriculum, active learning methods.*

О. І. ЖУК

ОСОБЛИВОСТІ ДІЯЛЬНОСТІ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ІНЖЕНЕРНОГО ПРОФІЛЮ З РЕАЛІЗАЦІЇ ІДЕЙ ТЕОРІЇ ДИДАКТИЧНОГО УТИЛІТАРИЗМУ В США

Охарактеризовано систему вищої освіти США. Висвітлено провідні методи навчання. Визначено суть концепції дидактичного утилітаризму. Виокремлено найбільш характерні ознаки діяльності вищих *навчальних закладів інженерного профілю щодо реалізації ідей теорії дидактичного утилітаризму. Сформульовано основні завдання навчальних закладів інженерного профілю. Вказано найбільш характерні ознаки навчального процесу. Розглянуто основні принципи побудови навчальних програм згідно з утилітарною концепцією.*

***Ключові слова**: інженерна освіта, теорія дидактичного утилітаризму, навчальний план, активні методи навчання.*

О. И. ЖУК

ОСОБЕННОСТИ ДЕЯТЕЛЬНОСТИ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ ИНЖЕНЕРНОГО ПРОФИЛЯ ПО РЕАЛИЗАЦИИ ИДЕЙ ТЕОРИИ ДИДАКТИЧЕСКОГО УТИЛИТАРИЗМА В США

Охарактеризована система высшего образования США. Освещены ведущие методы обучения. Определена суть концепции дидактического утилитаризма. Выделены наиболее характерные признаки деятельности высших учебных заведений инженерного профиля по реализации идей теории дидактического утилитаризма. Сформулированы основные задачи учебных заведений инженерного профиля. Указаны наиболее характерные признаки учебного процесса. Рассмотрены основные принципы построения учебных программ согласно утилитарной концепции.

***Ключевые слова**: инженерное образование, теория дидактического утилитаризма, учебный план, активные методы обучения.*

Topicality of the investigation. The topicality of the research is caused by the development of higher education and the recognition of its important role for the further growth of the society. In almost all the countries higher education is undergoing some reforms associated with the transition to innovative technologies. The USA is one of the countries that are developing rapidly. This rapid development of technology and the permanent updating of the techno sphere impose increasingly high demands on the engineering profession and engineering education.

The philosophy of pragmatism has made the significant influence on the formation of the main conceptual provisions of the American educational system (J. Dewey, S. Popper, T. Brameld, B. Sobel). The development of education in the United States, the problems of training and education of students were reflected in scientific researches of V. Zhukovsky, M. Shutova, J. Lebyd, L. Piskunova. In the scientific works of P. Luzan [3, p. 272], T. Ishchenko [1, p. 227], M. Khomenko [7, p. 194] the substantive and procedural aspects of the engineering staff training are highlighted and the experience of practical training of future engineers is analyzed.

The purpose of the article *is* to describe the peculiar features of higher engineering schools functioning in the process of the main ideas of the theory of didactic utilitarianism implementation in the USA.

The system of higher education in the USA is characterized by a high level of individuality. It takes into account the interests of each student, his/her intellectual and physical abilities. The theory of didactic utilitarianism has made the significant influence on the formation of the main conceptual provisions of the American educational system. The basic ideas of this theory in 20–30's of XX century became the theoretical basis of school policies and the activities of educational institutions in the United States. In comparison with the traditional system in higher engineering education in the USA the place of oral and written word took theoretical and practical training, where the student's independent scientific research is performed. The basic principle of higher engineering education institutes with the implementation of the ideas of didactic theory of utilitarianism in the USA is a synthesis of theory and practice. Education is not limited to the transmission of knowledge from a teacher to a student, but also includes the organization of practice and skill formation. Education is the creation of students' confidence in their own abilities. It creates not only the knowledge, but the skills of its application as well.

Specificity of higher engineering education with the implementation of the ideas of the theory of didactic utilitarianism in the USA is based on the experimental method. It helps the student-engineer «to formulate and solve problems by his own, to stimulate cognitive activity, to bind the exploration of the world with the personal experience». According to John Dewey a combination of training and education with life is performed by realization of the principle of combination of education with practice. Therefore, in the center of an academic life should be the labour activity that promotes the active social work among the student-engineers [1, p. 43].

The core component in the educational process is a lesson. In higher engineering education the different age groups are created in order to enable communication skills of the students of all ages.

The curriculum in the higher engineering education in the USA is characterized by the fact that educational material for teaching is not subordinated to the subject and the sequence of basic forms, and activities are distributed according to the stages of human development.

Students follow the progressive development of mankind theoretically, illustrate it, and on labour classes recreate it by themselves. There are two most common approaches for constructing the curricula of universities and colleges in the USA: integrated and problematic. Nowadays, many universities and colleges prefer the integrated approach of building curriculum, which has several advantages: absence of course recurrence, all subjects are combined with the only-begotten purpose, the choice of teaching material is determined by the practical significance of the subjects, it includes theoretical unit that aims to transfer some systematic knowledge to a certain field.

According to this theory, in the engineering universities of the USA each student has the opportunity to acquire the training material according to his/her own abilities (no strict time limits are allocated to the study of a particular course). The curriculum of universities and colleges in the USA is elective. It represents required disciplines as well as elective courses. This makes it possible to take into account a wide range of students' interests. Each student, along with his academic tutor, has the opportunity to develop the curriculum for each semester, to coordinate and approve it in the dean’s department. Lectures are not used as a primary source of information, but only direct the training that enables a student for a self-study and develops his critical thinking [5, p. 119]. Thus, the American system of education based, on the theory of didactic utilitarianism, is aimed to develop the skills of self-study and «teaches students how to gain knowledge».

According to the theory of didactic utilitarianism, the teaching process in the higher engineering education in the USA is based on active basis. It is very important to stimulate the students’ personal interest in gaining knowledge that can be useful in life. Ideas of active learning are aimed to organize the development, self-organization, self-education and self-development of students' personality. The basic principle of active learning is that a student is seen as an active leader in the educational process, as the creator of his knowledge. The nature of interaction between teachers and students is changing. They become equal partners. The position of a teacher is changing as well: from a bearer of the ready-made information he becomes the organizer of students' cognitive activity; he reorients his educational work and the work of students in various forms of self-practice. A teacher becomes a co-participant of the research process, the adviser. The effective management of students teaching and learning activities is possible only when is based on their active mental activity.

Modern pedagogy requires from students not only the understanding, remembering and reproducing of the knowledge, but also the ability of applying it in a professional activity effectively. The methods of enhancing teaching and learning activities promote the achieving of this goal. They are aimed to develop students’ creative independent thinking and the ability to solve professional tasks efficiently. The use of these methods provides a strong link between the theory and practice, the development of non-ordinary style of thinking, reflective sphere of thinking (self-awareness and self-regulation of the mental activity), the creation of the cooperation atmosphere, development of communication skills. Consequently, in American engineering universities during the learning process the active methods of learning are used [2, p. 139]. Let’s consider some of the methods and techniques in details .

Brainstorming is a popular tool that helps to generate creative solutions to a problem. It is particularly useful when you want to break out of stale, established patterns of thinking, so that you can develop new ways of looking at things. It also helps to overcome many of the issues that can make a group problem-solving a sterile and unsatisfactory process. Used with the team, it helps you bring the diverse experience of all the team members into play during problem solving. This increases the richness of ideas explored and means that you can find better solutions to the problems you face. Students are thinking about a particular problem, and then they are free to express their opinions. All the statements are recorded on the blackboard, regardless of students’ responses. A teacher only directs the students’ opinions. One of the most important benefits of brainstorming technique is that this method encourages creative thinking and generation of ideas is proceeded in a comfortable creative atmosphere. The activation of the mental activities of all the members of the process is realized. The members are deeply involved in the course of generation and discussion of the ideas, they learn new ideas in a more flexible way and feel themselves as equal members. Laziness, routine thinking, rationality, lack of emotional «spark» in realization of this technology will automatically disappear. Looseness activates intuition and imagination [6, p. 194].

The game design method is a game developing process of designing the content and rules of a game in the pre-production stage and design of a gameplay, environment, storyline, and characters during the production stage. Game design requires artistic and technical competence as well as writing skills. The Game design method significantly activates the learning of subject content. It fills that gap in the educational process which other teaching methods (such as verbal or practical methods) can not compensate, but it does not replace them. This technique enables us to be familiar with the peculiarities of the specific profession and promotes a sense of our own role in it. Moreover, this method helps in consolidating and deepening the knowledge gained during interviews, lectures, seminars, and practical lessons. It improves practical skills in solving professional problems, creates conditions for active experience exchange. The main function of these classes is to teach by action (the closer game activity is to the real situation, the higher is its educational and cognitive performance).

This method is characterized by the following essential features:

- availability of investigative, methodological problem or task, which teacher informs to students;
- division of the participants into small groups and their development of the solutions of the problem (task);
- conduction of the final meeting of scientific and technical council (or similar body), during which the groups publicly defend their developed solutions by applying the method of playing the roles [4, p. 255].

John Dewey’s ideas were embodied in the Project System of Education that was developed in the 20’s of XX century by William Kilpatrick. It was a form of Progressive Education organized curriculum and classroom activities around a subject's central theme. *The project method* rejects traditional schooling that focuses on memorization, rote learning, strictly organized classrooms (desks in rows; students always seated), and typical forms of assessment. The role of a teacher should be that of a «guide» as opposed to an authoritarian figure. Students should direct their own learning according to their interests and should be allowed to explore their environment, experiencing their learning through the natural senses. The core attribute of *the project method* is the development of cognitive and creative skills and abilities that require self-construction of knowledge and orientation in the information space. Project work focuses on applying, not imparting, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility. So, the *project* can be defined as a collection of some actions, plans on creating real or theoretical objects, it always involves creativity. Due to this method, students can acquire such skills as:

- planning your work and predicting possible outcomes;
- using varies sources of information;
- collecting and accumulating the teaching material;
- analyzing, comparing facts and arguing the opinion;
- taking best decisions;
- establishing social contacts (allocating responsibilities, interacting with each other);
- creating a «final product» – the tangible sample of the project activity (report, project, essay, film, calendar, magazine, brochure, script);
- representing the established material before an audience;
- assessing yourself and others [3, p. 32–33].

The basic premise of *constructivist theories* is that people create their own meaning through experience. In constructivism, students are encouraged to learn main ideas on their own through discovery learning. The understanding of the meaning of the material could be achieved only throughout the prism of own personality and throughout a stream of individual consciousness. Constructivism is the most popular method of training in American engineering universities.

Constructivists believe students to be active participants in the learning process [51]. Students can learn more if the teacher engages them in various activities, such as defining the problem, explaining the inexplicable, formulating the hypotheses, searching the solution. Delivering of a lecture, and proclaiming of the final results can lead to the decrease of the effectiveness of learning. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

Constructivism is a model of the student-centered learning when any questions are allowed. The opportunities to experiment, to conduct own analogies and draw conclusions are possible. From the perspective of learning effectiveness, constructivism requires from high school teachers to be attentive advisors, to help students to learn cognitive strategies, to organize information around great ideas that galvanize interest, to help students to develop their own vision, intuition, understanding the connection with the previous knowledge and experience. The ideas of the educational theory of constructivism enhance the learning process and the performance of each student. Constructivist teachers encourage students to assess constantly how the activity helps them to gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become «expert learners». This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn *how to learn* [7, p. 10].

One of the most popular methods in American practice is *the situation analysis.* The purpose of this method is to teach students to analyze information, identify key issues, choose alternative solutions, assess the problem, find the best option and to formulate a program of action.

While analyzing specific situations, it is very important to combine individual work of those who learn with the problematic situation and the group discussion of the solutions prepared by each member of the group. This allows them to develop group skills, teamwork and it extends the opportunities of solving common problems within the academic subjects being studied.

Conclusions. Thus, education in the USA is seen as a process aimed at personal fulfillment. Taking into consideration demands of the new paradigm of education, we can conclude that the main task of higher education at the present stage is to educate an intelligent, creative person who is capable for continuous development and self-education. Using modern technology techniques, teachers should have clear ideas of their requirements for future profession and eliminate the contradictions between the requirements of training during the study process and in real professional activity. Students must be ready for those forms of work, which will take place in their professional practice. Among them are the ability to find the necessary information for a particular decision, and the ability to find creative solutions in the complex problematic situations. The only way of solving this problem is the usage of active and innovative learning technologies.

Prospects for further study of the realization of the ideas of didactic utilitarianism in practice lie in the comparative study of training programs for engineers' in the universities of the USA and Ukraine.

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M. PRZYBYSZ-ZAREMBA

INTRA-FAMILY RELATIONS AND PARENTAL ATTITUDES ADOPTED BY MOTHERS WHO ARE EDUCATIONALLY AND VOCATIONALLY ACTIVE

The paper presents the family as an educational environment of a child in which the relations between its particular members are shaped. On the basis of researches carried out with women/mothers the author presents the course of intra-family relation: mother-child, adopted parental attitudes by the mothers who are educationally and vocationally active, which under the influence of size of family undergo changes.

***Keywords**: family, intra-family relations, parental attitudes, mother, child.*

М. ПШИБИШ-ЗАРЕМБА

ВНУТРІСІМЕЙНІ СТОСУНКИ ТА СТАВЛЕННЯ БАТЬКІВ, ЯКІ ПРОЯВЛЯЮТЬ ОСВІТНЮ ТА ВИХОВНУ АКТИВНІСТЬ У СІМ'Ї

Презентовано сім'ю як освітнє середовище дитини, в якому формуються стосунки між членами сім'ї. На основі проведеного з жінками/матерями дослідження запропоновано зразки внутрісімейних відносин між матір'ю і дитиною. Досліджено ставлення прийомних батьків, котрі проявляють освітню та виховну активність. Показано зміни у цьому ставленні під впливом фактора складу і розміру сім'ї.

***Ключові слова**: сім'я, внутрісімейні стосунки, батьківське ставлення, матір, дитина.*

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ВНУТРИСЕМЕЙНЫЕ ОТНОШЕНИЯ И ПОЗИЦИЯ РОДИТЕЛЕЙ, КОТОРЫЕ ПРОЯВЛЯЮТ ОБРАЗОВАТЕЛЬНУЮ И ВОСПИТАТЕЛЬНУЮ АКТИВНОСТЬ В СЕМЬЕ

Представлено семью как образовательную среду ребенка, в которой формируются отношения между членами семьи. На основе проведенного с женщинами/матерями исследования предложены образцы внутрисемейных отношений между матерью и ребенком. Исследовано отношение приемных родителей, проявляющих образовательную и воспитательную активность. Показаны изменения в этом отношении поод влиянием фактора состава и розмера семьи.

***Ключевые слова:** семья, внутрисемейные отношения, родительское отношение, мать, ребенок.*

Family constitutes the basic social group, which can be characterized by individual features, uniqueness and at the same time which prepares a child for different roles starting from the function in the generational family i. e. in the family of origin, through ability of finding oneself in their own procreative family, to the participation in different social groups. In the family indeed there are different relations based on the widely comprehended social and intrapersonal communication [9; 20, p. 589; 21, p. 134; 22]. The family is for a child (children) a natural educational environment in which the main element constitute interactions between its particular members [8, p. 11–12; 19].

The proper intrapersonal relations are an important element of every well-functioning system. They are of double importance in the family system as they have influence not only on the proper functioning of a family, but also on the child's educational process. The family is an environment in which a child grows ups, develops and shapes its personality. A lot of authors who carry out researches within the scope of intra-family relations claim that there are different relations between a mother and a child, and between a father and a child. K. L. Buist, M. Decović, W. Meeus, M. A. G. Aken, M. H. Gerrits et al., K. Renk, C. McKinney, J. Klein, and A. Oliveros underline that the relations between a mother and a child, and a father and a child differ considerably. According to the authors, mothers show more positive liking for the children, than fathers do, what leads to efficient intrapersonal relations. According to S. K. Williams and F. D. Kelly it is justified by i. e. family-household roles which are often treated as female private space. Women-Mothers, as numerous researches confirm, devote more time to family and household duties and in this way they have closer relations with their children, they become more open towards them and so the children do. The researches conducted by D. M. Lawson, D. F. Brossart, A. Russell, C. H. Hart, C. C. Robinson, S. F. Olsen, C. L. Shearer, A. C. Crouter, S. M. McHale in turn, point that mothers have greater experience in shaping positive relations with children thanks to more frequent being with children, whereas fathers according to the authors create relations within instrumental aims, such as interest in sports, which a father wants to give to a son/daughter or creating future plans connected most frequently with child's development. Such differences in relations mother-and-child and father-and-child according to T. E. Beckert, R. D. Strom, P. S. Strom and C. T. Yang do not depend on the child's sex, but its sex can have influence on parents' behaviour and educational methods chosen by them.

Intra-family relations can be shaped under influence of various factors which are stuck not only in the family environment, but also the social one. The culture in which a family lives is also of major importance. Y. S. Park, L. P. Vo, i Y. Tsong provide an example of bringing up children in the Asian culture, where the mother is responsible for the family warmth and creation of hearth and home, cordiality, whereas a father according to traditional model of an Asian family is considered as a strict and distanced person both towards child/children and mother/wife.

L. Dyczewski points out that intra-family relations and tightly bound with family bond, which is some kind of resultant of internal forces that exist in a family and external forces that have influence on its members i. e. on the whole family group. The family bond is visible in various kinds of relationships between spouses/partners, parents-and-children, interrelations and attitudes adopted by the family members.

The author presents the course of intra-family relation between mothers, who are educationally and vocationally active and their children, as well as adopted parental attitudes by the mothers, which undergo changes under the influence of size of family, on the basis of researches carried out with women/mothers.

*Methodological assumptions***.** The aim of every scientific research is to obtain a determined image of part of examined reality. **The aim of this research** was to get to know the course of relation between a mother and a child, as well as parental attitudes adopted by the mother.

Following research questions (matters) were formed according to the chosen aim of the research:

1. How are relations between mothers who are educationally and vocationally active and their child/children shaped?
2. What parental attitudes do mothers who are educationally and vocationally active adopt?
3. Is there any interrelation between the size of a family and parental attitudes adopted by mothers who are educationally and vocationally active?

The methodology of quantity-quality researches was used in order to obtain answers for the above mentioned questions. The quantity approach which originates from the theory and methodology of nature sciences pays particular attention to casual connections in order to discover rules and principles of functioning of the objective reality i. e. to explain examined phenomena. It lets in a conventional way collect and analyse a lot of data, as well draw on this basis general conclusions. On the other hand, the quality approach is characterized by general approach focused on inductive description of the context in which is the examined unit (phenomenon) – in order to understand situation in the way the examined person does.

Methods settled in the quantity-quality methodology were used in the research. The dominating method of research was the method of survey (questionnaire) and the Scale of Parental Attitudes worked out by Maria Braun-Gałkowska.

710 women/mothers took part in the research including the survey and the Scale of Parental Attitudes.

An open, deepened interview (settled in the quality methodology) with 17 women was an unusual addition. The interview did not have an exact structure and was not totally «directed»

Altogether 727 women/mothers took part in the research.

The age of women ran at the level of: 25–30 – 264 persons i. e. 36.3% of all examined; 31–35 – 191 persons i. e.: 26,3% of all examined; 36–40 – 272 persons i. e.: 37,4% of all examined. All women/mothers who took part in the research were educationally and vocationally active. They were employed on the basis of employment contract – 450 persons i. e.: 61,9% did the physical job, whereas 277 persons i. e.: 38,6% mental work.

The women/mothers were educationally active – 255 persons (35,1%) were students of bachelor studies; 65 persons (8,9%) – graduate studies; secondary schools (high schools, technikum (vocational technical high schools), vocational schools) – 145 persons (19,9%), postgraduate studies – 106 persons (14,6%). 150 persons (20,6%) take part in short forms of education, which include different kinds of courses and trainings – also these ones organised from the European Union Funds. 6 of respondents carry on «different» kinds of education (2 persons are Ph.D. students, and 4 of them learn in post-secondary schools).

The models of the family- *two-plus-one* and *two-plus-two* dominated among the respondents. 297 women (40,9%) had a child, and 278 persons (38,2%) form a family with two children. The smallest group (152 persons i. e.: 20,9%) constituted women creating family, which consisted of five or more persons.

Analysis of the research results. The proper process of child's socialization depends on «healthy» intra-family relations. Parents transfer their behaviours and attitudes to children consciously and unconsciously. Their relations with all other family members and other people are shaped on the basis of the child's relationship with a mother. The researches have proved that the relations of women, who were educationally and vocationally active, were proper. 16,4% of women have very good contact with their children, they have open and sincere communication, both the mother and her children do not have secrets, and all – even the smallest problems are the family daily routine, they constitute a topic for conversation and discussion, what leads to is finding a solution. 18% of women participates in the child's life actively, and 13,2% helps and supports them.

The materials obtained from the interviews, as well as the applied Scale of Parental Attitudes confirm the fact that women who fulfill themselves in the role of a pupil/student, worker fulfill their duties which result from being a mother perfectly. Below you can find examples of comments of some women:

We understand each other with my daughters... We have a very good contact. My daughters come and ask about various things, we talk [Kasia, age 40].

My son who is almost grown turns to me with his problems more often – my husband as a teacher very often adopts the estimating and moralizing attitude. We like to "chat" together, sometimes I come down a peg or two on purpose, I let my son overcome the barrier like: ADULT-CHILD. It gives us sense of unity, understanding, support [Agnieszka, age 37].

I have very good relations with my daughters, we talk a lot, in fact we are on the same wavelength especially with my eldest daughter. We organize plays together, we have fun. I trust my daughters and they trust me. It is obvious that there are misunderstandings, quarrels, arguments, but a conversation always helps. Together with my husband we assume that the conversation is the basis of our relation. The family life without conversation is poor and very often faked. I try to protect my daughters against the evil of this world, but at the same time I do not limit their curiosity [Beata, age 40].

Mother's engagement in the child's matters provides them with suggestive context, which makes them learn by means of observation. The child acquires some kind of psychological qualities concerning among other things spheres of the philosophy of life and social relations through observation, imitation, modeling and identification.

The conducted researches pointed that women recognize child's rights (6,8%), let them have a free hand (4,1%), but obey the above mentioned rules consistently (4,8%). In few cases women neglect their children (1,7%), do not show them love and support and are not guided by love. They separate from children by means of «*helpers*» such as grandparents, various institutions or baby sitters the most frequently. The fact of separation of mother and child/children can be justified by the lack of time of women who are educationally and vocationally active, as they are tired and they shift off the responsibility of being a mother to different persons.

According to E. Napora proper relations with a child depend on the attitude adopted by a mother, what has substantial influence not only on the further child's intra-personal relations, but also their self-assessment. Mother transfers to a child various models of behaviours and ways of solving the problems, which have influence on shaping in a child a defined, and at the same time adequate image of themselves, through the adopted attitude.

According to M. Braun-Gałkowska the attitude of mother to a child can be described on the basis of analysis of the degree of intensification of the attitude of closeness, helpfulness, directing and requirements. On these measurements one can mark opposite attitudes, which are unfavourable as far as education is concerned: rejection, strangeness – excessive closeness, emotional stickiness; lack of help and care – excessive protectiveness; lack of standards, total freedom – supervising, excessive supervision; total lack of requirements-excessive requirements. The attitudes that are in the middle of the continuum as proper attitudes (mature parental love), which are characterized by proper moderation. They are not placed in one defined point, but in the area close to the centre and can change their location depending on the child's age, parent's personality and situation. Mature parental love which is expressed in positive, proper attitudes is bound with better understanding and greater respecting of child's needs and determines their functioning in a family definitely. Table 1 contains data concerning parental attitudes adopted by mothers.

Table 1

Parental attitudes of women/mothers who are educationally and vocationally active

Attitudes	**Categories**	**Number**	**%**
Closeness	Excess	248	34.9
	Moderation	261	**36.8**
	Deficiency	201	28.3
	Total	710	100.0
Helpfulness	Excess	258	36.4
	Moderation	277	**39**
	Deficiency	175	24.6
	Total	710	100.0
Directing	Excess	224	31.6
	Moderation	270	**38**
	Deficiency	216	30.4
	Total	710	100.0
Requirements	Excess	270	38
	Moderation	218	30.7
	Deficiency	222	31.3
	Total	710	100.0
Together	Excess	1000	35,2
	Moderation	1026	**36,1**
	Deficiency	814	28,7
	Total	2840	100,0

Source: Prepared on the basis of carried out researches.

The above presented data lets notice that the women who are educationally and vocationally active adopt most frequently parental attitude in the moderation category (36,1%). This category was pointed the most frequently by women who adopted attitude of helpfulness (39%), directing (38%) and closeness (36,8%). Smaller group (35,2%) was created by persons adopting the attitude in the category of excess, which was most frequently pointed out by mothers adopting attitudes of requirements (38%), helpfulness (36,4%) and closeness (34,9%). The smallest group was the attitude in the category of deficiency (28,7%) it was adopted most frequently by women representing attitude of requirements (31,3%) and directing (30,4%). In the attitude of closeness and helpfulness this category has a slightly smaller index (attitude of closeness – 28,3%); attitude of helpfulness – 24,6%).

The parental attitudes adopted by mothers who are educationally and vocationally active, were changed under the influence of the size of a family. It was stated that there are high dependencies between the size of a family and the parental attitudes adopted by mothers on the basis of conducted statistic analyses. The empirical value Chi^2 for the influence of this feature on the attitudes adopted by women appeared as follows: attitude of requirements: $\mathrm{Chi}^2_{emp.}$ 14,74>$\mathrm{Chi}^2_{tab.}$ 9,46; attitude of closeness: $\mathrm{Chi}^2_{emp.}$ 35,37>$\mathrm{Chi}^2_{tab.}$ 9,46; attitude of helpfulness: $\mathrm{Chi}^2_{emp.}$ 33,51>$\mathrm{Chi}^2_{tab.}$ 9,46; attitude of directing: $\mathrm{Chi}^2_{emp.}$ 15,97>$\mathrm{Chi}^2_{tab.}$ 9,46 – by df=4 and α=0,05. The researches also proved (see also table 2) that attitude of requirements in the category of excess was adopted most frequently by women who have both small family (model *two-plus-one*), as well as big one so called family with many children (model *two-plus-three and more*). The index for the small family amounted to 41,2%, whereas for the family for many children 43,6%. Attitude of requirements in the category of moderation dominated in the four-persons families (37,8%). In the families with many children (five persons or more) in turn quite high index (34.9%) concerned the attitude of requirements in the category of deficiency. Attitude of closeness in the category of excess was also adopted most frequently by women in the three persons family (36,4%) and five persons family (41,6%). Nearly half (48,9%) of women with a model of a family *two-plus-two* and 33,7% representing model *two plus one* adopt attitude of closeness in the category of moderation. Deficiency of the attitude of closeness obtained quite high index (37,6%) in families with many children, as well as in small families (model *two-plus-one*). The phenomenon that the attitude of closeness in the category of deficiency obtained index of about 30% in small families can be explained by the fact that women who are educationally and vocationally active have too little time for their children especially because 50% of them do physical work and 43,5% work also on shifts. It can be presumed that women do not always count on support and help of their spouses/partners.

Table 2

Size of a family and the parental attitudes adopted by mothers

Attitude of requirements	3-persons		4-persons		5- persons and more		Total	
	N	%	N	%	N	%	N	%
Excess	120	41.2	85	31.5	65	43.6	270	38.03
Moderation	84	28.9	102	37.8	32	21.5	218	30.70
Deficiency	87	29.9	83	30.7	52	34.9	222	31.27
Total	291	100.0	270	100.0	149	100.0	710	100.00
Attitude of closeness	3-persons		4-persons		5- persons and more		Total	
	N	%	N	%	N	%	N	%
Excess	106	36.4	80	29.6	62	41.6	248	34.93
Moderation	98	33.7	132	48.9	31	20.8	261	36.76
Deficiency	87	29.9	58	21.5	56	37.6	201	28.31
Total	291	100.0	270	100.0	149	100.0	710	100.00
Attitude of helpfulness	3-persons		4-persons		5- persons and more		Total	
	N	%	N	%	N	%	N	%
Excess	108	37.1	91	33.7	59	39.6	258	36.34
Moderation	103	35.4	136	50.4	38	25.5	277	39.01
Deficiency	80	27.5	43	15.9	52	34.9	175	24.65
Total	291	100.0	270	100.0	149	100.0	710	100.00
Attitude of directing	3-persons		4-persons		5- persons and more		Total	
	N	%	N	%	N	%	N	%
Excess	94	32.3	84	31.1	46	30.9	224	31.55
Moderation	110	37.8	119	44.1	41	27.5	270	38.03
Deficiency	87	29.9	67	24.8	62	41.6	216	30.42
Total	291	100.0	270	100.0	149	100.0	710	100.00

Source: Prepared on the basis of carried out researches

Attitude of helpfulness in the category of excess is adopted most frequently by women from the small families (37,1%), as well as families with many children (39,6%). The attitude of helpfulness in the category of moderation (50,4%) dominates in the four persons families. Quite high index (35,4%) of this category can also be observed in the three persons families. Attitude of directing in the category of moderation dominates in the small – three-or-four persons families. In families with many children in turn a deficiency of the attitude of directing was noticed. 41,6% of women adopts such attitude excusing themselves with the lack of time for children, and sometimes not good relations with them. The researches also show that the relations with mother can be incorrect as well as in small families (three-persons ones). Below you can find chosen examples of respondents:

We have a daughter...she is some kind of a daddy's girl... She usually runs to him, when something happens there. My husband spoils her and she is apple in his eye. I in turn introduce rules in the house, it must be clean and I do not have too much time for my daughter [Maria, age 25].

Because of the fact that I work a lot, my younger daughter asks her sisters or grandma for help more often. Maybe I used to have more time for children, but now when I work and educate myself this contact is not as good, as I wished it to be. Now I can see that with the younger daughter I have worse contact [Kasia, age 40].

Women who took part in the research show mainly parental attitude in the category of moderation, which as M. Braun-Gałkowska points out – characterizes by maturity of parental love. Mothers adopted nearly all attitudes i. e. the attitude of closeness, helpfulness, directing in the category of moderation. It can be assumed that the above mentioned attitudes adopted by mothers in the category of moderation can result from/ bound with their educational and vocational activity. It was also noticed that the attitude in the category of excess was also adopted. It mainly dominated in the adopted attitude of requirements.

*Research results***.** Analysis of conducted researches lets draw following conclusions:

- relations of women/mothers who are educationally and vocationally active with children were proper;
- mothers participated in the lives of their child/children actively;
- their relations are characterized by openness, sincere conversations, and also rules which were inculcated mainly during common diners;
- women/mothers who were educationally and vocationally active adopted most frequently the parental attitude in the category of moderation, showing helpfulness, directing child/children and offering them closeness, what was reflected in the daily, sincere conversations;
- 1/3 of examined women adopted parental attitude in the category of excess, which dominated in the shown by mothers attitudes of requirements, helpfulness and closeness;
- mothers adopted parental attitude in the category of deficiency less frequently – it dominated in the attitude of requirements, directing and closeness;
- the size of family had influence on the parental attitudes adopted by women who were educationally and vocationally active;
- category of moderation was adopted by women most frequently and dominated in the attitude of helpfulness, directing and closeness in the four persons families (model *two-plus*-two);
- in the small families (model *two-plus-one*) and big ones (model *two-plus-three and more*) women adopted most frequently attitude of requirements, closeness and helpfulness in the category of excess. The excessive protectiveness, closeness, helpfulness and excessive requirements imposed by women to a child/children can have its source in their educational and vocational activity.
- in families with many children dominates also adopted by women attitude in the category of deficiency which is shown in the attitude of directing, closeness and helpfulness. Deficiency in adopted attitudes can be reflected in the lack of time bond with carrying out at the same time various roles and more duties concerning family and household resulting from the size of a family.

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A. PRUSIK

PARENTAL ATTITUDES OF MOTHERS AND FATHERS IN THE YOUNG PEOPLES' VIEW ABSTRACT

We can notice transformations within the scope of functioning of the family nowadays. The rate of changes destroys the family bonds very often, impoverishes intrapersonal relations, destabilizes family life and quite often generates occurrence of improper parental attitudes. Parental attitude is described as nature of emotional attitude of parents towards their children. Attitudes towards children can have positive character – it is conductive to proper development and child's socialization, or negative one – it leads to the state of deprivation of its needs.

***Keywords**: parental attitudes, bonds, needs.*

А. ПРУСІК

БАТЬКІВСЬКЕ СТАВЛЕННЯ ЧЕРЕЗ РОЗУМІННЯ МОЛОДИХ ЛЮДЕЙ

Відзначено функціональні трансформації в сучасній сім'ї. Чимало змін руйнують сімейні зв'язки, збіднюють внутрішньоособистісні відносини, дестабілізують сімейне життя і дуже часто породжують нетипове батьківське ставлення, що трактується як природа емоційного відношення батьків до дітей. Ставлення до дітей може мати позитивний характер, що спричиняє нормальний розвиток дитини і її соціалізацію, та негативний, що зумовлює стан нівелювання дитячих потреб.

***Ключові слова**: батьківське ставлення, зв'язки, потреби.*

А. ПРУСИК

РОДИТЕЛЬСКОЕ ОТНОШЕНИЕ ЧЕРЕЗ ПОНИМАНИЕ МОЛОДЫХ ЛЮДЕЙ

Определены функциональные трансформации в современной семье. Многие изменения уничтожают семейные связи, обедняют внутриличностные отношения, дестабилизируют семейную жизнь и очень часто порождают нетипичное родительское отношение, что рассматривается как эмоциональное отношение родителей к детям. Отношение к детям может иметь положительный характер, что обеспечивает нормальное развитие ребенка и его социализацию, и негативный, что обуславливает состояние нивелирования детских потребностей.

***Ключевые слова**: родительское отношение,связи и потребности*

We participate in the process of transformations within the scope of moral and social values, life aims, principles of coexistence, functioning of an individual and family. Sudden changes of conditions, which we do experience, determined by Zygmunt Bauman (2007) as fluid reality, cause that life cannot be stable for a long time. One of its features is uncertainty caused by dizzy pace of changes, impossibility to catch up with them. Such situation destroys social bonds. Intrapersonal relations undergo depreciation. The willingness to live up to social expectations, acting «under pressure» of environment, accompanying competition destroy very often family bonds and generate occurrence of improper family attitudes ex. excessive requirements imposed to children and young people.

Being on the run makes people forget about different important things, especially about family. Parents shift off responsibility for all failures of the child to others and they do not see any fault in their behaviour (M. Przybysz-Zaremba, 2010, p. 15).

Variety of the ways of reaction to the changes which undergo in the environment is characteristic trait of a family. Identical phenomena, events can give rise to different reactions in different families. The ability to adapt to expectations and needs, which change in dynamic way by people who create family is very important. For the proper functioning of a family it is crucial to make it possible for particular members to fulfil their tasks and roles without any disturbance. Mutual contacts of persons who create a family, which serve i. e. fulfilling of their basic needs, among which Mikołaj Winiarski (2000) enumerates a) existential; b) psychic; c) affiliating ones, are of crucial importance. Acting of parents within the scope of fulfilling of children's needs can have positive character – it is conductive to proper development and child's socialization, or negative one – it leads to the state of deprivation of its needs, what can eventually lead to shaping of antisocial behaviours. It is important to underline the fact that for the general functioning of a family, as Stanisław Kawula underlines (1999, p. 57), especially for its educational activity – emotional life constitutes basic foundation. Emotional bond with parents constitutes quite important factor of proper child's development. There are elements of unreflective education (spontaneous, educationally unintentional) and reflective one (aware educational actions directed towards a child). The deliberate, planned and intentional educational interactions are of crucial importance. They aim at teaching children how to evaluate something correctly, make ethical choices, determine their aspirations, understand their role in the transforming society properly, make decisions also within the scope of parental attitudes shown in future.

Improper parental attitudes such as lack of understanding, helpfulness, closeness contribute to destabilization of emotional atmosphere which is in the child's family and very often have substantial influence on negative behaviour of a child (A. Prusik, 2010a, p. 99, M. Przybysz-Zaremba, 2011, pp. 589–593, M. Przybysz-Zaremba, 2012, pp. 157–176, P. T. Nowakowski 2005, pp. 41–51). It is quite an important matter especially because of the fact that young people state that they would like to function in the educational environment which is based on partnership, where is understanding towards children's needs, their choices, where egalitarianism is present in the relations between parents and children, where parents provide children with sense of security, give them love and trust, help and support them (A. Prusik, 2010b, p. 451).

Parental attitudes of mothers and fathers in the opinion of questioned young people The structure of a family is bound with the relations in it inseparably. The attitudes towards a child play a crucial role. Parental attitude is described as character of emotional attitude of parents towards a child. The tendency for specific behaviours towards a child and tendencies for expressing opinions about a child are within the frames of this definition. According to Maria Braun-Gałkowska (1992, p.16) an attitude towards a child can be described on the basis of analysis of the degree of intensification of the attitude of closeness, helpfulness, directing and requirements. The attitudes which are in the middle on the continuum as proper attitudes (mature parental love), which are characterized by proper moderation. Describing mature love one has to take into consideration emotional closeness, appropriate helpfulness, rational freedom and appropriate requirements. Mature parental love, which is expressed in positive, proper attitudes is bound with better understanding and respecting of child's needs and determines its functioning within the family and outside it.

The goal of this research is to focus on the opinions of questioned young people concerning parental attitudes of mothers and fathers.

In the research the author used the Scale of Parental Attitudes prepared by Maria Braun-Gałkowska (1992). The results of the scale present the image of parental attitudes in the eyes of the questioned. The Scale refers to four attitudes:

- Closeness – refers to emotional distance between members of a family,
- Helpfulness – describes the degree of helping,
- Directing – degree of encroaching on decisions, scope of left independence,
- Requirements – requirements imposed to family members, expectations towards them.

On these measurements one can mark opposite attitudes, which are unfavourable from the educational point of view. These are:

- Rejection, aversion, strangeness – Excessive closeness, emotional stickiness,
- Lack of help and care – Excessive care, excessive protectiveness,
- Lack of standards, total freedom – Supervising, excessive supervision,
- Total lack of requirements – Excessive requirements and demands.

Between the above mentioned attitudes are located:

- Proper closeness,
- Appropriate helpfulness,
- Rational independence,
- Appropriate requirements.

The examination of attitudes on the way of determining on their continuum let determine how far and on what axis do they grow away from the central values. The scale was used for measuring the interactions between the members of a family, attitudes which members of a family have towards each other. Young people who took part in the research were asked to point at continuum of a point which determined degree of similarity of the mother's and father's behaviour described at this scale. These descriptions constituted short description of radical behaviours which were characterized by deficiency or excess of following attitudes: closeness, helpfulness, requirements and directing.

Characteristics of examined population 400 persons took part in the research. Dominating group of respondents came from big cities (316 persons). 84 persons came from rural environment. Men were in slight majority in the research sample (204 persons, what constitutes 51 %). Persons at the age of 18-25 years old dominated considerably (374 persons, what constitutes 93.5 %). Group of young people at the age of 26-30 lat constituted 4.5 %, only 8 persons (2 %) were at the age of 31 years old. Considerable majority of questioned young people who took part in the research (316 persons, what constitutes 79 %) was brought up in full families.

Table 1

Parental attitudes of mothers in the view of young people

Attitudes	Categories	Number	%
Closeness	Excess	221	55,25
	Moderation	153	38,25
	Deficiency	26	6,5
	Total	400	100,0
Helpfulness	Excess	176	44,0
	Moderation	197	49,25
	Deficiency	27	6,75
	Total	400	100,0
Directing	Excess	130	32,5
	Moderation	212	53,0
	Deficiency	58	14,5
	Total	400	100,0
Requirements	Excess	156	39,0
	Moderation	204	51,0
	Deficiency	40	10,0
	Total	400	100,0
Total	Excess	683	42,68
	Moderation	766	47,87
	Deficiency	151	9,43
	Total	1600	100,0

Source: own research.

The obtained results let notice that nearly half of young people who took part in the research perceived parental attitudes of mothers in the category of moderation. Such standpoint was presented by 47.87 % of respondents. Slightly smaller group (42.68 %) constituted persons according to who parental attitudes of their mothers were accompanied by excess. Categories of excess appeared in the attitude of closeness. In this case more than half of respondents expressed in this way about their mothers' parental attitudes. The other attitudes: helpfulness, directing and requirements respondents assessed in the category of moderation. Insignificant quantities were obtained in case of categories connected with deficiency of parental attitudes. In this case deficiency of closeness was pointed by 6.5 % respondents and similar quantities were obtained also in case of deficiency of attitude of helpfulness (6.75 %). Deficiency of the attitude of directing was marked by 14.5 % of respondents, whereas deficiency of attitude of requirements was pointed by 10.0 % of respondents.

Examining of possible dependencies between mother's education and presented by her parental attitudes turn out to be very interesting.

The dependency between mother's education and the attitudes of closeness, helpfulness and directing was not ascertained as a result of carried out statistic analysis. However, a statistically crucial dependency was noticed between mother's education and attitude of requirements presented by them.

Table 2

Mother's education and her attitude of requirements

Mother's education	**Attitude of requirements**							
	Excess		**Moderation**		**Deficiency**		**Total**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Basic	5	3,2	6	2,9	0	0,0	11	2,75
Vocational	27	17,3	50	24,5	16	40,0	93	23,25
Secondary	65	41,7	94	46,1	19	47,5	178	44,5
Higher	59	37,8	54	26,5	5	12,5	118	29,5
Total	**156**	**100**	**204**	**100**	**40**	**100**	**400**	**100**

Source: own research. $\text{Chi}^2_{\text{emp.}}$ 17,3 > $\text{Chi}^2_{\text{tab.}}$ 12,6 by df = 6 i = 0,05.

It turned out that higher degree of education is accompanied by the excess of the attitude connected with requirements. The higher education mother obtained, the more often her parental attitudes were described in the category of excess by respondents. In the same way the lower education was obtained by a mother, the more often young people pointed at deficiency in the attitude of requirements.

It can suggest that mothers with higher education, who usually work professionally find the need of education and permanent development important, seeing in them chance for living an interesting life of luxury. That is probably why they set substantial requirements, which can be perceived by young people in the category of excess. These can be extracurricular classes, expectation of very good results at school. Educated mothers may be more aware of changes which occur in the world and of need of constant perfecting of one's skills. It is not excluded that high requirements are to prepare child for facing various challenges in future.

Table 3

Parental attitudes of fathers in the view of young people

Attitudes	Categories	Number	%
Closeness	Excess	151	37,75
	Moderation	189	47,25
	Deficiency	60	15,0
	Total	400	100,0
Helpfulness	Excess	143	35,75
	Moderation	219	54,75
	Deficiency	39	9,5
	Total	400	100,0
Directing	Excess	97	24,25
	Moderation	207	51,75
	Deficiency	96	24,0
	Total	400	100,0
Requirements	Excess	140	35,0
	Moderation	218	54,5
	Deficiency	42	10,5
	Total	400	100,0
Total	Excess	531	33,19
	Moderation	833	52,06
	Deficiency	236	14,75
	Total	1600	100,0

Source: own research.

In case of parental attitudes of fathers in the perception of questioned young people it was observed that nearly half of respondents perceived parental attitudes of fathers in the scope of closeness, helpfulness, directing and requirements in the category of moderation. Such standpoint was presented by 52.06 % of respondents. Insignificant quantities were obtained in case of categories connected with deficiency of parental attitudes. In this case deficiency of closeness was pointed by 15 % of respondents, whereas deficiency of helpfulness 9.5 % of respondents, deficiency of attitude of directing was marked by 24 % of questioned, and deficiency of requirements was pointed by 10.5 % of respondents.

Similarly in this case the dependency between father's education and parental attitudes presented by him was examined.

The dependency between father's education and the attitudes of closeness, helpfulness and directing was not ascertained as a result of carried out statistic analysis. However, a statistically crucial dependency was noticed between father's education and attitude of requirements presented by him.

In this case it also turned out that higher degree of father's education is accompanied by the excess of the attitude connected with requirements. The higher education father obtained, the more often his parental attitudes were described in the category of excess by respondents. In the same way the lower education was obtained by a father, the more often young people pointed at deficiency in the attitude of requirements.

It can be presumed that such dependency is caused by similar motives, as were suggested in case of educated mothers. It can be presumed that also educated fathers are aware that there are progressive changes in the world and for young people they see chance of better functioning in society in education, awareness, activeness and resourcefulness. Number of initiatives, classes and duties – which are taken up by young people, when their fathers ask them to do it – can be perceived by them in the category of excessive requirements.

Table 4

Father's education and his attitude of requirements

Father's education	Attitude of requirements							
	Excess		Moderation		Deficiency		Total	
	N	%	N	%	N	%	N	%
Basic	5	3,6	16	7,3	0	0,0	21	5,25
Vocational	33	23,6	72	33,0	15	35,7	120	30
Secondary	56	40,0	85	39,0	18	42,9	159	39,75
Higher	46	32,9	45	20,6	9	21,4	100	25
Total	140	100	218	100	42	100	400	100

Source: own research. $\mathrm{Chi}^2_{\mathrm{emp.}}$ 13,3 > $\mathrm{Chi}^2_{\mathrm{tab.}}$ 12,6 by $df = 6$ i $\alpha = 0{,}05$.

Nevertheless, irrespectively of motives, by which are excessively demanding parents guided, it seems to be justified to draw attention to the fact that they very often fall flat. Just the opposite, it happens that young people rebel and against excessive requirements and sometimes they just cannot meet their parents' expectations. They look for acceptance in peer groups, sometimes they acquire antisocial attitudes in case of failures and lack of understanding by their parents.

Conclusions The conducted analysis lets formulate following conclusions:

1. Parents with higher education show parental attitudes in the category of excess – but the excess is only present in the attitude of requirements.
2. The dependency between parent's education and the attitudes of closeness, helpfulness and directing was not observed.

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DISCUSSING A PROBLEM

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O. I. VOJT

THE PLACE AND THE ROLE OF STUDENTS' SELF-STUDY IN STUDYING PHARMACEUTICAL SUBJECTS UNDER CREDIT-MODULE SYSTEM

The essence, forms, peculiarities of organizing students' self-study in higher medical and pharmaceutical school studying «Technology of Cosmetic products» under credit-module system of education is studied. It is proved that the preparation of qualified teachers is impossible without the improvement of individual students' work, stimulating their professional and bringing up their creativity.

Keywords: *students' self-study, credit-module system of education, educational process, the aim of self-study, forms of assessment.*

О. І. ВОЙТ

МІСЦЕ ТА РОЛЬ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ У ВИВЧЕННІ ФАРМАЦЕВТИЧНИХ ДИСЦИПЛІН В УМОВАХ КРЕДИТНО-МОДУЛЬНОГО НАВЧАННЯ

Розкрито сутність, форми й особливості технології організації самостійної роботи студентів медичних і фармацевтичних вищих навчальних закладів (ВНЗ) в умовах кредитно-модульної системи навчання на прикладі вивчення дисципліни технології лікувальних косметичних препаратів. Доведено, що підготовка висококваліфікованих фахівців неможлива без підвищення ролі самостійної роботи студентів, спрямованої на стимулювання їх професійного зростання та виховання творчої активності.

Ключові слова: *самостійна робота студентів, кредитно-модульна система навчання, навчальний процес, цілі самостійної роботи, форми контролю.*

О. И. ВОЙТ

МЕСТО И РОЛЬ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ В ИЗУЧЕНИИ ФАРМАЦЕВТИЧЕСКИХ ДИСЦИПЛИН В УСЛОВИЯХ КРЕДИТНО-МОДУЛЬНОГО ОБУЧЕНИЯ

Раскрыта сущность, формы и особенности технологии организации самостоятельной работы студентов медицинских и фармацевтических вузов в условиях кредитно-модульной системы обучения на примере изучения дисциплины технологии лечебных косметических препаратов. Обосновано, что подготовка высококвалифицированных специалистов невозможна без повышения роли самостоятельной работы студентов направленной на стимулирование их профессионального роста и воспитания творческой активности.

Ключевые слова. *Самостоятельная работа студентов, кредитно-модульная система обучения, учебный процесс, цели самостоятельной работы, формы контроля.*

The integration of Ukraine into European educational system has led to the need for bringing higher education in line with the Bologna Declaration, which provides credit-module system of studying and assessment of students' knowledge. Special attention in the context of above-mentioned process is paid to the improvement of students' self-study. Rapid scientific and technological advances require that future specialists have necessary skills to increase their knowledge and constantly improve professional competence in a short time period. Scientific results show that such skills and professionalism can be achieved only with the help of «skills of self-study and personal fulfillment»

[13]. Therefore, according to the National Doctrine of Education in Ukraine in the twenty-first century, the problem of students' self-study figures prominently in the restructuring of the educational process at university. Strengthening the role of students' self-study involves the creation of conditions needed to achieve high sustainable level of knowledge and skills that enable students to achieve maximum efficiency in their profession. Hence, the educational process should develop students' skills to study, to form their ability of self-development and creative application of acquired knowledge and outline the ways of adapting to the professional activity in modern world.

The issue of students' self-study has always been important and has been the center of attention for many researchers. This can be proved by numerous works of psychologists, educators, and modern scholars. Thus, substantial works by A. Aleksiuk and P. Pidkasystyi are dedicated to the problem of students' self-study in the intensive learning process [1]. V. Kazakov paid special attention to the information-methodological support of students' self-study [8, p. 9]. V. Moroz formulated the basic scientific and theoretical approaches to the improvement of students' self-study. V. Danylenko, Y. Palekh, and I. Shabdur outlined the general issue of organizing students' self-study and V. Babkin investigated the problem of organizing framework [6, p. 12].

In the sphere of theory and methodology of professional medical and pharmaceutical education the problem of self-study of students of various qualifications was studied by L. Voloshko [2] T. Dzvonkovska, V. Neiko [4], A. Zubarenko [7] and others. However, the issue of the choice of optimal students' self-study organization pattern, the problem of motivating their desire for self education while studying pharmacy subjects such as medical cosmetics isn't studied.

In regard to its importance, the issue of organizing students' self-study while studying pharmacy subjects with the aim to develop and improve the current health care system is quite relevant. **The purpose of the article** is to outline the essence, forms and the peculiarities of organizing self-study of students of Pharmaceutical department studying the technology of medical cosmetics in credit-modular system.

Regarding the interpretation of the term «self-study» "certain scientific controversy has aroused and continues emerging. For example, on the one hand, it is considered as a kind of academic work that is performed without the direct involvement of the teachers, but under their guidance, and on the other hand – it is a way of involving students into the process of mastering the methods of self-study and the development of their intellectual potential. Thus, A. Aleksiuk and P. Pidkasystyi argue that self-study is «any organized by teachers students' work, which is aimed at achieving a certain didactic purpose in specifically allotted for this time» [1]. Other authors believe that «self-study is a kind of work that is planned by the student, is performed according to the set tasks and with methodological guidance of the teachers, but without their direct involvement» [10]. Some scholars consider students' self-study as an integral part of the learning process, which involves personal accomplishment of the tasks according to the curriculum under indirect supervision of teachers.

Analyzing all possible approaches, we could argue that self-study is the main form of organizing studying process that includes different types of individual and collective training tasks, carried out personally by students during in class and out of classes activities based on their individual characteristics and cognitive abilities under indirect guidance of teachers or without their direct involvement. According to the modern understanding of learning as a process of identity formation of future professionals, the interpretation of students' self-study is nothing more than a method of forming self-reliance and individuals' activity, their reproductive and creative skills, the ability to apply theory into practice, to set and solve theoretical and practical tasks [3]. The aim of students' self-study is to develop «personality traits such as independence, namely the ability to organize and implement their activities without outside guidance and assistance» [8, p. 9].

The main forms of self-study are chosen depending on the teaching process objectives. According to A. Aleksiuk students' self-study includes the work with textbooks, teaching materials, primary sources, lecture notes during in class and out of class activities; doing exercises; self-monitoring; preparation of scientific reports; doing various individual assignments; writing term paper and senior thesis; involvement of students in scientific research with various levels of complexity, etc. [5].

At the same time, self-study, its organization, planning and the system of assessment is one of the weaknesses in the higher education and is an under-studied issue of educational theory, especially concerning current educational system. Successful implementation of students' self-study is possible due to their motivation that determines not only the successful completion of the task, but the high quality understanding of new material. Undoubtedly, clear focusing on the comprehension of something new leads to its successful implementation. In addition, further positive feeling after learning new information, understanding and seeing the importance of the obtained knowledge and skills serve as an important spur for self study. Motivation establishes and leads to positive attitude to learning activities, developing the interest in studying and confirming the importance of the acquired knowledge for further career growth. The results of psychological studies show that the structure of learning activities, appropriate to the purposes of education is a forming factor of not only acquired knowledge, but also educational interest, willingness to study, interest in the sources of knowledge, and the pursuit of self-education.

As any learning activity, self-study of the technology of medical cosmetics has all its elements and functions (Fig. 1).

Solid self-education skills are best formed if self-study is properly organized in the in-class and out-of-class activities.

In-class self-study activities are regulated and are performed by the students in the classroom, as mandatory scheduled classes, where they listen to lecturers and take notes, perform laboratory work, participate in discussions, and improve their ability to find the correct answers and optimal solutions. Concerning the students of the pharmaceutical department, it is aimed mainly at the laboratory tasks, acquiring practical skills, communication with patients.

Educational	promotes the need for self-education enhances the link between studying and scientific work improves professional knowledge develops effective learning of technological subjects promotes practical application of acquired knowledge
Developmental	develops skills for self-study, including the study of the legislative and regulatory framework, Internet sources, and scientific works concerning the issue of making cosmetics develops creative abilities to make presentations on a chosen topic: increases enthusiasm for the future profession improves students' outlook knowledge concerning the process of making cosmetics encourages students to learn new ways and methods promotes clear goals and motives develops students' speech skills in the presentation of the results of their own work
Personality developing	develops a sense of duty and responsibility develops perseverance, creates moral and aesthetic values develops independence as personality trait
Cognitive	developing systematic knowledge from the technological subjects
Self-educational	developing skills and knowledge, and their creative application in future profession
Prognostic	developing the ability to anticipate and assess as a possible outcome and to complete the task itself
Correcting	develops the ability to make correct changes while performing the task, to correct mistakes in the colleagues work as well

Fig. 1. Elements and functions of self-study of students studying the subjects «Technology of medical cosmetics»

Out-of-class activities are less regulated than the class ones. Its organization is put into practice, as O. Kucheriava believes, according to some principles:

Out-of-class activity is a non-stop process during which training as well as personality-forming, that has no fixed deadlines and develops from one stage into another, take place.

Out-of-class activity anticipates students' personal choice as well as some duties connected with the system of studies (accomplishment of the study of some tasks, fulfillment of scientific research, etc.)

Out-of-class work is one of the factors that form study motivation. It is not only a stimulator, but also the result of the perception of the effectiveness of this process by the students.

Out-of-class work is the basis of a student's personality development. It's aimed at close thorough personality development that takes place only when it is drawn to different activities and allows the students to realize their inclinations, abilities, interests.

Out-of-class work is an important part of the personality formation of a future specialist that aims at satisfaction of needs in creative individual activity, professional self-determination, stimulation of creative development.

Out-of-class work is one of the instruments of communicative activity that is expressed in interpersonal interaction of those who communicate, letting investigate more thoroughly the forms and types of individual acts that lead to uniting students into a group, establishing positive emotional contacts [11].

But, in spite of the type of self-study – in-class or out-of-class – its importance in the development of a future specialist cannot be denied.

Contemporary tendencies in educational development in Ukraine have reduced the in-class capacity and correspondingly have increased time for self-study. A logical question comes into being: «How will it influence the quality of future specialists’ training?» That’s why for the schooling to be effective, the following specific conditions should be created:

- providing with the availability and accessibility of all the necessary teaching methodological and reference material (set of textbooks on the subject);
- creation and implementation of the regular quality control of the performed self-study system (testing system);
- realization of the mobile feedback through «student-teacher» system;
- coordination of consultation the students on the results of the current testing;
- development and implementation of the grounded system of accounting the quality of current work during the semester at the final assessment on the discipline.

As the experience of many years’ observations showed, to improve the training of pharmacists it’s necessary to manage more actively the students’ process of gaining knowledge while working individually. The role of the teacher from the traditional function of control is transferred to the function of control of external factors. Hence, the most important task of the teacher is to teach students to learn. To actually create this ability, it’s necessary to exclude memorizing, rote memorization (cramming) of material from books. The above mentioned things mean that when reading literature, listening to lectures a student must constantly correlate this information with his own thoughts, feelings, critically analyzing and evaluating them from scientific perspective. This would mean that by means of the material under study, the student develops thinking that allows him to learn on better, not roting the theory, but analyzing vital facts with its help. Only in this way any learning material can be studied [8, p. 9].

Among the conditions that provide successful fulfillment of self-study are the following: motivation of the task; strictly stated cognitive tasks; algorithms, methods of work, the students' knowledge of the ways of its realization; a clear teacher’s definition of the report forms, the scope of work, deadline of its presentation; the definition of the types of consulting assistance (adjusting, theme, problem consultations); evaluation criteria, report; the types and forms of control (practical course, tests, seminars) etc.

The tasks on the course «Technology of medical cosmetics», done by students in groups, facilitate the acquisition of skills and abilities to work individually, to solve the problem situation quickly. Learning objective of these tasks also implies the formation of complex skills to think and act in a team. Each group receives all the necessary tasks as to the formulation of a given product. Students work on a certain task and based on the previous experience form the recipe and make the appropriate cosmetic. The received result immediately shows the correct preparation of the recipe, as organoleptic indexes characterize the quality of the ready-made product.

Another significant and motivational element of each task is that when it is done successfully, namely when a cosmetic product of good quality is got, students can use it for their own purposes.

Such motivation makes students think about the good formula and carefully follow all the technological stages of its preparation. When difficulties arise, it is always possible to refer to a teacher for an advice. Negative results and error analysis are discussed during the seminars.

This work contributes to the understanding and consolidation of the training material, creating the ability to analyze, compare, summarize, establish causal connections with the previously learned material, apply theoretical knowledge in practice, and most importantly, it forms a conscious, ready for further practice future specialist.

In the process of carrying out independent research works (creative tasks, projects and diploma papers, etc.) students must demonstrate creativity, show their original vision of the problems, rather than act according to a specific pattern. Only with these approaches intellectual potential is revealed, and research competence of the students, who will continue promoting the development and production of new cosmetics, are realized.

Practical and research work in scientific laboratories, close cooperation with the lecturers of the department, consultations with the specialists from other fields are important in the process of writing diploma, course and research papers on the technologies of medical cosmetics. This work requires from students the theoretical knowledge and skills, creative approach to solving the problems related to the production, investigation and promotion of new cosmetics. Individual tasks of this type contribute to the further study of theoretical material on the selected themes of the course, as well as the generalization of the knowledge, development of the skills of using the knowledge to solve complex professional problems and development of the skills of self-study of training and scientific literature. The above work provides the student with wide-scale understanding of the problem, and most importantly - in close collaboration with colleagues and teachers leads him to core knowledge that is necessary for further professional activities [10].

Nevertheless, even the best self-study schedules do not guarantee success, but very often lose their importance if immediate regular control, which is one of the most important stages in the organization of self-study, is not arranged.

The control should be regular, in time, objective and integral. It covers:

– observation of the self-study completion, the level of students' cognitive activity, depth of creative search and solving the problems, treatment of the case;

– control of the fulfillment of calendar self-study schedule;

– identification of the students, who are passive to the classes, and carrying out some individual consultations with them;

– evaluation of the knowledge got as a result of self-study.

To make the study of pharmaceutical disciplines effective the following forms of control should be used: conceptual dictation; asking students the material of the previous lectures; analysis of students' work on exercises; presentations and speeches at seminars; written tests; presentation of students' projects; presentation of course and diploma papers; check of students' notes, work with copybook; self-control; Moodle tests.

Thus, the training of future specialists, who are able to meet the competition on the labor market, ready to competent and effective work in their field, in medical and pharmaceutical higher educational institutions are impossible without enhancing the role of students' self-study, that aims at stimulating their professional development and nurturing creative activity.

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I. V. SHEREMET

INNOVATIVE APPROACHES TO PROMOTING HEALTHY LIFESTYLES

In the article a short outline of innovative pedagogical technologies for the healthy lifestyle formation is given, as well as the motivation for physical education classes and doing sports is outlined. The improvement of educational process, the use of new approaches for leading classes of physical education and trainings within a school timetable, the system of sport self training classes and technologies of coordinative work of school and family are analyzed. The necessity of radical change of physical education system, the implementation of innovative approaches and organizational pedagogical technologies are also examined in the article.

***Keywords**: physical activity, physical preparation, physical health, innovation, pedagogical technologies, the program for physical and improving health activities.*

І. В. ШЕРЕМЕТ

ІННОВАЦІЙНІ ПІДХОДИ ДО ФОРМУВАННЯ ЗДОРОВОГО СПОСОБУ ЖИТТЯ В УМОВАХ СУЧАСНОЇ ШКОЛИ

Наведено відомості про інноваційні педагогічні технології, спрямовані на формування здорового способу життя, мотивації до занять фізичною культурою і спортом, вдосконалення навчально-виховного процесу, нових підходів до проведення уроку фізичної культури і фізкультурно-оздоровчих занять у режимі дня школи, системи самостійних занять фізичними вправами, технологій взаємодії сім'ї і школи. Розглянуто необхідність кардинальної перебудови системи фізичного виховання, впровадження інноваційних підходів та сучасних педагогічних технологій організації системи фізичного виховання.

***Ключові слова**: рухова активність, фізична підготовленість, фізичне здоров'я, інновація, педагогічні технології, фізкультурно-оздоровча програма.*

И. В. ШЕРЕМЕТ

ИННОВАЦИОННЫЕ ПОДХОДЫ К ФОРМИРОВАНИЮ ЗДОРОВОГО ОБРАЗА ЖИЗНИ

Приведены сведения об инновационных педагогических технологиях направленных на формирование здорового образа жизни, мотивации к занятиям физической культурой и спортом, совершенствования учебно-воспитательного процесса, новых подходов к проведению урока физической культуры и физкультурно-оздоровительных занятий в режиме дня школы, системы самостоятельных занятий физическими упражнениями, технологий взаимодействия семьи и школы. Рассмотрена необходимость кардинальной перестройки системы физического воспитания, внедрение инновационных подходов и современных педагогических технологий организации системы физического воспитания.

***Ключевые слова**: двигательная активность, физическая подготовленность, физическое здоровье, инновация, педагогические технологии, физкультурно-оздоровительная программа.*

Consolidation of universal values and preserving health of the citizens of Ukraine is an urgent problem of the present time. Today the world community refers to the problem of health as to the global problem, its solving stipulating the further existence of humanity (H. Apanasenko, Ye. Vilchakovskyi, V. Zavatskyi).

The analysis of the development of modern school education system in Ukraine shows that, despite the avalanche of novelties in the system of teaching and education, they barely have something to do with the sphere of physical education. Teaching and educational process in the comprehensive school is being more and more overloaded with subjects, which develop only mental activity, and the decrease in the physical development level of modern children and worsening of their health are not taken into account at all. At the same time, the deviation from the purpose of physical education in the school practice and its reducing to a normative approach only (observed during the recent years) does not only contradict the idea of all-round development of the personality, but does also intensify the critical state of pupils' health (V. Platonov).

It is generally known that the main risk factor for morbidity is one's lifestyle which defines for 51 % the state of one's health. Forming a proper attitude to one's health is a necessary condition for society improvement. It is important that creating such an attitude should begin in kindergarten and in school, as it is the only establishment all population of the country goes through, the teaching and educational process there being purposeful and systematic, so that proper conditions for preserving and improving children's health may be created with its help (H. Reshetneva).

Crucial role in solving the mentioned problem belongs to the modern system of physical education, which is gradually becoming an integral part of the lifestyle, greatly influencing on education, upbringing and health of a person (M. Dutchak).

Unfortunately, the efficiency of forming a healthy lifestyle is unsatisfactory and cannot meet the needs and interests of the population. In the last 5 years the amount of school youth rated to СМГ has increased by 41%. The risk group among its most active part has increased as well, causing the raise in the amount of criminally-responsible juvenile to 63%. The amount of drug-abusing juvenile has increased by 60% (O. Lytvyn, 2005).

The research shows that 36,4% of pupils have a low health level, 33,5% – below average, 22,6% – average, 6,7% – above average, and only 0.8% of pupils have a high health level (O. Lytvyn).

The scientific research held by the Institute of Pediatrics, Obstetrics and Gynecology of National Academy of Medical Science of Ukraine has proven that only 30% of children are able to perform qualifying standards during the lessons of physical education. And the processes of restoring the functional state of the organism after performing qualifying standards with no harm to health are possible only among 18–24% of children (http://www.gov.ua/main.php).

A special place in the system of school education is given to the junior pupils, as it is the main period for obtaining social experience, i.e. the interests and needs are intensively formed, and the cognitive capacity of a child increases (Z. Istomina, O. Kibalnyk, O. Tomenko, A. Venher, H. Zuckerman).

It should be mentioned that the specialists pay attention to the need for an overall reorganization of the teaching and educational process in the comprehensive educational establishments, and put emphasis on the introduction of innovative approaches into the system of education, taking into consideration the psycho-physiological patterns of child's development.

General theoretical basis of the innovative activity of the comprehensive educational establishments is presented in the works of L. Danylenko, V. Lazarev, T. Syrotenko, and L. Vashchenko. New educational technologies in the primary school are offered in the works of Sh. Amonashvili, V. Davydov, D. Elkonin, V. Shapovalov, and L. Zankov.

That is why the methodology and the specific ways of increasing efficiency of the system of pupils' physical education are held according to one of the following directions: improvement of the normative basis (I. Bakiko, M. Bulatova, T. Krutsevych, A. Lytvyn); reconsideration of the criteria of the system of physical education efficiency (O. Kuts, V. Platonov); development of the conception of the system of physical education (V. Balsevych, M. Bokarev, O. Dubohai, Yu. Kopylov, L. Lubysheva, V. Lukyanenko, T. Meyson); improvement of the system of physical preparation estimation (V. Biletska, O. Davydenko, T. Krutsevych, I. Tiuh); argumentation of the physical education and therapeutic physical training lessons contents (O. Dubohai, N. Karachevska, O. Kruhliak, V. Semenenko, O. Shyian, A. Vindiuk, O. Vlasiuk, I. Vovchenko); organizational and methodical support of the physical education and therapeutic physical training lessons (N. Honcharova, V. Kashuba, I. Kohut).

As it is generally known, one of the first-priority tasks for the system of physical education is the implementation of the personality-oriented model of forming children's knowledge and skills for the healthy lifestyle, i.e. a realized attitude towards health preserving. The works of O. Dubohai, O. Kolomiets, T. Krutsevych, A. Kucherov, D. Solopchuk, and M. Zubal are dedicated to this problem.

The existing tendencies in forming theoretical knowledge on healthy lifestyle basics do not always take into account the psycho-physiological peculiarities of the development as well as the interests of the primary school age children though. That is why finding modern innovative approaches to the formation of theoretical knowledge is a needed component of physical education (L. Lubysheva), which influences greatly on the children's attraction to physical education lessons.

The analysis of the scientific research concerning forming healthy lifestyles has shown the absence of a complex approach to the development of innovative approaches and modern pedagogical technologies for the organization of the system of physical education. That is why solving this problem has both theoretical and practical significance for the improvement of the system of physical education.

The aim of this article is to discover the peculiarities of using innovative pedagogical technologies in the process of preserving reproductive health of the young.

Comprehensive educational establishments' operational experience shows that the success in forming conscious attitude of the young to preserving reproductive health depends not only on pupils' mastering of the educational material, rules, abilities and skills of living a healthy lifestyle, but also on the organization of health-improving preventing work at school, in the class and in the family.

The practice of the comprehensive educational establishments, however, still operates with a belief that the educative activity in this sphere is highly efficient. In the vast majority of the educational establishments, the issues of preserving and promoting health, relationship with the opposite sex, preparation to family life are optional or not considered at all. As the result of such an approach senior pupils have a certain amount of knowledge but do not apply it in practice. In our opinion, the reason is an unformed conscious need to preserve and to prevent one's health and the absence of positive motivation to live a healthy lifestyle.

The National Doctrine of Education Development emphasizes that the most important task of modern school education is forming motivation for preserving and promoting of the health of a person. The school should teach pupils to use reserve capacities of their organisms and the important skills of a healthy and safe conduct; to communicate with people; to foresee the consequences of their conduct and to be able to make proper decisions; to form values and beliefs which help make a conscious decision of a healthy conduct and an intention to keep to it all life long [4, p. 5].

The analysis of the comprehensive educational establishments' practical experience proves that success in forming conscious attitudes to preserving and promoting of the health of senior pupils depends considerably on the level of the teacher's grasp of the innovative teaching and educational technologies and their implementation into the daily practice of the comprehensive educational establishments.

Innovation (Latin innovatio – renewal, change) is something new, a change, a renewal; a new approach, creation of something new, or usage of something already known to achieve new aims. Sometimes an innovation is the usage of something already known but with a little modification. Innovations are the subject of activity of the people who are not satisfied with the traditional circumstances, methods, ways, and try not only to renew the content of their activity, but also to achieve essentially new results. In the postindustrial society the first place belongs to the innovative activity in the social sphere, which is personality-oriented. It concerns education, medicine, and health-improving issues.

The term 'innovation' was first used more than a century ago in cultural studies and linguistics to denote a process of transfer (Latin transfero – I carry, I move), i.e. penetration of the elements of one culture into another one, and their acquisition of essentially new qualities.

I. Pidlasyi and A. Pidlasyi describe innovations as the ideas, processes, means and results, taken together to improve the quality of pedagogical system [7, p. 3]. "Regulations of the procedure of innovative educational activity realization" interpret innovations as the created, improved or firstly-used teaching, didactic, educational and management systems, their components, which improve greatly the results of educational activity [8, p. 7]. Russian scholars V. Onushkin and Ye. Oharev understand innovations as the process of partial changes leading to the modification of the specific educational aims or the means and ways of their achievement [5, p. 65]. V. Palamarchuk describes a novelty as a result of the creative search of a person or a group of people, discovering something new in science and in practice, and an innovation – as a result of creating, forming and implementing of the new ideas. The implementation of the new ideas is a distinguishing feature for innovations and novelties. A pedagogue discovering something new is a novelty-maker, a pedagogue transforming a scientific idea in practice is an innovator.

The term 'pedagogical technology' is quite a new one. Englishman James Sally first used it in 1886 regarding the teaching process. In Ukraine the terms 'pedagogical technology' and 'pedagogical technique' first appeared in the works of V. Bekhterev, I. Pavlov, S. Shatskyi, A. Ukhtomskyi [9, p. 15]. The discussion about the existence of the pedagogical technology as an instrument for teaching and education that every pedagogue should master is still active though. After the pedagogical technology started to be considered as an important factor of the teaching and educational process, there were a lot of attempts to examine its essence and peculiarities. On the one hand, it was caused by the intensification of scientific and practical interest to the pedagogical technologies as a means of increasing efficiency of the teaching and educational process. On the other hand, it was caused by the development of the specific pedagogical technologies, in the process of which their new universal qualities were discovered.

The approaches of the scholars to the definition of the term 'pedagogical technology' are quite different. B. Likhachov describes it as a totality of psychological and pedagogical guidelines defining the special set and combination of forms, methods, ways, devices and educational means of the teaching process; organizational and methodical toolset of the pedagogical process [3, p. 34]. I. Volkov interprets it as a description of the teacher's and pupils' system of activities, performing of which will realize the teaching process optimally. P. Moskalenko believes this phenomenon is a consecutive set of guidelines, activities and operations of modeling, realization, diagnostics of the efficiency, and correction of the process of teaching and education [2, p. 56–59]. V. Bespalko defines pedagogical technology as a project of a certain practical pedagogical system, as a meaningful technique of the teaching and educational process [1, p. 25].

US Association for Educational Communications and Technology describes it as a complex integrated process including people, ideas, means and ways of organization of the activity for the analysis of the problems which embrace the main aspects of knowledge mastering. UNESCO Glossary of Educational Technology Terms defines this term as a system method of creation, use and identification of the overall process of teaching and learning, taking into account technical and human resource and their interaction, the aim of which is the education forms optimization. V. Slastyonin considers it as a naturally-determined pedagogical activity which realizes a scientifically grounded project of the didactic process and has a higher level of efficiency, security, and a guaranteed result unlike traditional methods [6, p. 89].

What is common in all the definitions is the direction of the pedagogical technology to the increase of the efficiency of the teaching process which guarantees achieving planned results of the education. As a rule, creation of a new technology is a result of unsatisfactory teaching and education results, and inefficiency of the pedagogical activity as a professional impromptu. An essential peculiarity of the pedagogical technology is its ability to contrast spontaneous actions with strict algorithmic instructions, a system of logically-motivated actions, and a successive move from one element to another.

Hereby we may ascertain that technology is a certain complex consisting of planned results, means of the estimation for correcting and choosing methods and ways of education, which are optimal for an every single situation, and also consisting of the set of education models developed by the teacher on this basis.

Regulatory influence of the technology in the process of realization of senior pupils' reproductive health-preserving content may be used in the following ways: search for the reason of the activity effectiveness; mobilization of progressive scientific and practical advancements to guarantee the achievement of the result; structuring the activity on intensive, not extensive basis; concentration of attention on the foreseeing of the activity to prevent its projection during its fulfillment; extensive use of modern information technologies, maximum automation of routine operations etc.

In this sense the structural connection of the technologies will be as follows: activity – need – purpose – motive – motivation – task – means – action – operation – result. Technology is a totality of modes aimed at mastering of the system of knowledge, experience, skills and practical work of the subjects of reproductive health preserving.

While choosing the technologies, forms and methods of reproductive health preserving, it is important to use psychological and pedagogical resources to develop cognitive interests of the senior pupils. We are talking about the educative activity. Here the great role is given to the content which is rich in exercises that activate such higher mental functions as thinking and imagination, based on feeling and perception. For the senior pupils, lectures and seminars help realize communicative and perceptive function, whereas the interactive function of education is first-priority during practical lessons, role plays, and trainings. Cognitive reserve of such activities (defined as active methods and forms in the diagnostic literature) is connected with the fact that some beliefs are formed during certain exercises on the basis of content and set goals (operational directions).

The most efficient and complex innovative technologies are interactive ones. We should mention that the term 'interactive pedagogics' is quite new: as a scientific term, it was first used by a German scholar Fritz in 1975. The researches of this scholar define the purpose of the interactive process: change and improvement of the conduct models of its participants. Analyzing his/her own reactions and the reactions of the partner, the participant changes his/her conduct model and adopts it consciously. This allows us to speak about the interactive methods as the process of interactive education [9, p. 7].

We should mention that the matter of the interactive education is also the co-education, or inter-education (collective, group, cooperative), where the pupil and the teacher are enjoying equal rights and are the equivalent subjects of education. In the process of such interactive education there can be no domination of one participant over the other, of one thought over the other, and the pupils learn to be democratic, to think critically, to make reasonable decisions, and to communicate with other people.

Interactivity in the education may be explained as an ability to cooperate, to study in a form of a conversation, a dialogue, an action. Literally speaking, the interactive method is the one where the person studying is a participant, i.e. he/she does something: speaks, manages, models, writes, draws etc. He/she is not only a listener, an observer, but takes an active part in everything what is going on, creating the phenomenon itself. That is why the use of the interactive educational technologies in the process of reproductive health preserving contributes to better workout and maintaining of conduct models by the senior pupils, helping them to preserve and to promote their own health.

The educational technologies are conducted with the help of pupils' active cooperation in the process of education may also be defined as interactive. They make it possible to gain new knowledge and organize collective activity, beginning with a single interaction to a wide cooperation, thanks to individual contributions of everyone. Unlike active methods of education, which are based on one-way communication (organized and constantly stimulated by the teacher), interactive methods fundamentally change the pattern of communication in the process of education. Interactive methods are oriented at the realization of personality's cognitive interests and needs that is why a lot of attention is paid to the organization of effective communication process, where the participants of the cooperation process are more mobile, open and active.

The basis for the interaction is a principle of multivariant communication which is characterized by the absence of polarity and minimum focus on the teacher's point of view. According to O. Pometun and L. Pyrozhenko, the efficiency of any technology depends greatly on the choice of the way of interaction, and the form of communication of the educational process participants. In the present-day educational system the most popular form of communication is usually a monologue. First, the teacher shares his/her knowledge with the students in a form of monologue, then the students report on the gained knowledge, also in a form of monologue answers. The position of the teacher should be a certain pole around which all the communication of the educational process participants concentrates. That is how the model of one-way communication is realized in practice [9, p. 29].

The most important is the fact that participation in the interaction promotes formation and development of cooperative skills among students. Human as a social being continuously functions in a group that is why the ability to adjust oneself to different groups, to orient oneself in life situations is one of the conditions of a successful self-realization of a personality. Moreover, taking part in the interaction, pupils attain an active life position in the education, and become the subjects of the educational process. Well-organized interaction allows to attract all the pupils in the classroom to work simultaneously, reduces the possibility of children's passiveness and their non-participation in the work. Creation of a needed atmosphere for interaction during the lesson helps pupils overcome their uncertainty in themselves, the fear before the dialogue with the teacher and the classmates; it gives a possibility to the pupils who are usually unsuccessful in the individual work to realize themselves in the interactive exercises if their group partners support them. The use of interactive technologies during the lesson increases the efficiency of information mastering, develops communicative skills of the pupils, allows them to learn preventing conflicts and overcoming conflict situations successfully, makes pupils more interested in the process of studying, teaches children to search information by themselves, and demands their creative approach to problem solving.

One of the advantages of the training method as one of the interactive technologies is the fact that it provides a unique possibility to learn complex and emotionally-important issues in a safe atmosphere of a training, and not in a real life with all its threats and risks. Training teaches how to perceive without worrying the unpleasant results which may occur when making a wrong decision.

Didactic peculiarities of such educational forms display themselves in crashing of the wrong stereotypes about the bad habits, trying to excite interest in senior pupils, prompting their independent search and active cognitive activity, and helping to make a transition from the theoretical level to the applied knowledge.

Innovative approaches to promoting healthy lifestyles include taking into account general principles of physical education theory: harmonious development of a personality; connection to life; health-promoting direction; and also general methodological principles of conscience, activeness and individualization.

Promoting a healthy lifestyle may be defined as a process of quality change in the components forming it, and also in its structure, as a result of which the ability to achieve higher results is acquired.

Thus, the innovative process determines the changes which have novelty and potential to increase the efficiency of the process in general or some other factors, and are also able to produce long-lasting useful effect and correlation with other innovations.

Conducted theoretical analysis of promoting healthy lifestyles and the experience in organization and realization of educative actions with use of the interactive technologies allows to confirm that the efficient interactive technologies have enough possibilities and a formed authoritative position in preserving of the reproductive health of the young. It is important to remember that modern interactive educational technologies aimed at strengthening of physical, psychical, social and of course spiritual health should be based on stimulating a positive feeling of success, optimism, and faith in one's own abilities and resources.

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