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Young Scientists, Master's and Bachelor's Degree Students*

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SECTION ONE

UNSOLVED PROBLEMS IN LINGUISTICS AND LITERATURE

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GENDER ANALYSIS OF SHAKESPEARE'S CHARACTERS

The plays of Shakespeare were written to be performed by men only; and they were such for a while. The dominant convention of Shakespeare's theatre demanded that no women were to be seen on stage as actors. The female parts were played by male actors, men and boys.

The study of Shakespeare's drama was seen as an appropriate educational tool for girls and women during the nineteenth century, creating a degree of familiarity with these plays for most women. Nineteenth-century male critics and Shakespearean scholars typically shied away from any in-depth analysis or discussion of Shakespeare's female characters, leaving the field to female commentators. Several of the Victorian women who wrote about Shakespeare's plays tend to focus solely on his female characters and their relationships with male characters, thus providing a uniquely feminine perspective on gender and inter-gender relations in the plays and in the Victorian contexts [1 p.10].

Shakespeare wrote a variety of genres from romance to tragedy, historical drama and comedy. Each genre had its own way of blurring the lines of sexuality and gender. It seemed each genre had its own set of rules and methods for how sexuality and gender were displayed and the limitations they possessed. Although there are women who face tragic fates in Shakespeare's tragedies, they are mainly dominated by men. Examples are Titus Andronicus, Hamlet and Othello whose male characters' fates predominately rule the plot of the plays [2].

The question posed in our research is whether differences in language use could be observed in Shakespearean characters of different genders. Shakespeare's characters are often held up as examples of authentic humanity. So it

is important to determine whether his female characters could be distinguished from his male characters on the basis of language.

Reasonable classification accuracy makes it possible to examine the distinguishing features of male and female speech of Shakespeare's characters. The most discriminating features of male and female speech can be used to gain some insight into how Shakespeare generally represented gender differences in his plays [3, p.1].

The analysis shows that Shakespeare used different language for his male and female characters. The researchers observed that Shakespeare's female characters more often use adverbs, interjections, adjectives, personal pronouns, negations, and question words, while male characters use more determiners, articles, prepositions, subordinating conjunctions, modal verbs, adjectival particles, infinitives, and question pronouns [????Xto ue?].

We found several meaningful clusters of words that give shape to «typical» Shakespeare's female and male concerns. Female vocabulary indicates concern with family relationships («husband», «mother», «court») and feelings («sick», «merry»), as well as expression of personal feelings («alas», «o», «prithoe»), motion words («hie», «messenger»), integrating personal context into the discourse («he», «you») and some others («I», «dear», «sharp», «such», «false»).

On the other hand, male vocabulary indicates concern with quantification («three»), social status («noble», «solemn», «savage»), determiners («the») and prepositions («of», «to»), together with certain verbs («begin», «beat», «embrace») and nouns («motion», «loss», «description») as well as some more obscure verb forms («begin», «alight», «beat») There are also patterns in different words, with the addition for females of negation (as «never») and for males of Wh-words («whence», «wherein», «who») [5 p.4].

Plural and mass nouns («swords», «dogs», «water») are used more in male than female speech. On the other hand, there is strong evidence for singular noun («woman», «mother», «heart») usage by female characters. The past participle form («gone», «named», «known»), present tense verb forms («pour», «praise», «pray», «love», «dispatch», «despair») are also used by female characters. To present the male speech, Shakespeare used such verb forms («avoid», «fight», «wrought»). His male characters often seem to be aggressive, while female characters seem to be projected as supporters of relationships. Some scientists prove that later Shakespeare plays appear to show a greater stylistic discrimination between male and female characters than the earlier plays [4 p. 4].

We observed style has played the role in distinguishing gender of Shakespeare's literary characters and we can say that Shakespeare used language differently for his male and female characters.

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THE PHENOMENON OF THE LANGUAGE GAME IN THE CONTEXT OF POSTMODERNISM

Questions of literary directions, methods, using stylistic methods, language and expressive means characteristic of the postmodernism, constitute an interesting problem for modern researchers. One of the postmodern aesthetics acquisitions is a language game, which is interpreted as a world-view phenomenon, realized in the text through appropriate linguo-stylistic means.

Language game attracts native speakers' attention with originality of its form and structure, the possibility of some "linguistic experiment". It was considered in various aspects: philosophical, psychological, linguistic, but until now it has no single definition [3].

Philosophers and specialists in cultural studies were the first to explain the phenomenon of "language games". The term was first used by L. Wittgenstein in his classical paper "Philosophical Investigations" (1945). Wittgenstein is known to elaborate a theory of communication by means of language and language evolution resulting from language functioning in speech. He believed the practical implementation of language in actual speech in a variety of situations, the linguistic behavior of the speakers in the process of speaking, which he termed "the language game", makes up the core of language and its subsequent evolution. In his theory Wittgenstein likened any speech act to a specific "language game" of the speakers with meanings of words, word combinations and phrases which are subject to changes and transformations in a new situation a bound speech act. The existing inventory of language units, models and structures is not fixed. New language forms and structures emerge because of the interaction of speech and situation in which it occurs. Thus, new language units and models supersede the former ones. Wittgenstein terms the situation in which communication takes place "language game" [1]. The use of language games in all forms and at all levels of the language system distinguishes a postmodern text from other literary texts.

Functions of the language game are as follows:

- creating a comic effect. In fact, the comic element is inherent in the majority of language games. It almost always causes positive emotions, and thus, is often used as a means of persuasion in different spheres of life;

- giving expression to a phrase or a text. Language game is used to make a statement brighter, more understandable and attract attention of the people whom it is addressed. It is usually used in poems, songs, poems, literary prose and journalistic works;

- learning function. A language game is used as a training tool, especially when teaching a foreign language. Thus, language games based on multiple meanings of words may be used for teaching vocabulary. Phonetic language games, such as assonance and alliteration, are used for training pronunciation;

- educational function is performed with language games having a certain instructive meaning;

- innovative function. Using language game helps creating original literary works;

- conspiratorial function. A language game can be used to conceal some information or data from other persons [2].

Researchers distinguish several types of language games:

- intentional using non-normative linguistic means for expressing additional connotative, or sometimes denotative meaning. It often means using diminutive suffixes, alien word's meaning etc. that helps the author to express his attitude to and give the assessment of the presented information;

- deliberate violating language rules which is realized in stylistic games with jargonisms, morphological games with the categories of gender, number and in creating the phonetic similarity of speech. An open conflict with standards and norms adds a language game expression, creativity, originality, contributes to the coining neologisms and emergence of new meanings;

- using in speech precedent texts known to native speakers to create allusions which give the recipient a hint to understanding the text, its evaluating, creating his/her attitude to the text. Precedent texts may be transformed or reproduced in their original presentation [2].

Thus we see that the phenomenon of language game is both diverse and unique and needs further studying.

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ON THE HISTORY OF TRANSLATING SHAKESPEARE'S SONNETS INTO UKRAINIAN

The first person to translate Shakespeare's works into Ukrainian was Mykola Kostomarov in the late 1840s. Being the representative of the Kharkov school of romantics, he interpreted "the song of Desdemona" from the tragedy "Othello". Kostomarov's attempt soon turned into the poem "Willow" – a free recipe in the spirit of folk songs. In 1854 in Lviv the first time by the then literary Halician dialect fragments from Shakespeare were published, which were included in the collection of the Moscow lover Bohdan Didits'ky. Although these translations are not used by modern readers M. Kostomarov and B. Diditsky made a noble deed. Their translations made it possible for direct, without intermediaries, the communication of the Ukrainian culture with the English literature and helped to assert the idea of cultural equality of Ukrainians with the other European nations.

The emergence of Shakespeare's iconic works in Ukrainian emphasized the value of our language. The beginning was made, and the national intelligentsia became interested in the work of the outstanding Englishman. In Halicia in the middle of the 19th century for the needs of the theatre "Russian Talk" the alterations and translation of foreign-language authors were practiced, among which Shakespeare was the most popular author. Pavlyn Svyentsits'ky in 1864 made the first translation of "Hamlet" and the following year he published the first act. The modern researcher Maxim Strikha in his book "Ukrainian Artistic Translation: Between the Literature and Nation Creation" recognizes the matter of this translation as "already hopelessly out of date," though P. Svyentsitsky's work was popular at that time, since it correctly transmitted the thoughts of the original.

The multifaceted figure of Ukrainian translation, who made a lot for the national culture was Pan'ko (Panteleymon) Kulish. Kulish, having appeared on the equal footing, having no predecessors, was able to translate only by himself, independently, thirteen Shakespearean dramas (and perhaps even fifteen as two manuscripts, it seems, were forever lost), starting with the very beginning. Nothing like that in the Shakespearean field appeared in our culture even later. In the late 1870s P. Kulish set an ambitious task to translate twenty-seven Shakespeare's dramas.

As for the Shakespeare's sonnets, it should be noted that a lot of translators, such as Ivan Franko, Dmytro Pavlychko, Mykola Zerov, Dmytro Palamarchuk, and Maksym Ryl's'ky, became famous thanks to translations of Shakespeare's sonnets. Most of the prominent translators made translations from English, but Ivan Franko and Yuriy Fed'kovych did not speak English and made translations from German. Despite the fact that a large number of people consider their translations difficult for perception and saturated with germanisms, they also have a positive side.

Dmytro Pavlychko remarked that every national language is a universal philosophical system in which the world, humanity, the universe live. Each national language is a treasure of truth, knowledge, art, which can not be replaced by anything. One and the same universal genius, for example, Shakespeare or Shevchenko, in each language has its own special image. So many languages there are in the world, so many images of the same appearance of human being, images of related can exist, but the distinct ones and it is the difference between them that makes them meaningful and valuable. Perfectly understanding this D. Pavlychko undertook the translation, trying to convey the understanding of the poet and his attitude to the universal values.

The translator voluntarily renounces the poetic freedom, but reading the original and translating it, he will definitely contribute to it a piece of his feelings and experiences. Of course, he must follow the author and obey him/her, but the same thing can be said in absolutely different ways. And it turns out that the translator and the author at a certain stage are at one stage. And in order for the interpreter to get to this stage, he/she needs to feel the spirit of the original, to understand the emotions that the author felt when creating a poem, to feel them properly.

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THE NOVEL BY THE AMERICAN WRITER SILVIA PLATH «THE BELL JAR» IN THE CONTEXT OF NONCONFORMISM LITERATURE

For the English-speaking readers Sylvia Plath is a significant figure. The native land of the writer is the United States of America. There she is considered to be the most famous poetess of the country after Emily Dickinson.

At the same time, Sylvia Plath's literary work is a part of British literature, as she has lived a great part of her life in England. First of all, Sylvia Plath is famous for her poetic works. Besides, an important place among the writer's work is taken by prose. Sylvia Plath is the first writer to receive the highest American literary award – the Pulitzer Prize – posthumously (1982). Sylvia Plath's figure draws attention with its uniqueness. Both her life and her death stir great interest that is why her posthumous biography (literary and personal) becomes greater than her lifetime. In the of literary critics circle, she is often spoken about as “a poet with a biography”. Among the Ukrainian literary critics V. Burko, O. Romazan devoted his scientific researches to S. Plath's literary works [2].

The only novel of the writer – “The Bell Jar” (1963) – came to the Ukrainian reader rather late. In 2017, the “Old Lion Publishing House” published a novel in Ukrainian that was translated by O. Lyubars'ka, and by that time, the only available version of the text in the territory of the former Soviet Union was the Russian translation made by V. Toporov (1993).

The novel was written when Sylvia Plath left her husband, the famous British poet Ted Hughes. The writer worked on the novel in the same breath, and completed it in 70 days. In 1963, the novel was published in Britain, and in 1970 – in the USA. In a month after the publication of the novel, on February 11, 1963, S. Plath died, having committed suicide. T. Denysova describes this period in the literary life of the English-speaking world as “nonconformism of the middle of the century”, the dominants of which are: the literary study of a lonely person, the relationship of the person with the world; the good and evil in human nature; the doubled character of the heroes; the impossibility of the hero to exist comfortably in the society, a strong feeling of disharmony with the environment [1]. These themes were highlighted in the works of such British and American authors as J. Updike, S. Bellow, J. D. Salinger, J. Steinbeck.

The novel “The Bell Jar” is a novel with a “key”. The key to it is three months of 1955, when Sylvia Plath lives and works in New York. The heroine (a kind of alter ego by Sylvia Plath) – Esther Greenwood – comes to New York for training. Esther won the contest and at the invitation of the Lady's Day magazine, together with eleven other girls, she lives in a women's New York hotel, attends exhibitions and parties, writes articles. It seems the girl is interested in her future profession, she wants to work in the editorial office of the magazine, but at the same time, she is not sure that it is her own desire, but not the desire of the mother or the environment. Esther, like everyone else, needs to integrate into the society, but in fact she avoids any close contacts

with people, and it causes their surprise and anxiety. Each choice seems to the girl only the lost opportunity to make many other choices. This feeling gradually disbalances Esther, paralyzes her will and becomes the cause of longtime depression.

The heroine of the novel has some doubts about her own "I". She asks herself the question of what she is: if she is a student, if she's a woman, if she's a poet. Esther compares herself to the New York girls who she meets and with other girls who also received scholarships. She is very nervous about her virginity. She is oppressed by need to be like all other people, and to behave like everyone else. S. Plath depicted Esther as a person who has not accepted herself yet as such she was. Though this is a novel "with a key", one shouldn't identify completely the image of the storyteller Esther Greenwood with the writer, and equate the fiction world of the novel with the life story of the author. The novel is written very poetically, despite the fact that it is a prose. The narration form from the first person gives it lyricism.

Three months from the life of the main character is explored in the novel. Knowing the biography of S. Plath, the reader understands that at the end of the novel a severe depressive syndrome and shock therapy is expected for Esther Greenwood. After the training in New York Esther comes back to the native city and, having received the letter with refusal to enlist her on a literary course, she makes suicide attempt.

The text of the novel is full of autobiographical details. For example, S. Plath wrote the novel in which the main character, Esther Greenwood, unsuccessfully tried to write a story about the girl named Ileya, who she also wanted to be her copy, as Esther was a copy of S. Plath. The main heroine of the novel writes a diploma paper about the twins in the works by J. Joyce, just as S. Plath in her scientific work investigated the theme of dualism in the works by F. Dostoyevskiy.

One of the main characters of the novel is the image of glass, a mirror, which, as well as the image of the main character, is characterized by natural fragility. In the novel there are numerous glass personifications: Esther compares herself with a glass full of tears; in the clinic she feels herself like "in the show-window of a huge department store"; in the hotel she immediately runs to the window to look down; in the hospital she breaks the glass into "blind white fragments". It gave the grounds to B. Romantsova in the review of the novel "The Bell Jar" to draw a parallel with the novel by M. Atwood "The Handmaid's Tale" the heroine of which says the phrase: "So I feel now: the sound of glass" [3].

Thus, the novel by S. Plath “The Bell Jar”, written in the period of actualization of the nonconformism theme, specifically interprets its main motives. The novel’s heroine really strives to find herself, she tries to understand the life priorities, but she does not have the traits of a rebellious nature at all, her behavior is not motivated by nonconformism, her mental disorder is not determined by it.

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ORIGINALITY OF THE EMIGRATION THEME DISCOVERING IN THE WORKS BY T. BORDULIAK

Resettlement movement of the Ukrainian peasantry of the late XIX century influenced the emergence of the emigration theme in the Ukrainian literature, widely represented in the works by V. Stefanyk, O. Makovey, H. Hryhorenko, T. Borduliak, D. Markovych and other writers of these centuries.

O. Hnidan, L. Horbolis, N. Osmak and others studied T. Borduliak’s literary works, but some issues related to the disclosure of his approach to the representation of the emigration problem require more detailed consideration.

T. Borduliak is a Ukrainian writer, the master of a psychological story and novel, a priest. The novelist touched the actual problems of peasant life, connected with the material insecurity, low lands, interpersonal relations. Therefore, as L. Horbolis correctly noted, “it seems completely natural to appeal

to the problem of emigration - as a response to the cumbersome phenomena of life” [2, p. 83]. This problem is raised in the works “Here is where we go, the poor! ..” (Os’ kudy my pidemo, neboho), “Buz’ky”, “Ivan Brasiliyets”, which formed a kind of trilogy about the emigration of the Galician peasantry.

The first literary work about the forced resettlement of people was the story “Here’s where we go, the poor! ..” (Os’ kudy my pidemo, neboho) (1894). It is compositionally constructed as a monologue of the main character, his appeal to a woman, which reveals the tragic history and dialectics of the feelings of the poor. He sees no prospects of life in his native village any more. Therefore, he decides to immigrate to foreign countries. Even the loss of a parent’s house - a symbol of the family, of his native land, the sorrow for the dwelling will not stop the future emigrant, who understands that “a sorrow will not feed!” [1, p. 57]. Significant in the text is that the characters do not have names. Thus, the author emphasized the typicality of the described situation.

The second literary work of the trilogy –“Stroks” (“Buz’ky”) (1896) - T. Borduliak gave the genre definition as “spring pattern”. Maybe he meant some incompleteness of the work, little developed epic plot, the presence of a picturesque landscape picture. The pattern is conventionally divided into two contrasting mood parts. The first pattern reproduces a picturesque beauty of spring nature, the joy of the storks, which have flown to their native home. In the second part - the mood changes due to the birds’ contemplation of the ruined peasant yard and an empty hut. Thus, understanding the theme of emigration, T. Borduliak dramatises the situation described by the introduction of contrasting pictures, a personified image of the stroks in an abandoned abode.

As in the previous literary work, the author focuses attention on the causes of emigration to the far countries, but also emphasizes with the bright epithets on the illusory nature of the hopes of the poor host to improve their lives through resettlement. After all, he goes “... in a distant, uncertain alien, beyond high mountains, beyond the broad seas ...” [1, p. 120].

The author’s desire to depict the inner state and the fate of a man who managed to return home from Brazil, emerged T. Borduliak to write a literary work “Ivan Brasiliyets” (1899). The author described in it the events of the summer of 1895. Believing in the “paradise” of life beyond the ocean, people sold their land and moved to Brazil. T. Borduliak showed the image of one of these peasants in his literary work. Through the sad story of his character Ivan about his wanderings, the author revealed the suffering of the emigrant. The end of the literary work is done in a novelist style. Returning home after the loss of a wife and children in a foreign land, Ivan Zahumennyi

becomes a public grave and finds himself in the backyard, trying to drown his grief in horilka.

Thus, in his literary works T. Borduliak conveyed the Ukrainian peasants' despair forced them to emigrate because of the unbearable living conditions, and also pointed out the tragic consequences of the resettlement, the hopes for the improvement of fate in a foreign country. The author revealed the drama of emigrants through bright artistic details and images, contrasting pictures, psychologism of the story, etc.

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METAPHORICAL STRATEGIES IN ENGLISH CAR NOMINATIONS

Peculiarities of the car conceptualization in different periods appear in the strategies for the nomination of car brands. In 1930th the traditions of car nominations had the character of descriptions, being neutral and covering the main characteristics of the car. In 1940th the units that convey the connotations of social status were used in car brands categories. In 1950th the distribution of signs indicating the social status and technical characteristics of the car were approximately the same.

The metaphorical conceptualization of a car begins in 1940th, when zomorphic signs start to be used in the nominations. The trend that has begun in this period becomes more significant later and nominations with animal images increase dramatically in 1960th. At the same time, the number of signs associated with superiority and social status is reduced.

In 1970th and 1980th and 1990th to 2000th, trademarks demonstrated a significant variety, adding a symbolic value to the product and making the car

more personal. In post-industrial period, the number of trademarks possessing their own phonotype peculiarities increased dramatically, for example: Ford Fiesta, Ford Focus, Ford Freestyle, Ford Fusion or Mercury Mariner, Mercury Milan, Mercury Grand Marquis, Mercury Mountaineer, etc.

Suffixes of foreign origin, such as *-a* or *-ura* are widely used as they are associated with Italian or Japanese names and, accordingly, with their characteristics. For example: *Achieva*, *Altima*, *Almera*, *Asuna*, *Aurora*, *Corsa*, *Captiva*, *Elantra*, *Festiva*, *Fiesta*, *Insignia*, *Lumina*, *Maxima*, *Meriva*, *Mokka*, *Octavia*, *Precidia*, *Sentra*, *Sereia*, *Sonata*, *Zarifa*.

Neologisms are often used in English cars nominations. For example, the name of the sports car *Lotus Exige*, which might be regarded as the combination of parts of the words *excitement* and *prestige*, indicates the pleasure of driving, excellence and social status; in 1940th all those were expressed by such signs as *Royal*, *Imperial*, *Keiser*, etc. [1, p. 54].

The use of trademarks with animal names goes back to the perception of the car as a means of replacing animals in the people and goods transportation. It should be noted that zoomorphic has names appeared much later than the car itself. The first models, according to the common tradition of goods' names, were named after the manufacturer [2, p. 85]. The most frequent is comparing a car with a horse [2, p. 87]. At present, the metaphorical connections between a horse and a car have remained: the endurance of a car definition and the automobile engine power are still measured in "horsepower".

Conceptualization of a car with the help of a zoomorphic metaphor gives it the qualities peculiar to this animal. For example: *Coguar* (speedy and original); *Jaguar* (associated with a big, powerful and beautiful car); *Barracuda*, *Beetle*, *Cobra*, *Charger*, *Falcon*, *Fox*, *Hawk*, *Impala*, *Lark*, *Mustang*, *Panda*, *Rabbit*, *Ram*, *Spider*, *Tiger*, *Wildcat*. Such nominations are the examples of using of metaphorical strategies.

Zodiac signs in car nominations indicate the influence of magic discourse as a mode of mass culture on the way of conceptualizing a car. Such nominations as *Aries*, *Taurus* indicate the personality traits associated with these signs.

The names and signs that convey professions are usually associated with obstacles and risks. For example, *Explorer*, *Mariner*, *Mountaineer*, *Navigator*, *Safari* symbolize the opportunity to open new roads in unexplored areas and correlate with the value of the "adventure".

Metaphorical strategies are used in nominations that reflect the symbolic nature of the car, such as signs pointing to prestigious areas and residences: *Park Avenue* (*Park Avenue Prospect* in New York City, where there are luxury

residential buildings); Fifth Avenue (Fifth Avenue, one of the central streets of New York); Monte Carlo (a city in Monaco, famous for its casinos). These brands of cars are associated with luxury and high prices.

Brands, signifying the movement forward, the signs of primacy and achievement: Achieva, Maxima, Excel, Explorer, Challenger, Pathfinder, Endeavor, Triumph, Champion, Insignia, Vanguard; brands, based on a car metaphor as a friend, helper: Protégé, Defender, Sidekick, Escort; brands, describing the style of life: Bonneville, Daytona Riviera. Brands Towncar, Outback, New Yorker, Suburban, Villager demonstrate that their owners prefer to live in particular places.

Means of car nomination are the units that indicate belonging to people with high social status: Ambassador, Chieftain, Commander, Monarch, Keiser, Royal; metaphorical units of nature, for example: Breeze, Comet, Zephyr, Meteor, Sirocco, Tornado.

Thus, it can be concluded that the naming strategies for car models undergo significant changes, the analysis of which allows us to identify certain periods that mark changes in the perception of this category of goods by the society.

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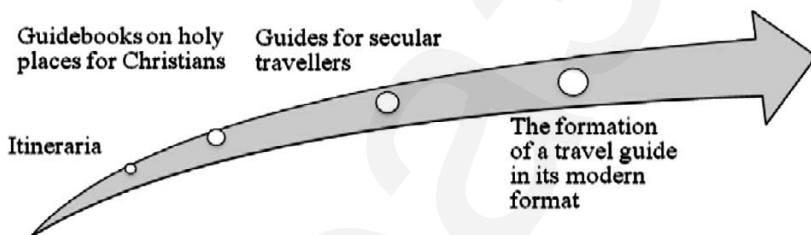
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THE HISTORY OF THE TRAVEL GUIDE GENRE FORMATION

The considerable interest in the travel literature, which may be observed at present, is triggered by a dynamic development of a tourism industry. One

of the most complicated genres of a tourism discourse is a travel guide genre, met with a resounding success. Accordingly, foreign guests and tourists prefer to travel with a reliable companion, which can evoke the atmosphere of an unknown place, fire their imagination and help to overcome hurdles which travelers encounter being in a foreign country. Meanwhile, a highlighted genre is a powerful means of advertisement in the tourism industry and its direct influence on a tourist image of a certain territory is unprecedented.

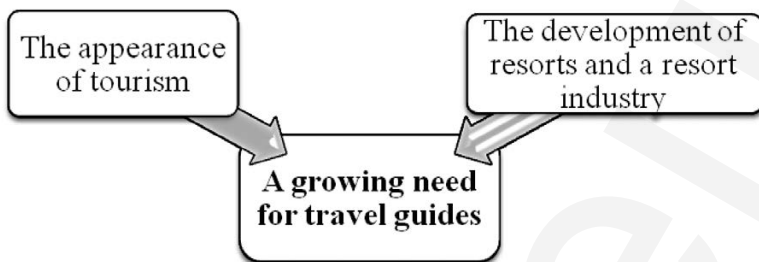
The problem of the travel guide genre formation is raised in the research publications of such scholars as T. Holovach [1], Y. Rozanova [3], A. Shkvyryna [2]. Ukrainian scholar T. Holovach admits that the history of the travel guide as a genre dates back to ancient Itineraria [1, p. 11]. Itineraria were road maps that illustrated the distances between various points or places [1, p. 11].



Pic. 1. Key periods in the formation of a travel guide as a genre

As it may be seen at the Picture 1, the next stage in the genre evolution is represented by guidebooks on Christians' holy places. A Russian scholar Y. Rozanova emphasizes that they appeared in the Early Middle Ages in Europe [3, p. 281]. Such guidebooks were aimed at helping pilgrims to navigate during their long journeys to holy places. The scholar indicates 2 genres of these editions: travel guides with outlined recommendations concerning the route and the editions dealing with the description of journeys made [3, p. 281].

We are inclined to think that a crucial period in the travel guides evolution is closely connected with the emergence of the first guidebooks on Europe for secular travelers in the XVI century. Notwithstanding this, they became widespread only in the XVIII–XIX centuries [3, p. 282]. As it may be seen at Picture 2, the appearance of tourism and a resort industry requiring tourist-attracting advertisements of services has been the so-called “springboard” for the growth of popularity and need for these editions.



Pic. 2. Key factors of an increasing need for travel guides (on the basis of Y. Rozanova’s research) [3, p. 282]

The travel guide formation in its contemporary form is connected with the name of a prominent German publisher Karl Baedeker [2, p. 23]. In 1827 in a German city Koblenz he founded a special publishing house of guidebooks, which set new tendencies for the further development of these reference books. In order to provide the tourists with accurate and reliable information Karl Baedeker had to make incognito journeys and consult experts and sources. “Baedekers” were also renowned for the use of “stars” for paying attention of travelers to worthy places, objects, etc. The reliability of suggested information and the use of “stars” made it possible to serve examples for other guides.

T. Holovach also points out that the competition between publishing houses of K. Baedeker and John Murray led to the emergence of a universal type of a guidebook [1, pp. 11–12].

A further development of a guidebook genre was influenced by a transport development, the availability of travelling for entertainment not only for the privileged, but also for middle and poor classes [2, pp. 23–24]. The following factors enhanced the need in travel guides, as editions, which provide travelers with must-know information for an available price.

A. Shkvyryna emphasizes that a modern form of travel guide “from travelers for travelers” has appeared 45–50 years ago [2, p. 24]. Sharing this point of view it can be concluded that the 20th century was a fruitful period for the emergence of these reference books.

One of them is a famous brand “Lonely Planet”. It was founded in 1972 owing to an inspiring trip from London to Australia of Tony and Maureen Wheeler, who had written their first guidebook “Across Asia on the Cheap” [5]. It was published in 1973 and its great success became a catalyst for the emergence of a highlighted brand. At present the company deals with creating guidebooks, phrasebooks, e-books, a travel magazine, which are aimed at

helping tourists seeking something out of the ordinary to master the art of travelling.

We are inclined to think that meeting the needs, plans of travelers is the company's first priority. It may be exemplified by the ultimate trip planner for every month of the year "Lonely Planet's Where To Go When" [4], which is a powerful source of travel experience. A well-thought structure and a rich abundance of recommendations, ideas enable inspiration-seeking travelers to create a detailed plan taking all details into account: from selecting mustn't-miss landmarks and festivals to choosing the best times or season for visiting. The authors Sarah Baxter and Paul Bloomfield persuade the readers that a carefully thought-out plan is a precondition for a good journey [4].

To sum up, a long way from the road maps to the modern travel guides, dealing with all aspects of travelling, proves that their development depends on contemporary trends in a tourism industry.

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THE CHARACTERISTICS OF THE TERM IN ENGLISH AUTOMOTIVE TERMINOLOGY

Problem. English automotive terminology is a system with some peculiarities; in particular, in our research we will focus on those which are significant for substantiating the basic principles of the classification based on lexicography.

The analysis of recent researches and publications shows that the methodology of the term characteristics in English automotive terminology was first the subject of theoretical investigations of L. Ivin, O. Konstantinov, L. Vergun. Also I. Kulchytsky, S. Mislanov, O. Rubulets, V. Shirokov, L. Struganets, N. Sukharin and other scientists has worked on this problem.

The **purpose of the article** is to analyze the characteristics of the term in English automotive terminology.

The sources analysis shows that the term “system” is interpreted ambiguously in various fields of science and its main criteria are worth detailed examination.

As a result of systemic criteria comparison with the concrete material of English automotive terminology, its clear duality was outlined, based on the systemic nature of the subject field and vocabulary. Thus, according to the criterion of integrity within the subject field, English automotive terminology is a set of terms related to “the part – the whole”. Within the framework of the linguistic system, the integrity is combined with discreteness, in other words, only a part of the term is from formal linguistic terms, for example, such concepts as “cooling system”, “exhaust system”, “brake system”, “steering”, “engine”, “fuel system”, “transmission”, “electrical equipment”, “reciprocating system” are the parts of the system “car”.

Such terms as “cooling system”, “exhaust system”, “brake system”, “fuel system” and “reciprocating system” are linked linguistically by a common element – “system”; instead, the terms “steering”, “engine”, “transmission”, “electrical equipment” do not have such formal indicators of linguistic connectivity, although from the subject point, a field, of course, is a form of a holistic system.

English automotive terminology is a structured set of relatively self-sufficient components. For example, the first meaning of the term “engine” is “setting in motion”. At the same time, it is only within the limits of a particular subject that it is associated with the “car” concept and is the part of the corresponding terminological compounds, for example: “exhaust system”, “clutch”, “transmission” and “cooling system”. The lexical unit “engine” can have the meaning “a railroad locomotive” in another linguistic environment and be an element of the railway terminology.

Otherwise, the term “tank” in the word combination “fuel tank” has the meaning “a container for the fuel supply in a motor vehicle”, while outside this term system it coexists with the following meanings: 1) a large receptacle or storage chamber for liquid or gas; 2) a heavy armored combat vehicle carrying guns and moving on a tracked carriage; 3) a portion of a locomotive tender containing water for the boiler; 4) Ind. & Austral a reservoir; dial esp. US a pond.

By the interconnection criterion, the components of English automotive terminology are in semantic (polysemy, synonymy, antonymy) and structural relations (hyper-hyponymic, word-building, semantic, syntactic). As an example, the microfield of the term “engine” can be considered. The polysemantic attitudes of this lexical unit in English automotive terminology are expressed in the fact that it has the following meanings: 1) a device for changing fuel energy to mechanical; 2) a motor; 3) a car. The synonym relationship is represented by the lexical parallels of the “mover”, “propeller”. Antonym term for “engine” is lexical unit “brake”. Genre-species relationships, which are the projection of links in the subject field, are that lexical unit “engine” is a generic name in the term “car”, and the terms “engine suspension”, “engine block”, “exhaust system”, “cooling system”, “cylinder head” are generic.

Word-formation relations are represented in derivative words from the term “engine”: “engine-mounted”, “engine-driven”, “engineer”. For example, the semantic connections in a certain terminology environment can be “engine”, which acquires meaning “engine”. Syntactic relations are represented by word combinations with the term “engine”: “engine suspension”, “engine block”, etc.

It is enough to notice that according to the criterion of dynamism, English automotive terminology is mobile, since it is in a state of continuous change both in time and in terms of expression and in relation to the content in connection with extralinguistic factors, as well as actually linguistic reasons, mainly in the direction of specialization.

It is also worth mentioning that the naturally occurring English automotive terminology is an ordered set of terms that represents a system, since it meets the this concept's criteria and reflects industry's specifics. In this case, the systematicity of English automotive terminology is based on the represented object of the nomination integrity.

Otherwise, there is no term which can be absolutely unambiguous. If we consider the term in the lexical aspect, then it can be argued that the derivative word is always motivated because of non-derivative.

Conclusion. So, the term can be motivated lexically (motivation by the one-root lexical unit), word-by-word (singlestructural formations) and various associations (metaphorical, metonymic, adjacency, similarity, etc.).

Therefore, our study is not exhaustive for there are some aspects that are worth attention and further consideration.

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WOMEN'S IMAGES IN ANTI-WAR NOVELS BY VASIL STEFANYK AND MARKO CHEREMSHYNA

The World War I introduced a number of new themes, problems and images into Ukrainian literature. The theme of warfare was particularly painful for Western Ukrainian writers, as their native lands were the venue for bloody contests of the Russian Tsarist and Austro-German Army.

During the war, the woman was the most vulnerable. As a loving mother, beloved wife or sister-friend, in any case she suffered from a terrible tribulation. The image of a woman in the World War I background and post-war times was reproduced in the works by Katrina Grynevychyeva, O. Kobylyianska, M. Koltuniak, B. Lepkyi, D. Makogon, Marko Cheremshina, Ivan Sadovyi, V. Stefanyk and others.

A lot of researchers, including O. Biletskyi, N. Bilous, O. Halych, S. Pavlychko, M. Fedorova, I. Yureskul, and others, tried to analyze and give the typology of women's images. Relying on the moral and psychological characteristics, we can distinguish the following types of female images on the background of war reality: a woman-sufferer, a woman-sinner, a woman-trai-

tress, a woman-protector, a woman-patriot, a nationally conscious woman, etc. Let us identify the female types in V. Stefanyk and Marko Cheremshyna anti-war novels.

The theme of the war is deeply reflected in the fifth collection of V. Stefanyk works "The Earth" (1926). O. Hnidan rightly noted that "there are no battle scenes in any story, but the" presence "of the war is felt: adults premature grow old and go grey, children suddenly grow older" [1, p. 163]. For example, in the novel "Maria" (1916) appears the image of a peasant woman, who lost her husband and three sons in war times. However, Mary is full of patriotic feelings. As the most expensive treasure, she keeps a portrait of Shevchenko, which was remained in memory of her sons. Through the emotions and experiences of a woman-mother, the writer reveals the national tragedy of the Ukrainian people.

The horrible pictures of war reality appear to the readers in the novel "She is the Earth" (1916), in which the image of a woman-sufferer, a dumb mother, is forced to leave her native land with her family. In the work "Wolf" V. Stefanyk drew the image of a woman-protector, who in war years hid in his poor hut "sinner people, deserters, thieves, cripples and girls" [2, p. 354].

The image of a woman-sinner, a woman-traitress, is depicted in the novel "The Sin (Dumaye sobi Kasiyanyha ...)" (1927), which describes the worrying of the main character that gave birth to a son from a Moscow warrior. Despite the fact that her husband forgets and accepts a brawl, a woman leaves the village with a baby from shame. The women-sinners are the images of a daughter and a mother from the novel "Mother" (1927). The author also touched the problem of the loss of women morality during the war.

Marko Cheremshyna devoted the theme of the World War I to his collection of works "The Village Bends. Novels from Hutsul life" (Selo vygybaye. Novely z hutsulskoho zhyttia) (1926). Women's images in the works of this collection reproduce the mood and worrying of people doomed to death. For example, in the novel "The Village Bends" a girl Annychka with "her chubby black plaits" [3, p. 135] and "a tall as an old oak, rude woman" [3, p. 135] contrasted sharply with each other. Contrast deepens the tragedy of women's fate in the war period, which distorts the young beauty, deprives the moral beauty of an elderly woman.

A desolated without men village, a collective image of a defenseless women is depicted by Marko Cheremshyna in the works "The First Arrows", "Pomennyk". The sorrow and desperation of a woman-sufferer, in the eyes

of which the beloved husband was beaten up, is truly transmitted in the novel "Traitor".

Thus, in the anti-war novels by V. Stefanyk and Marko Cheremshina, the image of the woman-sufferer, which represents a mutilated, long-suffering Ukraine, is widespread. Instead, the woman-patriot is the example of the national idea.

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THE INTERJECTION AS EXPRESSIVE AND EMOTIVE UNIT OF THE ENGLISH LANGUAGE

Interjections have for a long time been an object of controversy. There has been some doubt whether they are words of a definite language in the same sense that nouns, verbs, etc. are, and whether they are not rather involuntary outcries, provoked by violent feelings of pain, joy, surprise, etc., not restricted to any given language but common to all human beings as biological phenomena are.

In our days this controversy is outdated. We can now safely say that interjections are part of the word stock of a language as much as other types of words are. Interjections belonging to a certain language may contain sounds foreign to other languages. Thus, for instance, the English interjection *alas* contains the vowel phoneme [æ], which is not found either in the Ukrainian or in the German language; the Ukrainian interjection *ox* contains the consonant phoneme [x], which is not found in English, etc.

The characteristic features which distinguish interjections from practically all other words lie in a different sphere. The interjections, as distinct from nouns, verbs, prepositions, etc., are not names of anything, but expressions

of emotions. Thus, the emotion expressed by the interjection *alas* may be named despondency, or despair, etc., but of course it cannot be named *alas*. Another characteristic feature of the meaning of interjections is, that while some of them express quite definite meanings (for instance, *alas* can never express the feeling of joy), other interjections seem to express merely feeling in general, without being attached to some particular feeling. The interjection *oh*, for example, may be used both when the speaker feels surprised and when he/she feels joyous, or disappointed, or frightened, etc. The meaning of the interjection itself is thus very vague. We will not enter more deeply into this, as it is a question of lexicology rather than of grammar.

The grammatical problems involved in the study of interjections are to be considered on the usual two levels: that of phrases and that of the sentence.

On the phrase level the problem is whether an interjection can be part of any phrase, and if so, what types of words can be connected with it.

In the vast majority of cases an interjection does not make part of any phrase but stands (in this sense) isolated. However, that does not mean that it is impossible for an interjection to make part of a phrase.

For instance, the interjection *alas* can be connected with the group «preposition + noun», naming the person or thing which causes the feeling expressed by the interjection: *Alas for my friends!*

The interjection *oh* can be followed by the adjective *dear* to form a phrase which itself is the equivalent of an interjection: *Oh dear!*

However, on the whole the possibility of an interjection being part of a phrase is very limited indeed. As far as we can see, an interjection can only be the first component of a phrase and never occupies the second or any other place within it.

On the sentence level the function of interjections is a controversial matter. How, for example, are we to interpret the syntactical function of the interjection in a sentence like this: *Oh! she used awful grammar but I could see she was trying hard to be elegant, poor thing?* [2] The usual interpretation is that the interjection stands outside the structure of the sentence. Another view is that it is syntactically a kind of parenthesis at least in some cases. The controversy cannot be decided by objective investigation and the answer only depends on what we mean by sentence structure on the one hand, and by some element or other being outside the sentence structure, on the other.

We will start on the assumption that no element belonging to a sentence can be outside its structure, and we will treat the syntactical functions of interjections accordingly [3].

An interjection, then, is, syntactically, a part of the sentence loosely connected with the rest of it, and approaching a parenthesis in its character.

However, an interjection can also stand quite apart and form a sentence by itself, as in the following passage: «*He refused to marry her the next day!*» «*Oh!*» said Scarlett, her hopes dashed [2].

There exist some theoretical problems concerning the boundaries of the Interjection, e.g. a) whether the inducing hails applied to animals or poultry can be considered interjections or not: Whoa! (to a horse); Chuck-chuck (to hens); b) whether greetings can be treated as interjections: Hi! Good morning! Ciao!

In our they have almost nothing in common with interjections; the function of greetings is to establish or sever speech contact and the command to animals or domestic birds are designed to induce them to an action or to attract their attention; thus, they have nothing in common with expressing emotional semantics [1].

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SECTION TWO

NEW CHALLENGES IN TEACHING METHODS

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INFORMATION AND COMMUNICATION TECHNOLOGIES AS THE LEADING MEANS OF FUTURE FOREIGN LANGUAGES TEACHERS PROFESSIONAL IMAGE FORMING

A positive professional image is essential to a successful career, no matter your age or field. Professional image speaks volumes about the specialist and helps to develop and establish positive reputation. Knowing the importance of image and the way others see you is the best way to project the professional image that will help you be successful. Actually, you started building your professional image as a student with your professors, academic advisors, and peers. But it is never too late to reflect and change directions to build your professional image. Whether you are looking for a job, starting a new job, or a seasoned workplace veteran, it's a good idea to know the basics of creating a positive professional persona. It is necessary to remember that your professional image involves not only the way you dress, speak, interact with others, hold your body but also how you use electronic media.

In recent years, several studies and reports have highlighted the opportunities and the potential benefits of information and communication technologies (ICT) for improving the quality of education and namely professional image forming.

Progressive development of information technologies market is rapidly bringing know-how to existing educational technologies. Using a wide range of new information technologies also enables higher educational institutions to reach higher and more qualitative level in creating future specialists' professional image.

The process of image forming involves using various information technologies focused on: studying the educational services market and its segments (distinguishing the demands of certain groups, values and professional characteristics of teacher's profession); forming necessary image characteristics; image correcting; offering and selling the image on the labour market.

With the help of ICT image information can be created at a more professional level by means of graphics, sound, animation, video images and other capabilities of various software aimed at its positive psychological perceiving in the consciousness of surrounding people as well as spreading information to the potential consumers of educational services on the Internet. Let's see the most striking examples of using ICT for image creating.

It should be noted that creating personal teacher's blog or website is considered to be an effective tool for making a positive professional image. Its functioning is directed to solving the following tasks:

- forming a holistic positive image of the teacher;
- presenting work experience to the community for independent evaluation;
- organizing interaction with teachers, parents and administrative staff
- organizing distance learning;
- discussing the actual problems of school and education.

By creating a personal blog or website the teacher receives such opportunities:

- creating a modern e-portfolio and presenting his/her professional level and experience to a wide audience;
- raising the level of ICT competencies;
- creating a systematic archive of own materials stored on the server;
- creating motivation and conditions for professional growth.

Thus, parents, when choosing teachers for their children, or school authorities, hiring teaching staff, can apply to the global Internet network and receive full information about potential teachers' activities and characteristics, which is accumulated gradually and improved over a number of years.

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CREATION OF FAVOURABLE BACKGROUND IN SOLVING EDUCATIONAL GOALS

A teacher's task is to create wonders. They are waited from him by students. And it happens, when personality of a student is in the sphere of teacher's attention.

The traditional teaching is based on the transmission of the prepared knowledge, and it does not always assist with successful mastering, development of the deep understanding, co-operating.

The tasks of a teacher today are developing of student's abilities, his aspiration to the self-education, establishing connections of a teacher and a student collaboration with the purpose of creation of favourable emotional background to solve educational tasks. There is a proverb: «If one fish was given you, you will not be hungry one day, if two, then two days, and if you will be taught to catch fish, you will never be hungry».

Psychologists believe that success of a man depends on 12 different types of intellect: sensory (development of feeling, presentations, remembrances), intuitional (ability to make the plan of actions, deeply to investigate problems), logical, verbal (ability to communicate orally and in the written form), spacial (co-ordination of motions, measurement with a naked eye, sense of time), personal (ability to manage himself, capacity for realization of success), musical (rhythm, harmony), psycho-physical (connection of mind and body), social (ability to set contacts with people), technical (computer literacy), visual (rapid perception of ideas and texts), creative (generation of fresh ideas, absence of inertia).

The basis rules of educating should be cognitive development of all types of cogitative processes, such as perception, memory, forming of concepts, decision of tasks, imagination and logic.

The theory of cognitive development was worked out by the Swiss philosopher and psychologist Jean Piage (1896-1980) [3], asserting, that we cognitive capabilities independently construct by means of our own actions.

The Swiss scientist Abraham Maslow [1] grounded the humanistic approach in educating considering that the primary aim of a man is self-realization. According to his theory every personality contains perceptible, social, cognitive experience.

As for the cultural and historical conception of L. Vyghotsky [2], personality is the participant of evolutionary process, and social roles and possibility to choose his own life are very important. A scientist asserted that the cultural values of society influence on the process of educating and education. According to his opinion, a student is developing in the result of co-operating with more knowing people. He considered the zone of the nearest development the distance between the present level of intellectual development and possible development as a result of co-operating with coevals and adults

According to John Khatty's researches [2], 50 % knowledge of students depend on them, 30 % from teaching. So, a teacher, as a leader, must manage the process of educating.

Conversation is an inalienable part of students' education. H. Mepcep [6] distinguishes three types of conversation: disputable, cumulative, research. Joint conversation allows students to express understanding of ideas, helps to argue, perceive ideas to understand the process of educating.

A dialogue gives an opportunity to talk structurally, causes interest in researches, develops curiosity, helps to form knowledge, supports creative thinking, deepens thinking by means of conversation and reflections, gives an opportunity to respect and value each other's opinion.

Educating to the critical thinking comes true in dialogue part of lessons, when students comprehend, interchange opinions, execute creative tasks. Strategies of the critical thinking provide rapid switching in work, increase of interest in educating, developing creative ideas.

Karl Rodgers [4], an outstanding educator, offered his own model of education - a model of concentration on personality. He distinguished some substantive parts in activity of a teacher: respect to himself and to students, studying himself, bearing responsibility for educating and education, following his own experience, studying ranges and developing his own program. The result is measured by the fact, whether the student made noticeable step forward, self-discipline replaces external discipline, the student estimates the level of preparation, collects information from other members of the group and the teacher.

In such favourable terms educational process has a tendency to deepening, to rapid advancement and connection with life. It takes place because direction of educating is the personal choice of a student, educating is by his own initiative, and person (with her feelings, tendencies, intellect) is fully orientated on self-development.

A teacher should be ahead, because he is in the permanent co-operating with young people and must be step in step with time. And these receptions and methods of educating give to the teacher an opportunity to improve pedagogical practice of educating, step back from stereotypes, become a leader in a pedagogical society.

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PECULIARITIES OF TEACHING CHINESE AT PRIMARY SCHOOLS OF CHINA

Chinese language is one of the most difficult languages to learn even for Chinese kids. The article will briefly describe the main differences between Chinese and English languages; the difficulties of learning Chinese and the way how pupils of primary schools in China master it.

Comparing writing in English and Chinese one can see a huge difference in the way they look. It's common knowledge that the English language has alphabet, but the Chinese language is based on a characters system. And this is the main difficulty in learning Chinese.

In the English language you learn the alphabet and then just combine letters into words but in Chinese there is no alphabet. Each character already means a word. But usually the same character has a lot of meanings and in combination with other characters the other meanings appear.

As for reading in English knowing the alphabet enables you to read words. Of course there are some rules of reading, some combinations of letters while there are always some exceptions. But in Chinese you just need to memorize how to read each character. There are no rules for reading Chinese characters; it is based only on memorizing.

And here is an interesting fact which is the most impressive for foreigners. If Chinese kids don't know how to read a character, they can't read it and they don't know the meaning of the character. Even if they use this word every day, but they just don't know how it looks, they can't read it. For me pupils at primary schools, while learning Chinese language, are like any other foreigner who also just starts learning Chinese.

One more difficulty is pronunciation. Some people may know that there are 4 tones in Chinese language. Tone is the way the character is pronounced. Simply, it is intonation. So, it is one more difficulty because if you pronounce the word with different intonations it will get quite different meanings. For example, you may say “*to drink*” instead of “*and*”. Or you may even offend people by using wrong intonations, because you may accidentally say something bad.

As for writing Chinese, you just need to memorize the way each character is written – the strokes order because writing a character with a wrong strokes order may cause its looking wrong. Each character may contain 1 or even more than 15 strokes. So, you just need to memorize everything, memorizing is the only way of mastering writing in Chinese.

But there is one good thing about learning Chinese. There are no tenses like Present Simple, Past Continuous, Future Perfect etc. In fact, there is almost no grammar! For example, if you want to say “*I have finished doing my homework*” you just simply need to say “*I finish do my homework*” and in the end you just need to add one character that means that the action was complete. Or you want to say “*Tomorrow I will go to buy some fruit*” – in this case you need to say “*Tomorrow I go buy fruit*”. In this case you don’t need to add any additional characters that will mean future tense. The word “*Tomorrow*” itself already means that you are talking about future.

So, now let’s make some conclusions about the main difficulties of learning Chinese and how pupils of primary schools of China learn the language.

The main difficulties are the characters system (no alphabet) and tones.

Pupils of primary schools of China really have to work hard. At school they first start learning tones to be able to pronounce all the characters correctly. Then they start learning simple characters, slowly going to more difficult ones that have more strokes. And to be able to read and write they just need to practice writing and pronouncing with a right tone each character for a lot of times.

Learning Chinese is based only on memorizing everything. So, if you are interested in it we can wish you good luck in this hard and long process.

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USING LOCAL REGIONAL MATERIAL ON LABOR TRAINING LESSONS AS A MEANS OF FORMING PRIMARY SCHOOL PUPILS' GENERAL CULTURAL COMPETENCE

Introduction. All Ukrainian teachers have one main task: to give schoolchildren a full source of folk wisdom, to show the rich souls of Ukrainian people and in result to form one of key competencies – general cultural one.

We review the using local regional material on labor training lessons as a means of forming general cultural competence of junior schoolchildren in the article. In our opinion, this issue in the context of labor training in primary school has not yet been fully examined and is important for researching.

Contemporary scientific researches analysis. A lot of modern teachers and scientists, such as Bilevych I.V., Ponomarenko L.I., Stepanova L.V., Starinska A.H., Tereshchenko V.I., Vyshnyk O.O., Barkov O.S and others are working on this issue.

The analysis of scientific sources has shown that Labor training teachers are always interested in using the local regional material of their region. In their works it is possible to follow the developing methods, tasks, materials based on local regional material of their town, village or district.

Purpose of the article. To prove the importance of using the local regional material on Labor training lessons as a means of forming general cultural competence of junior schoolchildren.

The basic material. The problem of educating a person is one of the main problems of our time! This is understandable: a new society needs a new people – highly educated, intelligent, nationally conscious, capable to self-development, self-education and self-realization in a society guided by common human values, deeply understanding the traditions of its people and multiplying them. It is a personality who has a rich inner world but such person should be educated.

Primary school teachers should not only teach children the basics of science, but also form a number of competences. One of the key competencies

is general cultural. It is defined as a pupil's ability to analyze and evaluate the achievements of national and world culture, to orient himself in the cultural and spiritual context of modern society, to apply methods of self-education that are oriented toward universal values.

Concerning forming the general cultural competence of a particular school-child, it means that general cultural competence is displayed as a complex personal education that consists of knowledge and orientations on the values of national and world culture, namely: respect for traditions, harmony between people, tolerance, the ability to hear and understand others. General cultural competence provides the ability to focus on universal values in the behavior and interpersonal relationships [1].

In order to instill children's sense of respect for other peoples, their culture, firstly, we should teach them to respect and love their generation, land, instill a sense of pride for their homeland, their Motherland.

The famous researcher O.S. Barkov wrote: "There is a continuous relationship between Motherland and homeland. Love for the homeland nourishes love for the Motherland. To learn your land, to study it – means to love it even more deeply" [2, p. 5].

The local regional material is an effective means of visualizing educational material during the studying the majority of subjects in primary school. The pupils' cognitive skills and bringing up the love to homeland are activated with the using of local regional material.

The purposefulness of the process of using regional local material means the subordination of the aims of the lesson. At the same time you should take into account the multi-functionality of the local history information: history, labor traditions, crafts, ceremonies and customs conditioned by the specifics of their content and diverse cognitive-educational loads. In such way, the local history material of the lesson can be used to illustrate and diversify the cognitive-educational loads, to illustrate and specify the main educational material, to arouse pupils' interest in a new topic; checking the strength and awareness of pupils' knowledge and skills, learning and deepening the studied material, developing pupils' independence, increasing their activity and linking educational process with life [2].

In addition, it contributes to the bringing up of the pupils' love to their native land and a responsible, humane attitude to nature and human labor. The developing function of the local regional material is to stimulate and develop the cognitive, mental processes of pupils, their language, and observation. Using the local regional material in primary school depends on the pupils'

age and their level of development. So in the first form the main role in this process is given to the teacher. The teacher selects the local material, then adapts, presents interesting facts about it and illustrates. The older children become, the more active should be their local history activities. From the second form it is advisable for pupils to give the tasks of research character: to select interesting material according to the topic which will be studied with the help of parents and relatives.

There are determined the content of the knowledge and skills to be mastered, the state requirements to the pupils' educational level according to speech, graphic and practical skills and there is an indicative list of practical works for each topic of the curriculum. Based on the curriculum tasks, the conditions and opportunities, a teacher chooses those works that are recommended according to the regional features: crafts, customs, traditions, taking into account their conformity to the content of the studying topic and subject. On the themes of the content generalizing practical works for pupils of the 3-d and 4-th forms are also proposed. A teacher can offer pupils to perform mini-projects in pairs or groups (of search and local regional character), that will be assessed by a teacher as a control test of the progress of pupils on Labor training [3; 4].

Conclusion. Collecting local regional material and exploring the possibilities of using it during the lessons, we can draw such conclusions:

- local regional study has a leading role in the forming spirituality today. A teacher brings up children's feeling of patriotism in familiarizing them with nature, traditions, history and customs of the people;
- local regional material is the best illustration during the studying various topics of Labor training and extra-curricular work in primary school;
- activating pupils' cognitive activity and bringing up the love to homeland is activated with the using of local regional material.
- teaching with using the local regional material is greatly facilitated the understanding basic concepts;
- work with the local regional material gives pupils a lot of new impressions, expands their horizons, gives an opportunity to know better the history and nature of homeland and the Motherland as a whole;
- local regional history has a great opportunities for aesthetic education and helps to see the beauty of nature of the homeland and to find the beautiful in folk art and traditions;
- active schoolchildren's work in the local history research work promotes the rise and revival of national crafts and labor traditions.

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INTEGRATION OF THE TEACHING PRIMARY SCHOOL PUPILS BASED ON LEARNING MATHEMATICS

Introduction. The complication of the education content, the growth of educational information and the reduction of the time allowed for its studying, as well as the forming a coherent picture of the world in children’s understanding, are characteristic for the current stage of developing primary school. Searching the ways to improve the education system contributed to the revival of such a methodical phenomenon as the integration of teaching.

In the content of the training, the integration of knowledge is carried out by merging in the same subject (studying a specific topic) the ele-

ments of different educational subjects through a broad interdisciplinary approach.

The attention to the problem of integrating is explained by the fact that it is aimed at increasing the informational content and emotional enrichment of the primary school pupils' perception, thinking and feelings through using the additional interesting material that makes it possible to learn phenomena, concepts from different points of view, to achieve the integrity of pupils' knowledge.

Analyzing last researches. Today, the idea of integrating the content of learning attracts many practicing teachers. Researching the didactic peculiarities of the integrating the learning content was carried out by prominent scientists: O. Belyayev, L. Varzatska, T. Donchenko, Yu. Kolyahin, V. Palamarchuk, O. Savchenko, N. Svetlova and others [5, 6].

Analyzing the psychological and pedagogical researches makes it possible to suggest the implementing the integrated approach into educational practice creates favorable conditions for the forming a holistic image of the world, developing the primary school pupils' and teacher's creativity. Integrated teaching gives you the freedom to choose the topic, content, and the means used in teaching primary school pupils.

It should be noted that today the peculiarities of forming knowledge and skills of primary school pupils through the applying integrated teaching are not well-founded.

The analysis of scientific and methodical studies shows that integrating in didactics is considered in two aspects: as a purpose of teaching, which involves creating a coherent vision of the world as a whole, in which all elements are interconnected; as a means, focused on the convergence of subject knowledge, the establishment of interconnections between them [4].

Integrating is considered a necessary didactic means by which it is possible to create primary school pupils' integral picture of the world. A personally oriented approach to teaching is carried out through integration, because a primary school pupil himself can choose basic knowledge of various subjects with the maximum orientation to his own experience that has developed under the influence of both prior learning and wider interacting with the surrounding reality.

The purpose of the article is to analyze the peculiarities of the integrating approach to the educational process of primary school pupils during teaching Mathematics.

Presenting main material. The global task of modern primary education is to reorient teaching process to developing the knowledge, skills and attitudes needed by a modern person for living, to encourage children to learn, to make them successful.

The idea of integrated learning is one of the leading ideas in modern education, since the teaching model based on integration eliminates the issue of primary school pupils' intellectual overload, promotes a holistic understanding of the world by primary school pupils, forming the inter-subjects and subject key competencies, stimulates developing the cognitive and creative abilities, it resolves contradictions in the continuity between pre-school and primary education.

Among the subject competences that a primary school pupil has to master, the mathematical competence is defined as a personal quality that characterizes the pupil's ability to create mathematical models of processes of the surrounding world, to apply the experience of mathematical activity during the solving educationally cognitive and practically oriented tasks [2].

In the structure of subject-mathematical competence, a calculation component is distinguished, which means pupil's readiness to apply calculation skills in the practical situations.

Analyzing the ways of adding and subtracting the numbers within 100 without passing through the digit indicates that for conscious calculation, pupils should know numbering the digits within 100, the tables of adding single-digit numbers within 10, and the corresponding cases of subtraction and understand the rules that are the theoretical basis of the calculation methods.

Analyzing the situations that arise in everyday life and, for which mathematical knowledge and skills are required to be solved, shows that their list is small, namely [3]:

- the ability to count (count, calculate), use well-known formulas and rules for calculations;
- the ability to read and interpret the information presented in different forms (tables, graphs, diagrams);
- the ability to argue reasonably and explain their actions, prove the truth or false;
- the ability to find length, area, volume, mass of real objects during solving practical tasks;
- the ability to use drawing means.

These are the general skills that each person needs throughout the life. At different stages of forming an individual, in the professional and social

aspects of the life, they are detected and used differently. However, their forming and developing take place during school studying and in particular in primary school.

Forming mathematical competencies can take place by various means. One of them is integrated lessons. An integrated lesson combines knowledge units and topics from different subjects, within one issue for the purpose of informational and emotional enrichment of pupils' perception, thinking, and feelings, which enables to comprehend a phenomenon in a versatile way, to achieve the integrity of knowledge [7]. This lesson is aimed at the disclosure of general laws, ideas, theories used in various sciences and related educational subjects. It provides pupils with a holistic system of ideas about the world knowledge laws in their interconnection, interdependence and promotes the deepening and expansion of school pupils' knowledge, the circles of their practical applying.

The purpose of the integrated lessons is forming the holistic world outlook about the world, activating their cognitive activity, improving the quality of perceived learning material, creating a creative atmosphere in the form of school pupils, identifying pupils' abilities and their features, developing skills of schoolchildren's independent work, increasing pupils' interest to the studied material, an effective implementing the educational function of learning [1].

The difference between an integrated lesson from a traditional one is that the object of study on such a lesson is multifaceted objects, the information about which is contained in various disciplines and subjects, a wide range of the using interdisciplinary connections with the versatile consideration of single-plan objects, a peculiar structure, methods, and means, which promote its organization and implementation of the purposes.

Conclusions. Implementation of the integrated lessons in the pedagogical practice restructures the teaching process. The existing contradiction between the school pupils' disparate subject knowledge and the need for their integrated application in practice, in work and in human life is partially solved in this way.

Methodically correct construction and implementing integrated lessons influence the effectiveness of the teaching process: knowledge acquires systematic quality, skills become generalized, complex; the world-view orientations of pupils' cognitive interests intensify, their beliefs are formed more effectively and comprehensive development of a personality is achieved. Thus, the forming of mathematical competence takes place through the implementing integration approach to the teaching primary school pupils.

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STRUCTURE OF PRIMARY SCHOOL PUPILS' COMMUNICATIVE COMPETENCE

Introduction. Social transformations have led to the changes in society value orientations. Democratic changes taking place in society undoubtedly affect the tasks of school education. The National Doctrine of the Education

Development in Ukraine provides a continuous updating the educational content and process. It must be built in accordance with the needs of children and their individual capabilities, the growth of their autonomy and creative activity, which ultimately should change the democratic foundations of civil society and cause its development.

To master the foundations of socially significant activity is one of the main needs of an individual. It requires pupils to acquire the skills to act on the psychological optimum, to realize their potential, to achieve harmonious relationships in a team with peers, with the adults, with the environment.

The reorientation of society into human development has created qualitatively new requirements for the studying school subjects. At present, the work of a teacher is directed primarily at forming the national language personality, who has the skills and abilities of communicatively using all means of the Ukrainian language.

Analyzing the scientific sources. The studying communicative competence, communicative activity, communicative qualities and abilities was dealt with by Zhukov Yu.M., Muravyova O.I., Rohozhnikova S.M., Makarivska I.V., Kolmohorova N.S., Kapustina O.O. etc. In their works the authors defined communicative competence and consider its forms.

The issues of developing communicative qualities of primary school pupils are devoted the works of such native teachers and scientists such as Bezemchuk L., Vereshchagina A., Zhovchak Z., Hadalova I., Huminska O., Dmitriyeva L., Lobova O., Masol L., Nazemnova T., Ochakovska Yu., Pecherska E., Rostovsky O. Volodarska M., Padalka H., Pometun O. and others.

The purpose of the article is analyzing the communicative competence of primary school children as one of the main competencies of an individual, determining its structure.

The main research material. One of the key competencies is communicative one, which is aimed at forming and developing communication skills, establishing contacts with other people, proving and expressing their own thoughts.

The criteria for communicative competence were first formulated by T. Hordon. He defined it as the skills to get out of any speaking situation without losing their inner will and at the same time not letting it lose the partner of communication. Thus, the criterion of competence is an partner position in communication or “equal speaking”.

In the works of Yu. Yemelyanov, L. Petrovska and others communicative competence means “the ability to establish and maintain the necessary contacts

with people. The competence includes a certain set of knowledge and skills that ensure the effective communicative process.” L. Stoliarenko offers a similar characteristic: “Communicative competence is the ability to establish and maintain the necessary contacts with other people. Effective communication is characterized with partners’ mutual understanding, better understanding the situation and the subject of communication. Communicative competence is considered as a system of internal resources necessary for effective communication in a certain range of situations of interpersonal interaction”. [4]

The analysis of the notions of communicative competence has shown the ambiguity of its interpretation in modern pedagogical and psychological literature. Some researchers understand this notion as the ability (I. Zymnia, L. Stolyarenko), others as a set of knowledge and skills (A. Zernetska, N. Kostrytsa, V. Kunitsyna, M. Lvov, R. Millurd), the third as the readiness (V. Petruk), the fourth – both as the ability and the set of knowledge and skills (Yu. Zhukov), the fifth – the adaptability and mastering to use the means of behavior (Yu. Yemeljanov). We consider communicative competence as the mastering communicative knowledge, skills, and the ability to establish the necessary contacts with other people.

According to such approach to the characteristics of communicative competence, it is expedient to consider communication as a system-integrating process that has the following components:

- 1) communicative-diagnostic (diagnosing the socio-psychological situation in the condition of future communicative activities, the identification of possible social, socio-psychological and other contradictions, which may be in communication).

2. Communicative-programmable (preparing communication program, development of texts for communication, choice of style, position and distance communication).

3. Communicative-organizational (organization of the attention of partners in communication, stimulating their communicative activity, etc.).

4. Communicative- performing (the diagnosing the communicative situation, in which the speaking of the persons turns, the forecast of the development of this situation, carried it out according to a pre-comprehension of the individual program of communication) [6].

Each of these components requires a special socio-technological analysis, but the scope of the article gives the opportunity to focus only on the communicative-performing part. It is considered as communicative and performing personality skills.

The development of competent communication in modern conditions involves a number of fundamental directions of its harmonization. In this case, for the practice of developing communicative competence, it is important to limit such types of communication as service-business or role-based and intimate-personal. The reason for the difference is usually the psychological distance between the partners, this is “me – you” contact. During the communication another person acquires the status of neighbor, and communication becomes trusting in the deep sense, since it refers to the trust himself and his inner world to the partner, and not only “external” affairs, connected with a commonly solvable typical official task [2].

Communicative-performing skills of a person are two interdependent and at the same time rather independent skills to find a common communicative structure according to communicative topic that corresponds to the purpose of speaking, and the ability to realize the idea directly in communication, that is, demonstrate communicative and performing techniques. In the communicative and performing mastering a personality there are many skills and, above all, psychological self-regulation skills as a managing the psychophysical organics, resulting the achievement of a person’s adequate performance of the psychological state.

Communicative competence as knowledge of norms and rules of communication, mastering its technology, is an integral part of the broader concept of “communicative potential of an individual” [1].

The communicative potential is a characteristic of human capabilities, which determine the quality of the communication. It includes, along with the communication competence, two other components: the communicative personality characteristics that show the development of the need in communication, the way of communication and communicative abilities – the ability to have an initiative in communication, the ability to detect activity, emotionally respond to the partners’ speaking, formulate and implement own individual speaking, the ability to self-stimulate and to mutual stimulating in communication [3].

Communicative competence is considered as a system of internal resources necessary for an effective communicative action in a definite range of situations of interpersonal interaction.

So, we can make a conclusion, that there are four sources of communication in the structure of communicative competence: life experience (experience of interpersonal communication), general erudition, art and special teaching methods. The main one is the experience of interpersonal communication,

because it takes into account the norms and values of a particular environment and, at the same time, is based on individual characteristics and psychological events of personal life. These qualities are shown only in communicative interaction. At the same time, we should take into account the fact that communicative competence can be improved as self-development, self-improvement on the basis of own actions, and competence should be diagnosed through self-examination, self-evaluation.

The most significant structural components of communicative competence are: cognitive, communicative-activity and evaluation [6].

Each of the components has its own peculiarities:

1) cognitive component is the formation of theoretical knowledge, in particular knowledge of functions, forms, means, types of communication; understanding the importance of communication in human life, awareness of the need to form a communicative competence with the aim of joining the society, team, and group.

2) communicative-activity one is applying the communicative knowledge in educational and professional speaking; formation of communicative skills: the ability to establish contacts with different people in professional activities; using the verbal and nonverbal means of communication; the ability to feel and maintain feedback in communication; the ability to express their thoughts and feelings clearly and emotionally; the ability to speech logically, reliably, keep discussion, give reasoned answers to questions; the ability to orient in changing conditions; the ability to predict partner's behavior.

3) valuable component is the ability to orient in different situations of communication, to assess the adequacy of expressions, to use linguistic means for expressing their own view, to use nonverbal means of communication; the ability to analyze the own behavior and the behavior of the interlocutor, to predict the results of communication [5].

Conclusions and prospects for research. Thus, communicative competence can be considered as a complex integrative quality of an individual, which mediates professional- pedagogical activity, aimed at establishing, maintaining and developing effective communication in the social process.

In the future, we see our work in the development and experimental verification of the author's methods of the forming primary school pupils' communicative competence by means of gaming technologies in the process of integrating educational subjects.

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WORK WITH GIFTED CHILDREN AT THE ENGLISH LESSONS IN PRIMARY SCHOOL

Introduction of the problem. Every child is a unique person who has his own vision of this world, the talents and abilities, which we should notice and develop in a timely manner. Children are our future! In this regard, the issue of work with gifted children is very important in all educational institutions of our country. In the Doctrine of National Ukrainian Education the strategy and main directions of the development of education in Ukraine in the 21-st century are defined: “The education system should provide support for gifted children and young people, developing their creative abilities, developing self-education skills and self-realization of an individual.” [2, p .6]

The purpose of the paper is to study the theoretical aspects of children's giftedness during English lessons in primary school.

The results of theoretical analysis. Giving the attention to each child is not difficult. Gifted children have non-standard independent thinking, an adequate self-esteem, a tendency to self-analyzing, rich spiritual world, can solve any problem originally and always create something new.

Giftedness is an individual potential peculiarity of human capabilities, using which he can achieve significant success in a particular field of activity [4]. V.O. Sukhomlinsky wrote that "there is no abstract pupil, it is necessary to disclose the forces and capabilities of each child, give her / him the joy of success in mental work [1, p. 4].

Giftedness is a multifaceted phenomenon and has different interpretations. Therefore, many kinds of talent are defined. Many native and foreign scientists were examined the classification of a gifted personality: D. Bohoyavlevska, J. Gilford, N. Leites, A. Matyushkin, O. Molyako, V. Chudnovsky, V. Shchors, V. Yurkevych [7].

In particular, V. Shchors distinguishes the following types of gifted children:

1) artistic or creative giftedness in the field of: acting, literature, music, art, etc. [3, p. 54];

2) social giftedness is an exceptional ability to build a long-lasting constructive relationship with other people. In communicating with peers, a gifted child almost always acts as a leader and organizer of collective games and affairs;

3) mobile or athletic talent is characteristic of pupils who reach significant achievements in sport;

4) intellectual and academic giftedness. Such pupils have a high internal motivation for cognitive activity aimed at learning achievements, aspirations for praise and recognition.

For the successful developing a gifted person, it is necessary to have the natural data and the availability of appropriate environment in which a child can develop successfully [6, p. 51]. Educational process in school is very important in developing the children's giftedness. The activities of school staff should be aimed at: timely diagnosis of intellectual features and abilities of a pupil; humane cooperation between a teacher and a pupil; interaction of teachers and parents; creating the conditions for a child's self-confidence; ensuring the right to search and mistake without lowering the rating; providing the possibility of correcting the mistake and improving the assessment;

supporting the children's initiative in different activities; the lack of demonstrating the exceptional achievements that lead to the rejection by classmates, but at the same time the inadmissibility of reducing achievements and unique abilities [5, p. 76].

In the process of mastering English by pupils, a teacher should organize the educational process correctly, select and systematize the educational material in accordance with the talent of every pupil. In addition to the tasks in the textbook, a teacher should also use additional tasks for independent work, such as reading fiction, articles of newspapers, magazines, listening to or watching videos.

As it was noted, there are several types of giftedness. A teacher should know them, firstly, to assess a pupil's ability and help him to solve the problems that arise during the educational process; and secondly, a teacher will not be able to develop a pupil's abilities, which should be continuously improved, without knowing the types of giftedness.

According to each type of giftedness a teacher can choose the following tasks:

1) artistic giftedness. The task of a teacher is to help a pupil to reveal a certain creative inclination. In order to interest the creatively gifted child to learn English, it is necessary to choose the exercises using the game and doing various projects. For example: remember a fairy tale and play it, listen to a children's song and tell about what it is, prepare a report about a famous artist or describe his picture;

2) social giftedness. At the lessons, such pupils receive special tasks, for example: to interview the classmates (teachers, relatives, citizens of their city or village, etc.), to tell an interesting adventure, etc.;

3) sports giftedness. Pupils of this type of giftedness, as a rule, have learning problems. Therefore, a teacher should be interested in such school-children. For example: to prepare and present interesting physical exercises with recitation of poems, to solve crossword puzzles about sport, to prepare a story about interesting moments from the life of famous athletes;

4) intellectual or academic giftedness. Usually, such pupils independently study new topics, read additional literature, analyze educational material themselves. The tasks should be aimed at in-depth study of subjects with complicated exercises for this type of gifted children.

It's a pity, but at this stage of developing our education there is a big problem with developing gifted pupils. It is due to the fact that in the course of their life activities, pupils almost do not use the knowledge that they receive

during the educational process. In particular, pupils practically do not have the ability to use English while communicating with their peers, friends, society as a whole. In order to change this situation, teachers should involve pupils in using English during speaking in real life situations and in extracurricular work. Teachers should inspire pupils to self-improvement: the developing speaking and listening skills.

Conclusion. So, providing creative search in the educational process contributes to forming the gifted pupils' creative attitude to solving problems, and the ability to feel him / herself as an active subject of the educational process. Teachers' talents are an important condition for the development of the creative potential of gifted children. Therefore, the prospect of our further research should be the analyzing modern technologies, methods and the development of recommendations for primary school teachers according to the work with gifted children during English lessons.

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JUNIOR SCHOOLCHILDREN'S MUSICAL AND RHYTHMIC EDUCATION ON MUSIC LESSONS

One of the main tasks of the initial musical development of children is the implementation of rhythmic training. Musical rhythm arises from movement, from people's labor activity. Later it develops in syncretic art (dance, pantomime) and grammatical structural construction of a word (language dynamics). The initial stage of the forming musical art was based on the triune: movement, word, music. If the movement in music disturbed natural accentuation, the word tucked the music (song) into a rigid rhythmic framework.

V. Kovaliv emphasizes that "a child's ability to respond to the height of sounds develops with age; six-year-old children in most can hear the height of the sounds poorly, and many of them cannot properly sing even the simplest song; they orient in rhythmic movements much better, distinguish running from walking well, differentiate fast tempo and slow, long sounds from short. They absorb the first rhythmic exercises very quickly and it gives a teacher the opportunity to achieve high rhythmic indicators for short period of time and, in particular, rhythmic unison as a prerequisite for the sound unison [2, p.26].

Musical and rhythmic education develops a sense of musical rhythm, its perception, performance, improvisation. Ya.S. Kushka emphasizes that "improvisation is a special kind of work, an element of creativity, with which you can successfully refine and enrich the rhythmic imagination of children" [3, p.34].

Musical and rhythmic feeling is the ability to experience music actively (moving), to feel the emotional expressiveness of the musical rhythm and to reproduce it accurately. It is directly manifested in those motor reactions that more or less accurately transmit the rhythm of the music that sounds. Musical and rhythmic feelings are the basis of all manifestations of musicality, which are associated with the perception and reproduction of the time moving the "music performance". It is the basis of the emotional response to music, along with a accord feeling.

A child's body and personality grow during the primary school age. The muscular system of junior schoolchildren develops. The body weight increas-

es according to weight of all muscles, which affects the growth of physical strength of children, increases the ability of a child's organism to longer activity. Small hand muscles develop more slowly. At this age children can walk, jog rather well, but they still do not coordinate their movements with small muscles. The development of the motor apparatus increases, which contributes to the excessive mobility of primary school pupils, so it is important to consider their aspirations to run, climb, swim, etc., bearing in mind that the development of children's motility is connected not only with the physical but also with the mental development of a growing person. Primary school pupil's mobility of nerve processes increases, which makes it possible to quickly change their behavior in accordance with the requirements of the teacher. They have well-developed sensory organs [5].

The content of the structure of primary school pupils' musical education is determined by the music specificity and the gradual tasks complexity of the musical education. Relying on the works of O.P. Radynova and A.I. Katinene about the peculiarities of the children's musical activity, we can note the peculiarities of the developing a sense of rhythm. Children's emotional sensitivity to music can appear very early, in the first months of life. A child should be able to respond to the sounds of fun music with involuntary movements, cries and then calm down, to be concentrated, and to perceive a quiet music with attention. Gradually, the movements require sufficient, to be consistent with music, rhythmically organized [6].

In the notion of a sense of rhythm you can define the following tasks: to learn to define and accurately reproduce the rhythmic pattern, to choose the movements corresponding to the nature of the musical work image. The feeling of rhythm develops, first of all, in musical and rhythmic movements that are appropriate to the nature of music emotional coloring. The coherence of the rhythm of movement and music is one of the conditions necessary for the development of such ability. Rhythmic activity allows to feel and to express a change of mood with the movements in a musical composition, to increase the sense of rhythm by coordinating movement and music. Such lessons are important to subordinate the developing children's abilities, musical perception, but not just teaching motor skills. The feeling of rhythm can develop not only in musical rhythmic movements, but also in other activities, especially in singing and playing musical instruments [7].

One of the main tasks is children do not lose interest in musical activities. The exercises given for certain skills and abilities should be organized in the form of a game, be imaginative. In this case, there is important a sense of

measure, variation, alternation of reproductive and creative actions of children, listening to music. In this regard D.B. Kabalevsky wrote that there should be no rules and exercises in Music lessons in school that require multiple repetition [1].

Movements are organically linked to the music they perform. They have to reveal music content, match its character, form, dynamics, tempo and rhythm of a musical composition. This is possible providing children develop motions not only mechanically but deliberately. Musical and rhythmic movements contribute to the comprehensive development of a child. Holiday alignments, national dances, staging, round dances, games with singing form the moral qualities of schoolchildren. Children acquire the most diverse knowledge about the surrounding environment, develop creative imagination and thinking, observation, the ability to understand space and time by taking an active part in games, exercises, dancing, preparing for holidays. Games and dances teach children to collective action, contribute to the cultivation of a sense of collectivism, friendship, sociability, mutual respect. During lessons children's character, will, perseverance, the ability to mobilize their forces, to concentrate attention, to show dexterity, wit, mental activities are formed. Movements according to music strengthen the children's body [4].

The sensation of rhythm is developed, first of all, in musical and rhythmic movements, corresponding to the nature of music emotional coloring. The coherence of the rhythm of movement and music is also one of the conditions necessary for the developing such ability. Rhythmic exercises allow to feel and to express a change of mood of a musical composition in the movements, to improve the sense of rhythm by coordinating movement and music.

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THE PECULIARITIES OF FORMING PRIMARY SCHOOL PUPILS' SPEAKING CULTURE UNDER THE INFLUENCE OF THE HORIUNY DIALECT LINGUISTIC ETHNOS

Introduction. Modern society puts more and newer demands on each of its members; one of the top priorities is the perfect mastering the language. After all, language is not only a universal means of communication, the forming and developing a personality, but also an important factor in the adaptation of a man in the society, a means of socialization of a personality.

The main aim of language education in Ukraine is to form an educated, culturally rich, literate, socially adapted personality. Primary school as one of the basic components of a comprehensive educational process is intended to realize this aim through the forming and developing, first of all, communicative skills of primary school pupils. An important aspect during this process is the considering the dialectal features of the speech environment of schoolchildren.

Analyzing the research and publications. Scientific works by O. Doroshenko, H. Kozachuk, S. Kotkov, A. Manovytska, H. Mukan, L. Symonenkova, O. Tekuchova, and some others were devoted to the dialects influence on primary school pupils' speaking culture. Researchers and teachers emphasize that the work on the prevention and correction of dialectal mistakes should be started from primary school age, when speaking culture is intensively formed. The role of the teacher is main, because it is the teacher who influences the formation of the child's speech worldview, since it is a reference person for children of junior school age.

The purpose of the article is to describe the forming primary school pupils' speaking culture under the influence of the dialect environment on Ukrainian lessons.

The primary task of primary school during the studying the Ukrainian language is developing speaking, pupils' communicative abilities, and learning language rules, which are an important basis for language proficiency at the communicative level.

The specificity of the linguistic environment of the Horiuny ethnic causes the peculiarities of the process of forming the linguistic personality of a pupil. The process of mastering language norms takes place under the influence of the dialect environment.

Local dialects are often the cause of the difficulties encountered in mastering the language. However, this objective factor is almost ignored in the school curriculum, there are no relevant topics, methodical recommendations, and there are no specially designed exercises in the textbooks aimed at studying Ukrainian through comparison with dialectal forms. It has an objective reason, because the curriculum, textbooks are addressed to all schoolchildren of Ukraine, regardless of their place of living and the local language features. However, it does not mean that such exercises (oral or written) should not be used in lessons. The teacher should always take into account the realities of the linguistic environment in which the pupils work and grow, on typical dialectal deviations in the pupils' speech and their environment.

A teacher has to make a lot of effort in order to teach children expressive dialect speaking of the language. After all, a child freely uses the local word forms and meanings. It is very important to ensure that pupils have mastered the norms of the language at the high level. However, they should be very cautious and tactful in replacing dialects with the literary correspondences. We believe that in the forming schoolchildren's speaking culture complete elimination of the speech dialect words is inappropriate, because these speech elements are evidence of archaic language, the connection of generations. The work should be directed in such a way that pupils understand the differences in meaning and functional features of the language and local dialects, realized the importance of dialects for studying the history of the people and the dynamics of language processes, for the formation of the language.

The scientists who study the ways of forming the linguistic personality of a pupils in a dialect environment, think that the priority task is the forming the normative pronunciation of sounds and sound combinations. Correctly formed phonetic competence is the basis of all following pupils' successes in

mastering language norms, and literacy in particular. Thus, S. Kh. Chavdarov notes: “The features of the local pronunciation must be identified and work to ensure that pupils learn the orthoepy of the language” [4].

According to the practicing teachers K. Ya. Klymova and I. M. Khomyak [3; 6], it is advisable to use commonly accepted methods and techniques in order to effectively avoid violations that arise under the influence of dialects in the pupils’ oral and written language, in particular:

1) the methods of theoretical and practical studying the language (exercises in phonetics, grammar, spelling, vocabulary, stylistics). These methods help to understand the theoretical knowledge of the language and the ability to apply them in practice;

2) the methods of practical enriching the language (based on the activity of communicative speaking, the copying of verbal or written speech patterns). These methods contribute to the purposeful developing pupils’ cognitive abilities; help to improve their ability to acquire knowledge on their own, to use this knowledge in practice.

Conclusion. The issue of the forming primary school pupils’ speaking culture in the dialectical environment is one of the most important ones of language education in Ukraine and needs further in-depth study. After all, the linguistic development achieved by primary school pupils is one of the main factors that ensure success in further education, personal fulfillment and professional activity of an adult. Thus, the study of the characteristics of local dialects, their inclusion in the process of language learning will help to raise the speaking culture of primary school pupils. The best from this point of view is the implementing the educational, developmental, problem, training exercises and tasks. It will enable the teacher to form a nationally conscious, spiritually rich, linguistic personality who has the skills and abilities to freely and communicatively use all the means of the native language.

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USE OF JAZZ CHANTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

English as a foreign language education has continued to develop in many ways, though there is an even greater need today for finding practical means for pupils to improve their speaking and listening skills for the sake of communication. It is also important to teach its rhythm and intonation.

One way of improving pupils' oral fluency is a learning activity known as "jazz chants." In the late 1970s, Carolyn Graham introduced the use of jazz chants as a way of working on such matters by having young students sing and chant for communicative improvement.

Jazz chants is a strategy which facilitates the teaching-learning process of English in a communicative way. As it was mentioned above, the creator of Jazz chants, Carolyn Graham, stated that a Jazz chant is really a way of connecting with the natural rhythms of spoken American English and linking them to the natural rhythms of American Jazz. Since chants are rhythmic, learners are able to repeat the chants over and over, and then remember them. By repeating chants, children not only can be directed to memorize chants but also to learn the basic grammar structures through the use of language functions. Chants are a tool to reinforce the four skills: reading, writing, listening and speaking by using the rhythm of jazz [2].

Jazz chants are Carolyn Graham's poems that use jazz rhythms to illustrate the natural stress and intonation patterns of everyday American English. Jazz

chants provide an innovative and exciting way to improve pupils' speaking and listening skills while reinforcing the language structures of everyday situations. Teachers can use these jazz chants in a variety of fun ways. They can practice stress and rhythm with the class and help their students sound more natural when they speak English. Each jazz chant focuses on different vocabulary and grammar, we can also use them to review important words and structures.

The textbook «Small Talk: More Jazz Chants» (1986) includes a variety of topics based on daily conversation appropriate to pupils. Other examples of Graham's publications contain material suitable for younger learners. For example, the topics of the songs and chants in the «Let's Chant Let's Sing» (1994) textbook include greetings, friends, weather, and animals that children can enjoy just for fun.

Carlisle Adams has summarized the reasons jazz chants are effective: chants allow pupils to practice stress and rhythm, they can be implemented as a pair work with high motivation, they are simple and repetitive, and they involve physical movements such as hand clapping and stomping [1].

Here you can see varieties Jazz chants by Caroline Graham.

How's His English?

His English is wonderful,
He speaks very well.
His accent is perfect.
You really can't tell
That he isn't a native of the U.S.A.
There's only one problem,
he has nothing to say.

Tell Me Your Name

Tell me your name again, please.
Tell me your name.
Tell me your first name.
Tell me your last name.
Spell your name for me, please.
Spell your name.
Pronounce your name for me, please.
Say it again.
What a beautiful name!
What a lovely name!

Checklist

Are the lights on?

Yes, they are.

Is the blackboard clean?

Yes, it is.

Is there chalk on the blackboard?

Yes, there is.

Are the students here?

Yes, they are.

Is the teacher here?

Yes, she is.

Is it time to begin?

Yes, it is.

Couch Potato

Do you like to swim?

Do you like to ski?

I'm a couch potato.

I like TV.

Does he like to swim?

Does he like to ski?

He's a couch potato.

He likes TV.

He doesn't like to swim.

He doesn't like to ski.

He's a couch potato.

He likes TV [2].

It's important to mention that chants are suitable for all pupils no matter what age they are and what level of English, learning strategies, intelligence, interests or learning problems they have. We should mention that chant activities are best for children with some kind of disabilities. In case of the learning disabilities it could be a good way how to make them remember and understand for example vocabulary, which is usually the biggest problem together with pronunciation and rhythm of the English language and spelling. Regarding pupils with behavioural problems, here jazz chants consider to be a solution because with all that clapping, jumping, hitting things and singing and often also creating objects they do not have time to be disturbing. And if a teacher has in his or her class some integrated students (for example sightless or

physically or mentally handicapped) he or she can use chants to lead them in and to incorporate them into the class.

To sum up we would like to say that music, rhyming and chanting combine two necessary phenomena for learning a language: the system of language and pleasure. Pupils must enjoy learning and through chants it is not only possible but even highly likely. Jazz chants offer one possibility to achieve a higher pupils motivation factor with a flexible variation of topics. The effects of jazz chants should be investigated more closely and introduced as a way for teachers to create output skills activities.

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BUSINESS SIMULATION GAMES AS EFFECTIVE INTERACTIVE PEDAGOGICAL TECHNOLOGY IN LANGUAGE TEACHING

In today's global world there is an urgent need to develop the person-oriented curriculum and teaching technologies aimed at efficient professional training of a future specialist. A traditional system of education does not provide with the necessary means of learning process activation and cognitive activity stimulation so interactive technologies or business games are an important part of the learning process. These types of activities also make possible to use all levels of knowledge.

Simulation, role-play, drama and games play similar roles in language teaching. They are seen as ways of "bridging the gap between the classroom and the real world" [2, p. 89]. These activities also introduce a variety of

ways to make the whole language learning process more interesting, challenging and lively.

The use of modern interactive pedagogical technologies in teaching promotes the quality improvement of future specialist training, among which there are business role-plays, games, simulations, case-study, training discussions or debates, trainings and project method.

In professional education a business game is a kind of game when the content of future specialists' professional activity is simulated (modeled) in imaginary situations. The main attributes of a business game are as follows:

- simulation of chosen aspect of goal-oriented human activity;
- roles for each participant;
- rulemaking for play activities;
- transformation of space-time characteristics of the simulated activity;
- game conditionality;
- action evaluation of game participants [5].

There are various business games, such as brainstorming, innovation, imitation, organization-activity, organization-communication ones and others. The advantages of business role-playing games as a teaching method are close-to-real-life communication during the play; practicing professional skills by the game participants; revealing of the skill level, mental process peculiarities, communication skill level, personal qualities of participants.

During this process students learn to formulate their ideas correctly, present reasons and take a stand and other. The important thing is that future specialists are getting their professional communication skills, skills of listening to interlocutor and skills of communication intercourse formed. They also will be able to express and take a stand, have the holistic idea about professional activity, social experience etc. Game technologies ensure the unity of emotional and rational in study as they correspond to natural wishes of participants.

The methodology of business games is of many-sided character. However, games are held according to a proper model which has the following stages: preparation of game participants; study of situations, instructions, recommendations and other extra materials; game-playing; analysis, discussion and evaluation of game results [4].

The scientific evidence confirms that the use of games and simulators improve the learning process. There is a simple explanation for the growing popularity of business games: they work. Benefits of business simulation for learners are the following:

- **it motivates learners.** Simulation activities give learners a chance to be involved in language use. The learners need not feel uncomfortable as some would in the case of drama where the learners may have to act in front of a class. Some learners are shy and are not able to perform well whereas simulation only requires them to work within their teams or groups and make collective decisions [1]. It allows everyone to participate and even when mistakes are made, the teacher does not interfere.

Moreover, simulation takes place in a stress-free situation and once in control of the task, learners are motivated to complete the simulation. The more challenging the simulation, the more motivated learners become.

- **it gives opportunity for meaningful practice of language learnt.** Simulation and language are interrelated because most simulations involve interaction, either verbal or non-verbal, in spoken or written form. However, simulations are especially useful for oral courses, where learners learn to voice their opinions and listen to one another. In holding dialogues among themselves, learners inevitably learn to use language communicatively.

- **it injects a feeling of realism and relevance into the classroom.** This makes the language learning process more exciting as teachers move away from just using textbooks or written materials for language practice. Well-planned simulations that are relevant to the learners will certainly encourage learners to want to complete the tasks.

- **it can be used as an assessment technique.** Oral examinations can make use of simulations where students are given different roles to play in groups of fours or fives and left to interact on their own.

- **it encourages creativity.** Although simulation tasks begin with information given to learners, it also takes a certain amount of the learners' ingenuity to generate their ideas to complete the simulation. The better the learners are, the faster they may arrive at a solution to the problem presented. This provides ample opportunities for creativity on the learners' part [3].

There are many advantages in using simulations in the language classroom but there are also some limitations.

- **time constraints.** To carry out a simulation in class requires time and in most language syllabuses, time is a constraining factor. If teachers plan ahead they may be able to 'squeeze in' one or two simulations in a month or a term, depending on the intensity of the language course. The nature of the course should be taken into account.

- **selection of suitable simulations.** Some criteria will have to be set before selecting the appropriate simulation. Factors to be considered in-

clude the language level of the learners, the costs of purchasing or making simulation sets, its relevance to the students and so on.

- **operational problems.** A number of things have to be done before a simulation is used in the lesson. The learners have to be clearly instructed and suitable roles have to be designated to individual learners. The teacher has to act as the controller and once the simulation begins, the controller should not interfere. Therefore, it is important that the instructions are understood or the simulation may fail. There is also a need to debrief the learners after the simulation is completed. This stage is similar to that of an evaluation where the teacher has to comment on the learners' performance in the simulation. This may be a difficult task if there are more than two groups in a class.

Thus, the usage of business simulation games in teaching foreign languages at higher education allows to intensify the learning process, reach a proper level of mastering by all participants and solve various educational and developing goals. These kinds of activities not only provide students with scientific comprehension results, but also form independence, develop and improve their creative abilities. These interactions are a kind of non-formal communication which helps students to combat some stress and language barriers.

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THE METHODOICAL VALUE OF COMPUTER TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

The appearance of new information technologies has strongly influenced all imaginable fields of today's life and teaching/learning process is not an exception. The use of online technologies and Web tools in particular may turn out to be methodically beneficial in foreign language teaching to any level of language learners. Let's further consider some of the most popular Web tools and the way they can be used for teaching purposes.

Blogs are tools on the Web that enable people to publish their writing onto a website and allow a wider audience to interact with it if the writer wishes it. The advantages of using this tool in teaching process are as follows:

- blogging provides students with a virtual collaborative discussion space and a real reading audience, helps to develop their language and communication skills, makes them more united and at the same time independent in language learning;

- serves as a powerful language learning tool, provides a “two-way traffic” extra-curricular communication between teachers and students; its commenting feature in particular enables teachers to have better control over their students' home assignments, other online activities.

Blogs provide a dynamic source of information rather than static information. Blogs promote collaboration and allow the instructor to invite experts, community leaders, and others to review student literary works and projects. The scientists found students were positively affected knowing they were writing for a community that extended outside the classroom. Blogs offer students the opportunity for self-expression and the potential to develop reflective and critical thinking skills.

There is still debate on the effectiveness of blogs as a learning tool. Some students may be reluctant to share personal thoughts and feelings fearing scrutiny from peers. Careful course design is important to motivate students to participate and not just lurk.

There are many educational uses for blogs; the most significant is knowledge sharing in content areas. Blogs can provide opportunities for students

to network with experts in their field of study. Blogs can act as a learning management system where assignments can be posted and submitted, and announcements and links to others readings are made available.

Micro-blogs could be used in educational context for the following purposes:

- for receiving real time feedback from any learning activities or for teaching students to lay out, convey their thoughts on any topic under discussion in a concise, logical way; to stick to the point (taking into consideration the limited size of micro-blog posts);
- for learning new vocabulary and practising writing skills through regular participation.

Wikis are examples of the type of tools which have been developed in Web 2.0 that increase the ability of users to contribute to the content of websites. The benefits of wikis in teaching learners' writing are:

- enhance collaborative writing of different types of essays (descriptive, narrative, opinion, argumentative, discursive, persuasive etc.);
- online brainstorming;
- editing / peer editing.

The web also provides us with lots of opportunities to work with online audio - both listening to it and creating it. Nowadays there are many educational audio sites which can be used to improve a wide range of learners' speaking and listening skills. The most popular ones among them are: Voicethread, Google Talk and Voxopop.

The new distinguishing feature that all the three sites have in common is that they provide multisensory learning and satisfy different learning types' needs. Their educational use is really wide.

Voice Thread in particular is a powerful learning tool for the development of all imaginable language skills and habits (vocabulary, grammar, pronunciation, listening, writing, reading, speaking) and different modes of online activities (group discussions, presentations, peer writing) and interaction (including synchronous and asynchronous).

Wikis are free. Wikis can include sound, images, and text. Access to a site can be controlled with a password. Very little training or technical skills are required to participate in a wiki allowing the learner to focus on the content.

Some experts contend there is a lack of source credibility and accuracy of the wiki content. Educators contend wikis provide an opportunity for students to learn to decipher for themselves the relevancy and accuracy of

information. With so many authors contributing to a wiki site, it can possibly become difficult to navigate. Students new to the wiki environment may accidentally delete the work of other students.

The valuable use of a wiki is group project work. Work within wikis must be authentic and problem-based. The intention should be to enhance critical thinking skills and work toward a common goal to solve complex problems. Because students may be lost when first working within a wiki, it is important to provide clear instructions and expectations.

Video resources available on the Web can also be used to provide valuable input in the language learning classroom:

- digital video is easier to control (start / stop at specific points.) These features in particular make it possible for the step by step work in the classroom when students watch a video by bit and then either predict what will happen next or initiate a brief discussion.

- you can use visuals to check the meaning of vocabulary. It can be used both to check and introduce new vocabulary as visuals provide the immediate connection between a new word, notion (in this case even an abstract one) and its meaning.

- you can practise listening skills from authentic models. It's a great chance to develop not exclusively listening skills but also pronunciation ones through perception and clarifying peculiarities of authentic intonation patterns in different situations and their further imitation.

Podcasting is broadcasting a series of audio and video files over the internet using syndication feeds for playback on mobile devices and personal computers. Podcast aggregators such as iTunes or iPodder software are computer programs which subscribe to an RSS (Real Simple Syndication) feed through a hyperlink. The hyperlink checks for information germane to the subscriber.

Audio files are in MP3 format, and frequently, the terms iPod and MP3 player are used synonymously. Podcasts offer a richer environment and a different modality of learning than just text.

Students can listen to course lectures several times and at their convenience. Podcasts are portable and can be listened to anywhere, while traveling or working out.

Preparing a transcript of the audio for hearing impaired students increases the workload for the instructor. Audio is difficult to browse, and audio is not the best format for relaying comprehensive, complex information that requires focused attention and concentration.

The researches suggest the following applications for podcasting in educational settings:

1. Using Existing Podcasts as Curriculum. Podcasts can supply an almost endless variety of content in audio and video form. The technology gives instructors another instructional tool that can be used to communicate effectively with their students. The option is especially useful for addressing the needs of students who prefer audio or visual learning. They can be used to introduce new material, support current lessons, or review material covered in class.

2. Creating Podcast Presentations. Teachers can record lectures, lab directions, project overviews, and review material – and make it all available for students to download to their computers and portable devices. Students can create podcasts to demonstrate their understanding of content, for digital storytelling, to learn to speak effectively, and for presentations, among many other uses. Podcasts enable students to assume a meaningful role in their own learning, and allow student one more way to express themselves.

E-portfolios, also referred to as e-folios, are collections of student work stored in digital format. E-portfolios provide a means of collecting and maintaining evidence for assessment (online). They often have a reflection aspect, similar to blogging, and can include podcasts. Thus, within e-portfolios is a convergence among several types of social networking media.

E-portfolios serve as a record of achievements, a comprehensive resource on which to draw for job interviews and promotions. At the course level, learners are encouraged to reflect and find new ways to relate and integrate the course material. Most e-portfolio software allows different levels of access for the teacher, other students, and potential employers. E-portfolios allow students to assess their own work and the work of peers, which furthers student skill development in self-assessment and evaluating the work of others.

If e-portfolios are used as the primary method of assessing the student, the student may view it as simply a course requirement and not a life learning tool. Another disadvantage of e-portfolios is that they can become repositories for odd bits and student work, not providing evidence of student learning.

So, it's obvious that the use of all the Web tools considered above is really multifaceted in foreign language teaching and proves the fact that online technologies meet the requirements of the modern teaching process and are of great methodical value today.

TEACHING READING IN PRIMARY SCHOOLS

Reading is a fundamental skill that we all use every single day. It's no secret that developing proficient reading skills from a young age is essential not only for academic success, but for success in all areas and stages of life. However, reading can be a challenging skill that many students struggle to master. And as teachers, we want nothing more than to help our students become comfortable and confident readers [3].

As educators, we want students to enjoy reading so that it promotes an interest in other subjects of the curriculum. They should leave the school as lifelong readers, writers and learners. Over many decades, educators have been drawing attention to the need for effective reading programmes. The purpose of an effective reading programme is to develop the child's ability to grasp the meaning of what is read, by teaching him or her how to analyse a sequence of ideas and make logical conclusions. The programme should appeal to every child, meeting his or her needs, abilities and interests by constructing a positive attitude towards reading [1]. Teachers should be able to develop clear learning objectives, and the scope and sequence of a reading programme that should lead to achieving them. This can be done by the use of appropriate learning activities, motivational materials and a variety of teaching approaches in which the children are actively involved [1].

Learning how to read is one of the most important things a child will do before the age of 10. That's because everything from vocabulary growth to performance across all major subjects at school is linked to reading ability. The Phonics Method teaches children to pair sounds with letters and blend them together to master the skill of decoding. The Whole-word Approach teaches kids to read by sight and relies upon memorization via repeat exposure to the written form of a word paired with an image and an audio. The goal of the Language Experience Method is to teach children to read words that are meaningful to them. Vocabulary can then be combined to create stories that the child relates to [2].

Yet while there are various approaches to reading instruction, some work better than others for children who struggle with learning difficulties. Teachers and specialists may use other methods to supplement their main instruction. Learn about these commonly used programs.

Orton–Gillingham - is the “gold standard” for teaching reading to kids with dyslexia. It focuses at the word level by teaching the connections between letters and sounds. Orton–Gillingham also uses what’s called a multisensory approach. It taps into sight, sound, movement and touch to help kids link language to words. Students learn the rules and patterns behind why and how letters make the sounds they do. Orton–Gillingham is the basis for a number of other reading programs.

Reading Mastery - is very systematic. It starts by teaching word sounds and what the corresponding letters and words look like. Next, kids learn to read passages. Then they build vocabulary while increasing their understanding of what they read. Students are grouped by reading level.

Read Naturally aims to improve reading fluency and understanding in kids and adults. It uses texts, audio CDs and computer software. Usually students listen to a story and then read the same text aloud. The program tracks progress carefully. Students work at their own level and move through the program at their own rate. Usually they work independently.

READ 180 - is for struggling readers in grades 3–12. It involves teacher instruction, working on a computer and reading alone. Kids also listen to someone read aloud and then read the same text. The program includes workbooks, books for reading alone, audiobooks and software that tracks student progress.

Project Read – is used in a classroom or group. The program emphasizes instruction by the teacher. Lessons move from letter-sounds to words, sentences and stories. Project Read has three strands: listening, understanding and writing. All three strands are taught at all grade levels, though the emphasis differs by grade.

Voyager Passport programs are most often used by reading specialists in addition to the general education reading program. Voyager Passport is a small-group program. It includes letter-sound understanding, sight words and vocabulary.

Read, Write and Type! Learning System is a software program to teach beginning reading skills, emphasizing writing. The program was developed for 6- to 9-year-olds who are beginning to read, and for struggling students. The main goal is to help students become aware of the 40 English phonemes, or word sounds, and to associate each with a finger stroke on the keyboard.

LANGUAGE! is for struggling learners in grades 3–12 who score below the 40th percentile on standardized tests. It is most often used by special education teachers. The curriculum uses a six-step format for each lesson. The first step is word-sound awareness. The second step is word recognition and

spelling. Then comes vocabulary and then grammar. Listening and reading comprehension come next. Writing is the last step.

Reading Recovery – is a short-term tutoring program for struggling first graders. It aims to develop reading and writing by tailoring lessons to each student. Tutors are trained in the program. They teach students in daily pullout sessions over 12–20 weeks. Reading Recovery is designed for short-term use. It’s an add-on to whatever program is being used in the general classroom.

Read Well – teaches word-sound awareness. It also works on vocabulary and comprehension. Teachers begin by modeling what to do. They then gradually decrease their support until eventually students are asked to do the reading task by themselves. The program includes activities for the whole class as well as small-group lessons.

Fast For Word - is a computer-based program that focuses on the link between spoken language and written words. The software aims to help kids master reading by improving things like memory, processing speed and attention. But the impact the program reports to have on these skills isn’t widely accepted. Nor is its impact on improving reading [4].

We reviewed some approaches to the teaching of reading based on the interactive process. But there is a lot of problems about child reading and it may be the next theme for the investigation. We wanted to share with educators the enthusiasm to be experienced and new and creative ideas are revealed from the reading, as well as from the educators’ own thinking. It is anticipated that this will evoke creative ideas among children, thereby making the teaching-learning process enjoyable and fulfilling.

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THE USE OF MULTIMEDIA IN ENGLISH TEACHING

The 21st century is an information age. The rapid development of information technology provides us with advanced teaching means – multimedia. Multimedia is the use of computers to present text, graphics, video, animation, and sound in an integrated way. Multimedia is composed of various components: text, graphics, animation, sound, and video. These components can contribute differentially to the material learning.

Multimedia breaks the original traditional model – “blackboard + chalk” model for us to create new modernized teaching methods to overcome the drawbacks of traditional teaching. It changes the dry learning content into the vivid, interesting, visual, audible, and dynamic content. Teachers might create a presentation to guide student learning, or incorporate a video to illustrate a new concept. Students can tell digital stories, create movies, and publish audio as podcasts.

Multimedia presentation is a special interactive technology, the combination of special hardware and software programs that can contain a text, pictures, graphics, slide shows, sound effects, and oral speech accompaniment, movies and animations. It provides opportunities of making a learner’s interaction with virtual objects or processes of cognition that are reflected on the screen. The use of a multimedia presentation allows creating an informative and visual image of the object [2].

Cognitive psychology studies have shown that 94% of the information learned through the visual and auditory access, of which 88% is obtained through the vision, 12% through hearing. It is obviously that the visual organs are the most important informed organs of human. Under the present circumstances, only the multimedia teaching system can fully mobilize the students’ audio-visual and other sensory organs, and thus get the best of the cognitive effect [1].

At the same time multimedia teaching can also greatly stimulate students’ interest in learning, and also make teaching becomes vivid and lively. It can also help students be active not passive learners, develop research and practice collaborative skills (while creating presentations of project work), encourage

cooperative learning and problem solving, and engage in more meaningful learning [3].

In order to create a multimedia presentation teachers may use well-known software tools such as Microsoft PowerPoint, Google Slides, Haiku Deck, Photodex, Prezi etc. For example, at the English lessons different presentations may be made according to the theme with the help of computer and overhead projector. In addition, advanced multimedia software can empower educators to design audio-visual narrative themes involving the student's actual participation (learning video games). Adobe Flash offers industry-standard products assisting developers in creating such applications [1].

It is important to say that presentations help teachers organize students' thinking on a subject. A teacher must think through what he or she will say and in what order, essentially planning the perfect delivery of a lesson. They also help with sequencing and breaking large concepts into smaller parts.

Using multimedia presentations in the English lessons is very urgent because they promote the formation of skills and creation of the atmosphere of cooperation.

While watching the presentation or after having watched it the teacher has an opportunity to come back to certain slides many times when it is needed, for example, while reviewing the material or while doing exercises. All this gives an opportunity to make the process of teaching better.

There are some main possibilities of multimedia presentations in the English lessons:

- promotion of students' motivation;
- activation of students' learning activities;
- individualisation of the teaching process;
- provision of different forms of information presentation;
- provision of different types of tasks;
- creation of learning surrounding which provides students' plunging into the imaginary world, into certain learning and working situations;
- possibility to reproduce any fragment of learning activity[1].

It is important to remember the principles of multimedia-assisted teaching:

- scientific principles. Namely, courseware design cannot appear any errors;
- subsidiary principle. We must always adhere to: although multi-media teaching has many advantages, it is only a supplementary means, and does not substitute for the role of people;

- interactivity principle. More interactivity between teachers and students, students and multimedia, more effective results we will have;

- combination principle. Combine the advantages of modern teaching and the traditional teaching organically.

However, teaching English with multimedia has many problems. Such as: confusion and lack of interaction between teachers and students (sometimes teachers use the multimedia presentation to replace the guidance of teachers completely); lack of special skills (owing to traditional educational system, many teachers are not good at computers) and computer equipments; over-use of multimedia (entirely ignoring traditional methods of teaching) [1].

Using multimedia presentations it is important to remember the right balance between traditional and new technologies of teaching. The most effective lesson is the one that includes partial usage of multimedia presentations combined with traditional methods.

To sum up, it is important to realize that a multimedia lesson gives teachers an opportunity to combine many interesting tasks, to draw more students into active work in the English lesson, to get them interested in the subject and to encourage them to work independently. Teachers should sometimes draw their students into the process of making presentations, explaining the purposes of presentations and taking into account students' opinion.

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CASE STUDY METHOD IN TEACHING FOREIGN LANGUAGES

Nowadays English language plays an important role in the modern era of globalization. A lot of people are interested in acquiring English proficiency.

One option for teaching English as a foreign language is using case study method. Many students learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique. The case study method is an active learning method, which requires participation and involvement from students in the classroom. The method of case study provides students with an excellent opportunity to apply creatively the language material on the basis of their professional knowledge and allow them to adapt themselves to the real-life situations [3].

The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. It is a type of problem-based learning.

In addition to the definition above, the case method of teaching:

- is a partnership between students and teacher as well as among students;
- promotes more effective contextual learning and long-term retention;
- involves trust that students will find the answers;
- answers questions not only of “how” but “why”;
- provides students the opportunity to “walk around the problem” and to see varied perspectives [1].

The case method combines two elements: the case itself and the discussion of that case. Cases provide a rich contextual way to introduce new material and create opportunities for students to apply the material they have just learned. Effective cases are usually based on real events, but can be drawn from both the present and the past. A decision-maker faced with the situation described in a case can choose between several alternative courses of his action, and each of these alternatives may be supported by a logical argument. During the classroom discussion students carry out analytical work of explaining the relationships among events in the case, identify options, evaluate choices and predict the effects of actions.

Cases could be different in volume and content. It depends on the aims of teaching foreign languages, the level of students, as well the type of required help in the process of making the decision. Therefore, cases relatively can be divided into following types:

1. Scientific research, which is oriented at accomplishing research activity.
2. Practical, which reflects real life situations.
3. Educational, the task of which is organizing educational process.

Cases can involve situations in which decisions must be made or problems solved, or they can involve evaluation or reconsideration of existing policies,

practices or proposals. Cases require students to make choices about what theory or concepts to apply in conducting the analysis, which is distinct from the one to one correspondence between theory and application that they see in their textbooks or hear in lectures [2].

There are numerous advantages to use cases while teaching foreign languages. Study cases help to develop and raise critical thinking and reflective learning of the learner; develop problem solving skills; improve the student's organizational skills; enhance communication skills; train managerial communication skills; encourage collaborative learning and team-working skills; connect theory and practice; get students to be active, not passive [2].

The case study method usually involves three stages: individual preparation; small group discussion; large group or class discussion. It is extremely important that the case studies are well prepared in advance so that each student knows what his role is. Case studies are usually discussed in class, in a large group. However, sometimes, teachers may require individuals or groups of students to provide a written analysis of a case study, or make an oral presentation on the case study in the classroom.

There are many ways of introducing the case study to the students. Here is a list of steps that should be completed during the case study introduction class:

1) Read the case study thoroughly with the students. Here you can deal with any lexical or grammatical issues. You may also like to ask the students to represent the background information in a visual form.

2) Provide the students with some input on how they should analyze the case study.

3) Pre-teach the language required to discuss the case study. There are many publications for teaching meeting skills, presentation skills or negotiation skills. It is important to select the skill you would like to focus on and teach the specific language.

A classroom case discussion is usually guided by the supervisor. Students are expected to participate in the discussion and present their views. The interaction among students, and between the students and the teacher, must take place in a constructive and positive manner. Such interactions help to improve the analytical, communication, and interpersonal skills of the students.

To sum up the above information we can state that the power of the case method lies in the active participation of the students. In case learning, students encounter the problem before they create the structure to solve it. The method is basically inductive and experiential.

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THE USE OF MULTIMEDIA PROGRAMS IN TEACHING READING AT SECONDARY SCHOOL

Reading comprehension drills have traditionally been misused by both teachers and students. Teachers believe that grammar, composition, and speaking and listening skills are key elements of English. On the other hand, learners consider reading comprehension tests time consuming.

In addition, students find traditional methods of language learning non-interactive and believe that the literature presented on computer is in varied forms, new, and presented more interestingly. Computer language learning projects engage the students in a number of interesting and interactive activities meant to enhance reading skills.

Using computers in English learning classroom is important for both teachers and learners. Computers can handle a range of activities and carry out programmed functions at amazing speed. They can check exercises after they are done, move students gradually from easier to more difficult exercises according to their levels and abilities. When students fail to answer questions correctly or perform activities, the computer can simulate, drill, or explain the phenomenon in a way that makes it easier for the learner to understand [1].

Computer programs aid in reading allow pupils to produce and format texts easily, facilitate revision of texts, and check for spelling errors. They store

in a compact and easily accessible form all sorts of information that learners need, from style sheets to encyclopedic data.

This paper will discuss three software programs that help the teachers to have their students practice reading using computers. The three software programs are: Mac Reader , StoryBoard, and Reading Galaxy. These activities are not meant to be used in one class period but rather in different classes depending on the type of reading we want to teach.

Mac Reader by John McVicker, 1992 is mainly teaches reading. It can be used for many other purposes such as using it for exams, homework, or group projects. It is the teacher who decides what the program should be used for. The program is a great supplement for the teachers and can provide a tremendous benefit to the students when they use it in their free time or when assigned by teacher. The skills that this software can be used for are reading, vocabulary building and writing. Other skills could indirectly be targeted by the use of this program (i.e. listening). For example, students can take notes while the teacher reads the text and start the exercise using notes took down during listening.

As for the reading exercises, when students click on “exercises”, a pop up window gives six options: Read, timed reading, paced reading, cloze, sentence jumble, and paragraph jumble. The program is based on one group of exercises that are accessed by two icons found under the group “MacReader”. One of these two icons is a glossary for adding vocabulary. Teachers need to have a password to access control programs that are used to author the texts or add to the vocabulary lists. The “Notes” icon accesses students’ scores and is available for students as well as for teachers.

Another program that is effective when used as an English reading activity is a program called Storyboard published by Wida Software. The program is a classical text reconstruction. Teacher scrambles the text, and learners rebuild it by guessing words. In doing so, a wide range of language skills are involved.

Storyboard is a program that teachers can use to improve their students’ reading strategies, build up their vocabulary, and help them practice prediction and guessing. It is a good supplement for teachers to reinforce their regular activities. Like many other programs, this program provides change to the class’s regular activities. Teachers can use this program to support their reading classes and train students to use reading strategies. Students become better readers using their guessing abilities.

Each word in the text is replaced by small squares; one square representing each letter. Learners, working individually or in a small group, reconstruct the text, one word at a time. If they guess correctly, all the occurrences of the

word in the text appear. There is no need to start at the beginning of the text. Learners start by entering the words they feel sure about, such as ‘grammar words’, like “the”. As each word is found, the structure of the text becomes clearer and further guesses become easier. Teachers can save and access their students’ files. Unlike Mac Reader, students’ scores are saved and cannot be changed by students.

Reading Galaxy is another program that can be used for the students. In this program, students explore great literature while developing important reading and thinking skills. The program states the following uses:

- reading comprehension: students construct meaning by interacting with a text;
- vocabulary building: students understand new words in context and remembering them;
- reading for detail: students identify supporting information in a text;
- using context clues: students use surrounding words and sentences to guess the meaning of new words;
- follow directions: students attend to detail in order to accomplish tasks;
- logical thinking: students use deductive reasoning and inference to understand meaning;

The program can be used for various types of reading purposes such as vocabulary building, reading for specific information, and problem solving. It can be also used for listening comprehension where students listen to a passage read by the computer and then answer questions asked by the computer. Though this program can tackle these skills, the main purpose of the program is to develop the reading comprehension skill in the first place.

In a reading lesson, the Reading Galaxy program can be used as pre-reading, reading, and post reading activities. For the pre-reading activity, the teacher chooses one of the passages that are available among the program options which has a passage of four episodes. The computer will start reading the text highlighting each sentence as it reads. Students may take notes while listening. The teacher then asks students to talk about what they understood from the passage using their notes. This would stimulate students’ interest and activate their prior knowledge of the content.

For the reading activity, students will have four minutes to skim the four episodes, one minute for each episode, to find out the main idea. They will be given another 10 minutes to read it again slowly and carefully. The teacher then commands the computer to test students’ comprehension by asking them questions related to the passage they have been reading.

For the post reading activity, students can play games related to the reading passage. Such activities would facilitate the students' reading and comprehension of a text.

English reading software programs should not be restricted to only classroom use. Since teachers seek to help their students become independent learners, these programs are very useful for teachers as well as students to achieve that goal.

Recently, the use of a computer program allows the teacher to significantly improve the effectiveness of the lessons and motivation of students. Summing up, computer programs can be used to teach reading skills. Using computers in reading instruction generates a lot of interest among the students for reading comprehension. In addition, students enjoy the reading material with a variety of pictures and sounds.

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PROJECT-BASED LEARNING IN TEACHING ENGLISH SPEAKING SKILLS

Intensification of the learning process and implementation of innovative technologies in teaching are considered to be the most urgent tasks of the modern system of education. Foreign language teachers have been looking for effective ways to improve the teaching process, to make the lessons more interesting, to create favorable psychological conditions, to increase students' motivation, to organize valid and reliable assessment.

Acquiring a foreign language is affected by many factors including students' learning styles and strategies, different learners' characteristics (motivation, age, and gender) as well as the classroom management. To enhance the quality of teaching and learning in the classroom, innovative strategies such as active, cooperative, collaborative, independent, and problem-based learning can be

added to traditional strategies. Developing an active learning environment is a core concept of innovative teaching and learning strategies.

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. Project-based learning is a popular teaching practice built around student-driven projects, done either independently or collaboratively, that are often shared with one or more groups of students. This way, students are encouraged to learn by doing, which may lead to more interest, excitement, and energy in the classroom.

Project-based lessons are based on the analysis, synthesis, and evaluation levels of learning. These are the characteristics of teaching and learning that engage students into the learning process and turn them into active independent learners by developing the skills to take apart the known and identify cause and effect relations, to put things together in a creative manner, and to make judgments about the material taught in class. Teachers must determine their goals for students, their needs, and the purpose of the lesson. Next, they must choose the specific knowledge, skills, and attitudes each student should acquire during this lesson.

Project-based learning requires a shift in mindset for many teachers and students. Unlike the traditional classroom model, in which the emphasis may be placed on an individual student's ability to memorize and recite facts without assistance, the emphasis in project-based learning may include: creativity, collaboration, critical thinking and research skills, and the ability to learn new facts and skills via hands-on experiences.

Project-based learning requires a shift in thinking from individual work to working in groups and sharing resources and tools. Students should be introduced to project-based learning. It takes effort, but over time it does help them to learn concepts in the classroom. Teachers should not start with a huge project if their students have never done project-based learning. There are more things not to do: don't rush the teaching with the students, don't rush the project, don't expect the students to understand the concepts at first, and don't expect students to know how to work in groups.

Nowadays, there have been developed a great variety of project-based lessons in order to attract students' attention, raise their interest in learning English and as a result to motivate better mastering of the language material. The benefits of project-based lessons include:

- enhancing students' cognitive and creative activities;
- motivating students and helping them to gain self-confidence;
- increasing and reinforcing oral and written communication skills;

- stimulating oral activities of all the students of different language levels;
- reducing teachers' participation;
- building effective team work skills.

The project-based lesson format is not only an entertaining and efficient way to present information, but it also facilitates an effective way of learning. Teachers use real or imagined scenarios to capture students' imagination. Students are challenged to learn by doing and using the language, develop analytical, problem solving, and decision making skills, learn how to deal with real life problems, develop skills in oral or written communication and team work. Most significantly, students are actively involved in learning and grow intellectually and emotionally.

Since the main purpose of the foreign language teaching is the development of students' communicative competence and the practical mastery of a foreign language, the teacher's task is to create favorable conditions for the effectiveness of the communicative approach of teaching and to choose methods and learning technologies that would allow every student to express their creativity and to enhance their cognitive activity. Project-based activities inspire students to learn foreign languages and reveal the creative potential within each of them.

The immediate formative assessment of project-based teaching enable teachers to ascertain which parts of the language program have been found challenging by students and evaluate the effectiveness of the educational process including the syllabus, methods, and material. As for students, a well-organized project-based lesson provides them with an opportunity to show their ability to perform certain tasks in a foreign language. They are able to learn from their weaknesses and improve their language skills. As it has been shown, project-based learning has a great potential to reinforce teaching instructions and students' learning of foreign languages.

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OBJECTIVES AND EXPECTATIONS OF THE UKRAINIAN SCHOOL REFORMING

First of all, we'd like to mention that the current process educational reforming in Ukraine is rather ambiguous and uneven. This is connected, more with geopolitical than with socio-historical processes. Of course, it has long been reflected on its formation and development.

Speaking about the educational reforming, we must know its types. Among them are:

Corrective reforming, which carries out at the level of educational institutions and takes place throughout the educational space of Ukraine, when various changes, refinements, modifications, corrections are introduced into the organization and content of education.

Modernize reforming, which carries out at the level of educational space and consist of the development and application of new programs, textbooks, new methods of education etc.

Structural reforming, which carries out at the Ministry of Education level and connected with changes in terms of education and training, the appearance of new institutions, qualitative changes, interconnections and coherence between different levels and different types of education and upbringing and so on.

Systematic reforming, which carries at the state level and it leads to the real changes in the educational paradigm, which fundamentally changes not only the education system as a cultural and spiritual phenomenon of society, but also puts ultimate goals of education.

The aim of education which was declared by the national program “Education. (Ukraine XXI century)” in essence does not differ from the classical Soviet formulation - training of a fully developed, harmonious personality, which was borrowed from its predecessors: there is no definition of the general purpose of education.

A key change for pupils according to the new school reform is about approaches to education and the content of education. After all the purpose of school is to educate an innovator and a citizen who is able to make responsible decisions and adhere to human rights.

Instead of remembering facts and definitions of concepts pupils will gain competencies. It is a dynamic combination of knowledge, skills, ways of thinking, views, values, other personal qualities, which determines the ability of a person’s successfully socializing, conduct professional and / or further educational activities. It will be supplemented by the ability to use the knowledge, the values and skills that will be needed by graduates of the Ukrainian school in professional and private life.

The main objectives of Ukrainian school is to form the following competences:

- good command in the state language;
- the ability to communicate with one’s own (in case of difference from the state language) and foreign languages;

- mathematical competence;
- competence in the field of natural sciences, engineering and technology;
- innovation;
- ecological competence;
- information and communication competence;
- life-long learning;
- civil and social competences related to the ideas of democracy, justice, equality, human rights, well-being and a healthy lifestyle, with the awareness of equal rights and opportunities;
 - cultural competence;
 - entrepreneurship and financial literacy [1].

For successful implementing changes in the field of pedagogy, the teacher must possess the following characteristics:

- the creative ability to generate and produce new ideas, to design and model them in practical forms in concrete activities;
- cultural and aesthetic development and education, which involves intellectual and emotional development and a high level of written culture of the teacher;
- personal openness to a new objects and phenomena based on personality tolerance and flexibility of thinking.

So, there is no doubt that education is the basis of intellectual, spiritual, physical and cultural development of personality, his successful socialization, economic prosperity, the key to the development of a common values and culture, and the state in the whole.

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THE INTERNET IN FORMING COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH

The Internet has tremendous potential as a tool for teaching and changing foreign language instructions as well as students' learning of foreign languages.

It helps the teacher to understand the changing role of information and communication. The Internet is becoming a useful tool for increasing the effectiveness of language acquisition process which depends on the rational organization of different teaching methods and the reinforcement of students' learning process. It increases positive students' attitudes towards learning process and foreign languages, stimulates greater students' participation, and creates their higher interest.

The emergence of the Internet can be considered the beginning a new stage in the theory and practice of language teaching as it can serve as one of the most efficient means of teaching and learning English. The necessity of using Internet resources in teaching English is correlated with the modern development of computer technology, telecommunication, and the forces of globalization.

There are many advantages of the Internet that should be taken into account: the development of students' independent endeavor skills, improving their language skills, updated materials, abilities to work in collaboration, to communicate effectively, and to discuss various topics in on-line mode. The Internet has become an important fixture in any language teaching program—whether long-distance or face-to-face. The range of information and learning tools offered by the Internet has considerable potential for the English language learning. They provide language learners with informative, productive, collaborative, communicative, and aggregative opportunities.

Rich data collection is important for developing effective and efficient teaching and learning tools. Real-world data drawn from the Internet facilitates the communicative approach in teaching and helps to model real teaching and learning situations. Authentic and task-based texts and activities have become important elements in contemporary language teaching and learning.

The Internet offers a variety of informational resources, including e-mails, teleconferencing, video conferencing, creating own pages and placing them on a web server, access to information resources, reference directories, search engines, chatting on-line. All of these resources can be added to the English language lesson.

The instant access to global information resources is possible through the global telecommunication network. There are several billion multimedia files in English published on-line, containing educational-methodical and scientific information that allows teachers to conduct virtual training sessions (seminars, lectures) in real-time. Teachers have the opportunity to use materials of various domestic and foreign sites in the preparation of their lessons.

The Internet has a lot to offer teachers of English. There are authentic resources and sites where they can find new creative ideas and free worksheets.

The advantages of the Internet are based on its vast size, relevance, widespread, and nature. The Internet is a useful tool for teaching English as it can provide necessary facilities and resources to find materials for traditional language classes; to be used as a communication tool which allows students to interact with people around the world in English; to be used as the basis of lessons with students accessing the Internet during lessons; to facilitate the learning process; to monitor the progress in learning; to gather information for their classes; to subscribe to mailing lists; to exchange information with other teachers; to subscribe to electronic journals or newsletters either by e-mail or using the World Wide Web; to keep up with new trends of English teaching; to find new or interesting publications; to consult with publishers on teaching materials. It enables English learners to communicate with others across the globe as well as for linking students in a single classroom. Three types of electronic communication are possible within a single class: teacher-student communication, out-of-class electronic discussion, and in-class, real time electronic discussion.

The use of Internet technologies increases efficiency of the lesson in that case if the material is chosen in accordance with the objectives of the lesson, the language level of students, their age and interests. Students should possess basic computer skills and learn how to collaborate, and the teacher should be able to supervise and facilitate their job.

The framework of collaboration is structured and requires definite skills. It is also time consuming. The first stage covers basic communication between individuals. Students participate in on-line discussions, e-mail projects, and newsgroups, which allow them to use English they are learning in real situations to communicate with either peers. They can contribute to group on-line discussions or ask questions themselves. Another possibility is to participate in pen-pal arrangements. Then, students use the Internet to do research and collect information and data. They have to be taught how to use it properly and how to browse the Internet in an efficient way to find the information. After that, students have to learn how to make and publish their own homepage using appropriate applications. This stage can be especially motivating and stimulating to students. During this process, they are continually communicating in English. Also, they have to produce a publication themselves. The final stages are about collaborative work and project work. Students use the acquired skills to work in collaboration. Students learn how to solve problems, carry out research and collaborate with others.

The use of new information technology in the educational process allows teachers to realize their creative pedagogical ideas, share experiences with col-

leagues, and get the prompt response. As for students, they get the opportunity to choose an individual plan of study: the sequence and pace of the study. Compared to traditional means of teaching, the Internet can be a better tool to arouse students' interest in learning English by incorporating multimedia into tests and exercises in a way that wouldn't be possible on paper. Also, it can save time by helping teachers with marking and giving students immediate feedback.

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GRAMMATICAL CONVENTIONS AS AN EFFECTIVE WRITING TRAIT IN TEACHING WRITING IN ENGLISH

Writing competence in a foreign language is considered to be one of the most challenging skills to master at school. The development of writing skills and written speech culture in the process of learning English is one of the urgent problems in teaching English. The writing skills are complex to teach as they require mastery of conceptual and judgmental elements as well as grammatical devices. Writing is a specific kind of speech activity based on the encoding information according to the graphic method of communication.

Teaching writing includes various strategies and skills. The process of writing suggests that students are actually taught how to write with coherence, an appropriate grammar structure and an acceptable spelling. Students are supposed to acquire the writing skills which are necessary to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. The main reason to write is to communicate with others. Writing is an important way to share your feelings, thoughts, knowledge, stories, memories, ideas, and have fun. The first thing students should think about when they write is their purpose or reason for writing. They should know why they are writing. They should be able to use ideas, organization, word choice, sentence fluency, voice, conventions, and presentations in their writing pieces as well as to choose a certain way to write for specific audience or purpose (to entertain, to inform, to persuade, or to explain). A piece of writing may take the form of a narrative, description, survey, record, report, discussion,

or argument. The ability to write for a particular audience or purpose using the most appropriate kind of language is fundamental in teaching writing.

Good writing takes special skills, traits, or characteristics, of good writing. The traits are ideas, organization, voice, word choice, sentence fluency, and conventions. Writing conventions such as spelling, punctuation, capitalization, and grammar help make students' writing clear, coherent, and consistent. Following these conventions is an important part of the written communication process. Conventions are defined as the surface features of written communication such as punctuation, spelling, and grammar. Grammar is the set of structural rules which influences the composition of clauses, phrases, and words in any language. It is the art of using words according to the set rules. It is the systematic study and description of a language, and it helps us to understand how words and their component parts combine to form sentences. An understanding of key grammatical terms and their correct usage is essential in all written communication. They include nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and articles. Punctuation is the art of marking off the divisions of a sentence so as to bring out the meaning more clearly. The most frequently met signs are full stops, commas, semi-colons, colons, apostrophes, quotation marks, brackets, and interrogation and exclamation marks.

In order to communicate effectively, students should know the grammar of the language. It is important to be able to express yourself, but this should be done in a way that people find easy to understand. A writing piece with poor punctuation and grammatical errors is difficult to read and sometimes impossible to understand. If the reader has to go back and reread sentences several times because they are not quite sure what they mean, it spoils their reading experience and they might misunderstand the point or message. Grammar rules can help students develop the habit of thinking logically and clearly. After studying grammar, they are able to become more accurate when using a language.

Without good grammar, clear communication is impossible. Proper grammar keeps students from being misunderstood while expressing their thoughts and ideas. Grammatical errors come in many forms and all can easily confuse and obscure meaning. Some common errors are with sentence structure, subject/verb tense, punctuation, spelling, and other basic mechanics and parts of speech.

Teachers use different grammar exercises that help students to master and reinforce the form of complex structures without having to think about the

meaning. There are numerous activities that depend on the grammar material is being taught and on the level of students. Information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalization activities and board games are all meaningful activities which give students the opportunity to practice the language usage more freely. But it is important to move on to activities where the structure is used in more interesting and realistic ways in various structure-oriented problem-solving activities and quizzes, games, picture-based work, text-based work, role-play, exercises that get students using the structure to talk and write about themselves and their ideas, exercises that combine grammar practice with vocabulary learning, and internet-exploration activities.

The real problem in teaching English is getting students to carry over their grammar learning from controlled practice to spontaneous real-life use. They get their tenses all right in grammar exercises and all wrong in their writing pieces. Teachers need to keep coming back to key grammar points, revising them, practicing them in semi-controlled writing activities, and correcting mistakes by whatever approach they find most useful. By teaching grammar rules, teachers not only give their students the means to express themselves, but they also fulfil their expectations of what learning a foreign language involves. Nowadays, with the emphasis on a communicative approach and different stimulating resources, teaching grammar does not necessarily mean mechanical exercises with endless conjugation of verbs or grammar translation. There is an increasing tendency of showing communication rather than the mere practice of linguistic forms. But teachers have to be careful because texts are made of sentences putting together for communicative purposes.

Grammar improves the development of fluency. When students have learned grammar, it will be easier for them to know how to organize and express the ideas in their mind without difficulty. As a result, they will be able write in the foreign language more fluently. Writing correctly gives students the appearance of credibility. Proper grammar is also essential for understanding English as a foreign language, and correct usage makes the written content more readable and in turn more interesting.

In conclusion, just as rules are necessary in everyday situations, grammar rules are likewise essential in everyday life for clarity of meaning and intent. Developing a solid foundation in English grammar will not only help students create their own sentences correctly but will also make it easier to improve their communication skills in written English.

KRITERIEN DER EINTEILUNG DER NOMINATION IN DER JUGENDSPRACHE

Nach der Besprechung des Bedeutungswandels ist es notwendig, einen Schritt weiter zu gehen und ein anderes Problem ausführlich darzustellen, das für die Untersuchung des Bedeutungswandels im Bereich der Wertungssemantik nicht ohne Bedeutung bleibt. Der nächste, für die Weiterentwicklung dieser Arbeit notwendige Begriff ist die sprachliche Nomination.

“Nomination” ist kein eingeführter linguistischer Terminus mit verbindlicher Definition. Allgemein bezeichnet der Ausdruck diejenigen sprachlichen Operationen, mit deren Hilfe ein Sprecher gemeinte Gegenstände, Sachverhalte oder Begriffe dem Hörer verfügbar macht. Die Mittelnominativer Operationen sind teils fertige lexikalische Einheiten, teils aber auch Verfahren, mit deren Hilfe Nominative Einheiten fallweise neu gebildet werden. Die Beiträge des Bandes befassen sich mit den linguistischen, psychologischen und terminologischen Aspekten des sprachlichen Nennens. [1, S. 7-8]

Verschiedene Linguisten bestimmen verschiedene Kriterien der Einteilung der Nomination in Typen in der modernen Sprachwissenschaft. Wollen wir jetzt die Wichtigsten von denen behandeln.

- Kriterium des Ortes der Erschaffung [2]: - lexikalisches (durch Wort und Wortverbindung, z.B. Ziese – Zigarette, einen Rap bringen – ununterbrochen reden); – propositives (durch Satz, z.B. Das ist fett. – Das ist toll, stark.); - diskursives (durch Text, z.B. Ich mach' auf Platte. – Ich bin arbeitslos.). Andere Linguisten gebrauchen auch das Fachwort “Strukturelle Typen der Nomination”.

- Kriterium der Motivation und Motivierung verteilt W. P. Danylenko in motivierte (affiziert (z.B. Kännchen – eine kleine Tasse Kaffee), zusammengesetzte Wortverbindungen (z.B. Zehenzwischenraumabtrockner – Schwächling), semantische Übertragung (z.B. Igel-Kurzhaarschnitt) und unmotivierte Nominationen (Entlehnung (z.B. Acid (engl. Säure) – LSD), Lehnübersetzung (z.B. taff (engl. tough) – fest, hart, stark; Gummi (engl. rubber) – Kondom), Termine (z.B. Account – Zugangserlaubnis zum Internet), metonymische Übertragung (z.B. Es tut mir meine Tomate weh. – Es tut mir mein Kopf weh.)).

• Kriterium der Rolle des Nomens in der Kommunikation verteilt sich in zwei Typen der Nomination: lexikalischer, der keine selbstständige kommunikative Kategorie hat, und grammatischer Typ, selbstständige Kategorie, die die Voraussetzungen zum kommunikativen Prozess schafft.

• Das verbreitetste Kriterium der Quelle der Erschaffung des Nomens in der deutschen Jugendsprache ist die Entlehnung der Wörter. Die entlehnte Nomination ist der Prozess der Einführung des Morphems (z.B. abcoolen – sich beruhigen), des Wortes (z.B. Bulle – Polizist) oder die Aussage der Fremdsprache (z.B. Der Laden ist gepackt – Die Disko ist brechend 89voll). Bei der Entlehnung kann das Wort oder die Verbindung die grundlegende Bedeutung erhalten (z.B. Amigo (it. Freund) – Freund) oder sie verändern (z.B. Bunny (engl. Kaninchen) – sehr attraktives Mädchen, Diver (engl. Taucher) – Taschendieb).

• Kriterium der Allgemeingültigkeit oder Spezifität der Nomina [3]. Bestimmen (einfache, übliche, landläufige Nomination, im Hochdeutsch gebrauchte Wörter, die die deutschsprachige Jugend benutzt, aber sie gehören zur Jugendsprache nicht, weil sie die wichtigsten Aufgaben des Slangs nicht erfüllen können.) und okkasionelle Nomination nach diesem Kriterium (ausdrucksvolle, metaphorische Nomination, die eigentlich die deutsche Jugendsprache bildet, vergleichen Sie z.B. Eltern und Elies.).

QUELLEN

1. Clemens Knobloch Burkhard Schäder Nomination – fachsprachlich und gemeinsprachlich. – Westdeutscher Verlag – S. 278.
2. Migirina N. I. Tipy nominacii dlja oboznachenija statusov lica v sovremennom russkom jazyke / N. I. Migirina. – Kishinev, 1977. –120 S.
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MOTIVATION OF PUPILS AS THE KEY OF SUCCESSFUL ENGLISH STUDYING

Teaching English as a foreign language for Ukrainian children is required from the first grade of primary school. Taking into account our experience

of teaching English at primary and secondary school we can say that many children do home assignments poorly, because they do not understand what to do or why they should do it. Therefore, the question is how we can motivate children to learn English.

This article provides some strategies and ideas which can increase children's desire to learn. By applying some motivations and strategies the children will be interested in learning. Our aim is to find exact ways for motivation.

The Teacher as an Idol

We cannot expect a pupil to be motivated if we are not motivated ourselves. If we want to stay in front of a motivated class we have to be motivated on our own. There is a psychological law that describes how we adapt our mood to the environment. So if there stayed a bored teacher in front of me I would not be motivated as a pupil as well. As a teacher we have to be motivated in teaching English. But what if we are not motivated? What if we have a lot of problems with our class? We could say that motivation is not something you can fake over a longer period. Either you are or you are not. If you do not like to teach English (or teaching in general) then you should probably change your job. If you had problems with your class then you should work on it. Face the problem, think as pupils think, talk to your class or set up rules.

The Class seems to be Unmotivated, is it our Fault?

To a certain degree it is our fault. Of course, we do not have to take it personally when pupils seem to be bored. We cannot make everyone to like us or to like English. It is simply not possible. But we can help the pupils to learn something new. We can help the pupils to overcome certain anxieties or limiting beliefs. As soon as the pupils realize that they are good at something, they start to like it. This is a simple psychology. We like things where we are good at. This does not mean that we now have to start to give good marks to everyone. But we can give the pupils the impression that they did a good job and that they learned something. When it comes to motivation we probably have to focus more on psychology than on language learning. Positive feedback is the key to motivation. But we cannot and should not fake things. There is no reason why we should give positive feedback when pupils did not do anything correct. In our opinion many teachers do not use positive feedback enough. We tend to focus more on mistakes. Teachers often think that as long as the pupils make mistakes they did not do a good job. This is totally not true. Of course, correctness is a part of the things a teacher has to teach. But making the pupils more self-confident in speaking a

foreign language is important as well. Every time our class works intensively, we should complement them for good work. Positive feedback is one of the main keys to motivation.

Difficulty of the Task

Further, we have to pay attention to the difficulty of the task or exercise. As soon as inactivity is too difficult, we get frustrated or bored. The same thing happens when the task is too easy. As a teacher, we need to know the level of our class very well. We have to know which exercises are too easy, too difficult or ideal for our class. In such a way, we must give our pupils different tasks of difficulties.

Create an Interesting Lesson

The last thing we have to pay attention to is the topic of the task or exercise. We have to create interesting tasks for our pupils. But what is interesting in our eyes may not be interesting in the pupils' eyes. And what is interesting for class A may not be interesting for class B. When we prepare a lesson, we have to take care of these facts. Of course, we cannot create the perfect lesson for every class or pupil. But at least we can try it. The teacher spends several hours every week with the class he teaches. He should know what his class likes or what they dislike. If the class talks about music all the time, the teacher could try to include music in one of his next lessons.

Teacher cannot Influence Everything

Motivation is a really tricky topic. There are so many things that could influence on pupils' motivation. Pupils' motivation is different in the first lesson in the morning at 8.30 o'clock than at 12 o'clock. These are things we cannot change. Probably a pupil has problems at home so that he cannot concentrate during a lesson. Probably it happened something in the previous lesson and the pupils now are really nervous. If the pupils are going to have a difficult test at the next lesson they often think about the test rather than focusing on your lesson. Generally we have to mention that pupils are in a difficult age. Their body and their mind are changing. This is something we have to live with. This is a part of our job.

So, on one hand there are some aspects we cannot change. On the other hand, we can do something to change the pupils' motivation by paying attention on positive feedback, difficulty and the topic of the task, we can change the motivation of the class. It is important not to take all things personally as a teacher. The most important thing is, that we like English and that we feel good by teaching pupils new things.

THE PROBLEM OF INTERCULTURAL COMMUNICATION

Communication between different cultures is a major importance to many people's lives especially in the 21st century. Both culture and communication have evolved considerably and have become interdependent of one another. Intercultural communication is used in a team or group setting. It is a group of people with different cultural backgrounds that have to learn how to communicate, interact and understand each other. Sometimes coming to a conclusion can become a conflict or it can become a difficult task because of the different minds that are coming together.

Effective communication with people of different cultures is especially challenging. Cultures provide people with ways of thinking, ways of seeing, hearing, and interpreting the world. In this manner the same words can mean different things to people from different cultures, even when they speak the «same» language. When the languages are different, and translation has to be used to communicate, the potential for misunderstandings increases [4].

Intercultural communication skills are those required to communicate, or share information, with people from other cultures and social groups. While language skills may be an important part of intercultural communication, they are by no means the only requirement. Intercultural communication also requires an understanding that different cultures have different customs, standards, social mores, and even thought patterns. Finally, good intercultural communication skills require a willingness to accept these differences and adapt to them [4].

From the earlier, more applied focus on teaching and training, intercultural communication (IC) has developed in the recent decades and matured also as an academic field with its own theory building.

Language differences exist in verbal, written and non-verbal communication, and they can be significant barriers to successful intercultural communication. So, there are some methods that can be used to ensure effective intercultural communication. Different spoken languages are obvious barriers to effective communication and understanding other people. According to the written communication, customs and practices in written communications vary greatly from culture to culture. There is also non-verbal communication. Non-verbal barriers

to intercultural communication can often pose greater problems than language barriers. Many non-verbal cues carry different meanings in different cultures – in some cultures their meaning may be strong, while in others they may mean very little or indeed nothing at all [1].

Frequently, the question arises concerning whose cultural customs, traditions and practices should take precedence in international communications. It is widely accepted that successful communication must be approached from the viewpoint of the receiver rather than the sender, so we must adapt to the cultural customs and practices of people from other cultures when engaging in intercultural communication [2].

Effective communication depends on the informal understandings among the parties involved that are based on the trust developed between them. When trust exists, there is implicit understanding within communication, cultural differences may be overlooked, and problems can be dealt more easily. The meaning of trust and how it is developed and communicated vary across societies. Similarly, some cultures have a greater propensity to be trusting than others [1].

Key areas of knowledge for those wanting to improve their intercultural communication are:

- some knowledge of the cultures, organizations and institutions, history and general way of living of different communities and nations;
- an understanding of how culture can affect communication and language;
- crucially, awareness of your own and other people's beliefs and values, and a willingness to recognize when these may clash;
- sensitivity towards cultural stereotypes that may affect and interfere with intercultural communication [3].

So, how can we overcome the problems of cross-cultural communication? To sum up, it can be further noted that the manner of communication and etiquette in different countries have distinctive features, which need to be considered. Everyone should have intercultural communication skills. If you don't want to have some problems with communication with people of other cultures, you must evolve, know some languages and should have non-verbal communication. You must know how to cope with non-verbal cues. We must adapt to the cultural customs and practices of people from other cultures when engaging for successful communication. Adaptation to another culture is based not so much on knowledge of the language, customs, norms and values as on the personal interest in understanding its values and attitudes, close emotional contact with its representatives.

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VERWENDUNG DER MUSIKALISCHEN FOLKLORE BEI DER ERZIEHUNG VON GRUNDSCHÜLERN

Im Artikel wird behandelt, wie die Methoden zur Verwendung der musikalischen Folklore bei der Organisation des Bildungs- und Erziehungsprozesses von Grundschulern im Musikunterricht zur Entwicklung von Interessen der Schüler für die Volksdichtung wirksam sind.

Am Anfang des 21. Jahrhunderts wurde der staatliche Standard der allgemeinen Grundschulbildung, der sich die Entwicklung der personenbewertenden Einstellung zur Kunst, der künstlerisch-kreativen Fähigkeiten, der Fähigkeit zur Wahrnehmung, zum Verständnis und Erstellen der künstlerischen Bilder, des Bedürfnisses nach der geistigen Selbstdarstellung zum Ziel gesetzt hat, in der Ukraine angenommen. Bei der Lösung dieser Aufgaben spielt die Musik eine wichtige Rolle. Daher stehen viele Probleme vor der Musikpädagogik, unter denen das Problem der Erziehungs- und Erkenntnisfunktionen der Musik als einer Kunstform eines der aktuellsten ist. Ihre wissenschaftliche Entwicklung geht aus den Anforderungen, die an den Musiklehrer gestellt werden, logischerweise hervor und beeinflusst unmittelbar die Theorie und Praxis der Musikausbildung. Eben die musikalische Folklore gewährleistet

die jahrhundertelange Nachfolgerschaft der Kultur und ihre Universalität, sie nimmt alle Errungenschaften der Menschheit, transformiert und verändert sie auf ihre eigene Art.

Die Werke solcher Pädagogen und Gelehrten wie L. Bezemchuk, A. Vereshchahina, Z. Zhovchak, I. Hadalova, O. Huminska, L. Dmitriieva, O. Lobova, L. Masol, T. Nazemnova, Yu. Ochakovska, E. Pecherska, O. Rostovskyi und andere behandeln dieses wissenschaftliche Problem.

Unterdessen haben M. Volodarska, H. Padalka, O. Pometun, O. Rostovskyi und andere der Verwendung der Folklore bei der Musikerziehung von Schülern die Aufmerksamkeit entgegengebracht.

Der Begriff „Folklore“ wurde von dem Engländer V. Toms geprägt, als er 1846 unter dem Pseudonym A. Merton in der Zeitschrift „Ateneum“ seinen Artikel „Die Folklore“ veröffentlicht hat. „Folk“ bedeutet „das Volk“ und „lore“ heißt „die Weisheit“. Der Gelehrte hat den Begriff als „ungeschriebene Geschichte, die die Überreste der alten Glaubensansichten, Bräuchen und des Ähnlichen in der modernen Zivilisation fixiert“ definiert.

Im ersten Handwörterbuch der Ukraine über die nationalen Schätze der mündlichen Volksliteratur „Ukrainische Folkloristik“ wird angegeben, dass dieser Begriff im letzten Viertel des 19. Jahrhunderts in die ukrainische Wissenschaft (in den Werken von M. Dragomanov, I. Franko) eingeführt und als Synonym für die Definitionen „Volksliteratur“, „mündliche Volkskunst“, „Volksdichtung“, die bis heute in der ukrainischen Folkloristik oft gebraucht werden, verwendet wurde.

Wie es im Wörterbuch der Musik dargelegt wird, ist die Folklore (engl. folk-lore, wörtlich: Volkswisheit, Volkswissen) oder die mündliche Volkskunst eine kollektive, künstlerische, literarische und musikalische, kreative Tätigkeit des Volkes, die durch den Einsatz von sprachlichen Mitteln das Wissen um das Leben und die Natur, die alten Kulte und Glaubensvorstellungen behalten hat, und auch das Gepräge der Welt von Gedanken, Vorstellungen, Gefühlen und Erlebnissen, der dichterischen Volksphantasie [1, S. 601].

E. Pecherska ist der Ansicht, dass die Folklore die Summe der aufgrund der Literatur vom Volk erstellten und in den Volksmassen vorhandenen Kulturen (Legenden, Lieder, Märchen, Epos), die Musik (Lieder, instrumentale Sänge und Musikstücke), das Theater (Schauspiele, satirische Theaterstücke, Puppentheater), der Tanz ist [2].

Zu den kennzeichnenden Besonderheiten der Folklore gehören die Mündlichkeit der Erstellung und Verbreitung ihrer Muster, die Kollektivität, die Anonymität (ohne Erfassung der Autorenschaft), die Variabilität (Textveränderung)

und die Traditionalität (Einhaltung der bestimmten feststehenden Formen und Normen der Erstellung). In der wissenschaftlichen Literatur werden solche paarigen Bestimmungen auch verwendet: Wortfolklore, Musikfolklore, Ritualfolklore, Spielfolklore, Tanzfolklore, Schauspielfolklore. Sie wird auch in die alte und neue Folklore, die Folklore von verschiedenen sozialen Schichten und Gruppen – Dorffolklore und Stadtfolklore, Arbeiterfolklore, Soldatenfolklore, Gastarbeiterfolklore, Partisanenfolklore, Rebellenfolklore, Studentenfolklore usw. – geteilt [4, S. 396-397].

Die Hauptfunktion der Folklore ist die Befriedigung des natürlichen Bedürfnisses der Menschen in Selbstdarstellung und Kommunikation. Die Folklore ist die Widerspiegelung des Bildes der Welt, die sich zusammen mit den Veränderungen der sozial-historischen Realitäten ändert. Es ist bemerkenswert, die Folklore nicht nur als Kunst, sondern vor allem als die Volksweisheit, die eine Geisteswelt, eine geistige Kultur des ganzen Volkes und des Einzelnen bildet, als die Umsetzung der Kenntnisse, Werte und Normen verschiedener Gesellschaften, sozialen Gruppen und Menschen, zu verstehen [3, S.10].

Das Volkslied ist eines der populärsten Genres der Musikkunst.

Ukrainische Volkslieder sind die folkloristischen Werke, die in allen Zeitaltern der Entwicklung der Nation erstellt, im Gedächtnis des Volkes behalten und von Mund zu Mund übergeben werden.

In den Grundschulklassen erfahren die Kinder von solchen Arten der ukrainischen Volkslieder wie Kalender- und Brauchtumslieder, Geschichtslieder, Gute-Nacht-Lieder, Lyriklieder und Spottlieder [4, S.146].

Die musikalische Folklore ist eine besondere, phänomenologische künstlerische Realität, die dank der Synkretisierung und der im genetischen Kode gespeicherten Intonationsbasis der musikalischen Sprache den Grund für die Schaffung der Grundlagen für die musikalische Kultur von Kindern und Erwachsenen bildet, die Welt der Kinder und Erwachsenen vereinigt und das ganze System von poetischen und musikalisch-poetischen Genres der Folklore einschließt.

Die Welt der Liederkultur des ukrainischen Volkes ist unbegrenzt. Das ist die Schatzkammer für die menschliche Geistigkeit, die die Gefühle, den Verstand und das Herz fasziniert. Im ukrainischen Lied spiegeln sich die Weltanschauung des Volkes, seine moralischen und ethischen, ästhetischen Werte, die jahrhundertelange Erfahrung der Erziehung des Nachwuchses im Sinne der hohen Geistigkeit und Moralität wider. Deshalb soll das ukrainische Volkslied unser Meinung nach zur Grundlage für das musikalische Material, das im Musikunterricht in den Grundschulklassen verwendet wird, werden.

Da die natürliche Basis für die Schaffung der Grundlagen für die Musik- kultur die Folklore ist, soll der Musiklehrer ihre Spezifik und Mittel zur Ver- wirklichung der Formen der Volkserziehung im Musikunterricht ganz gut kennen, ihre verschiedenen Arten verwenden und dabei die musikalischen Fähigkeiten der Schüler bilden.

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HISTORICAL AREA STUDY IN PEDAGOGICAL PRACTICE OF MIKHAYLO FEDOROVYCH PONOMARENKO

In the modern conditions of searching the optimal paradigm of education that would meet the demands of the development of a civil society and a legal democratic state, its humanization broadens the application of historical biographical studies. The study of the life and activity of some individuals promotes forming youth's positive valuable orientations, stimulates the desire for self-education and self-realization. It is especially important to popularize the success of the figures, whose activities can be an example for imitation for the younger generation. In this context, the author analyzes the scientific activity of Mykhaylo Fedorovych Ponomarenko, who became a significant figure in the Ukrainian area study. Taken into account the wide range of research interests of M. F. Ponomarenko, the proposed theme has not only theoretical but also practical value.

There is no special study of professional and scientific activity of M. F. Ponomarenko in the Ukrainian historiography now. However, there are several articles devoted to this theme written by his colleagues and acquaintances. These are local historians V. Buriy [1], H. M. Holysh [2; 7], M. Borsch [6].

Ponomarenko Mykhaylo Fedorovych was born on October 28, 1920 in the village of Pidstavky, Zolotonosha district, Kremenchuk province (nowadays – Zolotonosha district, Cherkasy region), in a family of a teacher. After finishing Horobiyevka seven-year school, since 1935 he studied at Zolotonosha Pedagogical College. During 1938-1940 he worked as a teacher in Zolotonosha district. In 1940 M. F. Ponomarenko was called up for military service to the ranks of the Red Army. As a participant of World War II, he was awarded the Order of the Patriotic War, 2nd class (two), the Order of the Red Star, the Order “For Courage” of the 3rd class, medals “For Military Services”, “For the Capture of Berlin”, “For the Liberation of Prague”, “For Victory over Germany”. After the war, he continued his pedagogical activity. In 1946 he graduated from Cherkasy Pedagogical Institute in the specialty “Ukrainian language and literature”, and in 1954 – the faculty of French language of Kiev Institute of Foreign Languages. During 1946-1977 he worked as a teacher of foreign languages at Zolotonosha school No. 4. In 1975 Mykhaylo Fedorovych was awarded the honorary title “Honored teacher of the Ukrainian SSR”. Having retired in 1978, M. F. Ponomarenko did not break his links with education, took part in educational forums, consulted teachers [2].

The main goal which M. F. Ponomarenko set before himself at the lessons is to provide conscious and active mastering the language by the students. Having been much ahead of his time, when the theoretical and scholastic methodological approaches prevailed, already in the 1960's he widely used interactive methods based on productive cooperation of the teacher and the students. At the same time, Mykhaylo Fedorovych became one of the first people in Ukraine, who began the revival of area studies in the postwar period with its gradual introduction into pedagogical practice [7, p. 53; 6, p. 33].

Despite the lack of professional historical education, M. F. Ponomarenko became one of the founders of the area study movement in Cherkasy region. In 1946, he organized a school circle of young local historians “Globe”, and after a while – the society “Slidopyt” (“Pathfinder”). The participants of the society organized the tourist trips across their native land [3].

Such trips were very interesting for children groups. Often, children spent their holidays in the surrounding villages. The archaeological expeditions brought great pleasure to the students, especially when it was possible to find

an ancient settlement. So, once in the natural district Ostriv, near the village Chekhivka, they found a multi-layered settlement where they found objects of the Neolithic era, the Chernyakhiv culture and Kiev Rus. And such cases were frequent [6, p. 33].

In his memoirs, candidate of historical sciences of B. Khmelnytskyi Cherkasy National University, and a former student of M. F. Ponomarenko, Hryhoriy Mykhaylovych Holysh notes: “When we brought some antiques, Mykhaylo Fedorovych immediately presented an exciting microlecture concerning its significance for discovering some antiquity page. We asked him a lot of questions about the origin of the names of villages, farmsteads, natural districts, about interesting events of the past of the region and we certainly received detailed explanations” [7, p. 55].

M. F. Ponomarenko founded a school museum in 1949, and in 1960-1978 on a voluntary basis he was the head of Zolotonosha Local History Museum. Together with his active, he collected and described over 5000 museum exhibit items [3; 6, p. 33].

The scientific interests of the researcher concerned archeology and history of Cherkasy region. M. F. Ponomarenko participated in the archaeological expeditions under the leadership of D. Telehin, Ye. Makhno, M. Braichevskiy, M. Kuchera and O. Petrashenko. He was the head of the expeditions “Zvenyhorodka”, “Zolotonosha”, “Smila” and “Cherkasy”, discovered more than 300 archeological monuments. M. F. Ponomarenko developed the program for identification, certification and protection of archeological monuments of Cherkasy region. He conducted toponymic researches of the region. He worked in the archives and libraries of Kyiv, Poltava, Cherkasy, Moscow and accumulated the unique material on the history of his native land. M. F. Ponomarenko created the regional study card catalogue “Cherkasy Region” with 10 thousand units. The collected material was the basis of his numerous area study publications. M. F. Ponomarenko prepared the materials for the volume “History of the cities and villages of the Ukrainian SSR. Cherkasy region”, became the co-author of the articles “Cherkasy region”, “Chyhyryn”, “Subotiv”, “Borovytsia” and the author of articles about Zolotonosha and Pischane. He wrote the books “Zolotonosha”, “Zolotonosha district”, “Zolotonosha district in sieges”, “Travelling around Zlatokray” (co-author) and others. [1; 2; 4].

An interesting direction in the activities of M. F. Ponomarenko was literary area study. He was the author of his five poetic collections, he actively researched the biographies of literary figures of Cherkasy region. The materials of the research formed the basis for essays “Literary Zolotonosha district” (1959),

“Shevchenko and the Left-Bank Cherkassy Region” (1961), “Shevchenko in Zolotonosha district” (1964), “Kotsyubynskiy in Cherkasy region” (1965) [5].

Despite his enormous employment, he always found time to communicate with pupils in extra-curricular time, involving them in literary and area study activities. “We, the pupils of the sixties, can proudly state that, thanks to Mykhaylo Fedorovych, we took part in the creation of the immortal edition of “History of the cities and villages of the Ukrainian SSR. Cherkasy region”. Our participation in this sacred business was expressed in “decoding” and rewriting the essays written by Ponomarenko concerning the history of the sieges of Cherkasy region”, – notes H. M. Holysh [7, p. 56-57].

So, M. F. Ponomarenko’s contribution in the scientific and pedagogical heritage of Ukraine is invaluable, as he has been using interactive teaching methods at foreign language lessons since the 1960’s. At the same time, being an amateur area studies specialist, Mykhaylo Fedorovych was one of the first teachers in post-war years who began to introduce historical area study education into the pedagogical practice.

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USING INTERNET RESOURCES IN TRAINING THE ENGLISH LANGUAGES WRITING SKILLS

In our times, the Internet has become an integral part of our lives. Today, the Internet is a powerful, rich source of information, authentic materials, which requires skills and find the information you need. The emergence of the Internet in education stimulates the desire to learn, expanding the zone of activity of each individual student, feed rate increases quality material within a lesson. Internet-resources are an integral part of the overall information culture of teachers and students.

Many scholars focused on using the Internet resources in teaching foreign languages, among them Vladimir Kolomiets, T. Smith, A. Litvin, A. Maley, A. Pazyak, A. Stick, E. Polat, M. Pote, A. Tarnopolsky etc.

The main aim of our research is to find out what the blogs is, how it can be involved in the educational process and the benefits of its usage for the development of the English language written communication skills.

Blog is a personal page in Internet network, which maintains and updates the user in a convenient time. Entries have been used in the field of education, including the study of foreign languages. The advantages of the use of blogs in the learning process, according to John Hall is the positive attitude of students to blogs, their zeal to create websites, the ability to read thoughts and observations of other members and express, presence of feedback from students. According to him the disadvantages includes: records often made just for the job and getting assessment, reduction of future activity of students in writing comments, some blogs virtually ignored classmates, the lack of computers and the Internet access at home. [1]

In order to use such online resource as blogs in teaching foreign languages we should mention three types of educational blogs: a teacher's blog, a student's blog and a class's blog, which combined a powerful tool for the development of reading and writing skills.

The teacher's blog is a source of reading practice. It contains lecturer material in accordance with the level of knowledge of students' interests and age characteristics. It makes reference to other online sources for further classroom activity or independent study. When studying new words you can submit links to their explanation. The presence of links in the teacher's blog encourages students to further work with these materials, which greatly reduces the time for students to find relevant information, helps to increase confidence and overcome the difficulties in processing the material. The main task of the teacher is to encourage students to participate actively in written communication. For this purpose, you can use questions, puzzles and more problematic situations that force them to respond to the submitted information and share opinions.

The next type of training the foreign language is the personal online journal of each student, which can be carried out individually by each student and small groups. We consider this kind as most suitable in language studying for the development of reading and writing. After reading some information the task to express their views on reading in writing should be given, to draw abstract search of incomplete information and links to relevant sites etc. The idea of usage this tool is to give the student a sense of confidence in their work. As a student's blog is mostly used at home, it is not limited by time, can apply to a variety of support materials, psychological atmosphere is conducive to productive work. Each student is aware that it will be written and read by his peers or other Internet users. It develops a sense of responsibility for his work, so he/she tries to make it as good as possible, using knowledge of grammar and vocabulary, finding interesting material, photo or audio files etc.

Creating blogs for the whole class is a product of the creative work of all the students. The main aim of it is to be informative development boards online where students can write messages, post pictures, photos, discuss events in the life class. You could also make proposals for future action, offer topics for discussion, create advertisements and more. It can also be a tool for the development of design problems in the study of language that will give students an opportunity to develop not only writing skills, and organizational but research.

Having reviewed the features of each type of educational blogs we can assume that their combination and system implementation in the educational process has undeniable advantages to improve not only the writing skills of

students, but also research, organizational capabilities, gives a sense of responsibility, meaningfulness and confidence, develop skills of independency and collective labor.

Having examined the advantages and disadvantages of the use of blogs in foreign language teaching, we should emphasize that each education technology requires painstaking and thorough preparation and follow-up work. If the teacher is interested in the use of resources in their classroom, it will make every effort to make this method successful, efficient and effective. After all, research results show that blogs involvement in the educational process, particularly for learning foreign languages, help to achieve one of the goals of education - the development and improvement of written communication in English.

Thus such online resource as a blog can find its application in the educational environment at school. Our research proves that it has great potential as a powerful tool for developing writing communication skills in teaching English. It is an element of combined training, which enhances the motivation of students, allows the principle of individualization of learning, enhances the perception and understanding of foreign writing that promotes the development of student's abilities and raise the level of English.

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THE NOTION «LANGUAGE EDUCATION» IN THE WORKS OF FOREIGN SCIENTISTS

Language education is considered to be both the process and the result of educational and cognitive activities aimed at mastering the fundamentals of the language theory for the purpose of communication, and at speech, mental and aesthetic personality development. It consists of two interdependent processes: learning a language and teaching a language. J. K. Phillips distinguishes four

main learning categories for language education: communicative competencies, proficiencies, cross-cultural experiences, and multiple literacies [3].

The term “language education” more commonly used to define learning a second or additional language beyond one’s native language; for this reason, it is commonly used as an academic term. In his work “The Handbook of Educational Linguistics” Bernard Spolsky uses the notion “Language education” in the context of “educational linguistics”. According with B. Spolsky “language education” refers to the process and practice of acquiring a second or foreign language. It primarily is a branch of applied linguistics, however can be considered an interdisciplinary field [4].

With the growing significance of language education as a result of decolonization and globalization, more and more educational systems are appreciating the need to train teachers and administrators in those aspects of linguistics that are relevant to education and in the various subfields that have grown up within educational linguistics itself [4].

Nevertheless, Ursula Lanvers, Stacy Churchill, Bernard Spolsky use the notion “Language education” in the context of language education policy.

According with Ursula Lanvers, in England, language education in the public sector is delivered at Primary (age 5-11), Secondary 11-18) and Higher Education (18+) level, but compulsory are only the age groups 11-14/15. All students sit nationally standardised and accredited tests in a variety of subjects (GCSE) at age 16+, and can obtain University entry qualifications (A levels) by studying a further two school years, but language study is currently not required for either GCSE or A level (see below) [2].

This investigation shares the notion that language education policies can be powerful political and ideological tools, which need to be interpreted in their socio-political and economic context (Shohamy 2006:76ff), possibly revealing hidden agendas [2].

In the ever-growing body of literature on Global English, research on language learning focuses on learners of English (e.g. Dörnyei 2005, Lamb 2004, Seidlhofer 2005). U. Lanvers proposes to consider how this global phenomenon affects language learners with English as L1. She says:

The distinction between “passive” and “active” policy aspects allows us to examine how the Global English phenomenon might be mediated differently at “active” and “passive” levels, i.e. comparing reports from practice, statistics, and public voices on the topic of language learning in the UK [2, p. 64].

B. Spolsky argues that Language policy, existed within all speech communities (and within each domain inside that community), consisted of three

distinct but interrelated components: the regular language practices of the community (such as choice of varieties); the language beliefs or ideology of the community (such as the values assigned to each variety by various members of the community); and any language management activities, namely attempted by any individual or institution with or claiming authority to modify the language practices and language beliefs of other members of the community [4].

Stacy Churchill discusses the principles of language education in a plurilinguistic context of Canada. She uses the term “language education” to what may be more correctly termed “languages-in-education”, including not only teaching of second languages but also teaching through one or more languages, as well as usage of languages for educational purposes in state-controlled or state influenced venues such as public broadcasting [1, p.7].

The author believes that the term “language education” is about more than teaching languages and may involve transmission of cultural and other values [1, p.8].

S. Churchill explores the dimensions of policies pursued by both federal and provincial/territorial governments related to language education and provides a mapping of the main intersections between those policies and identity issues relevant to different parts of the Canadian population [1].

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USING PUBLICISTS TEXTS WRITTEN TRANSLATION AS A MEANS OF FORMING SECONDARY SCHOOLCHILDREN LEXICAL COMPETENCE

Modern language education requires the updating of methods, forms and means of educational activities that are aimed at the intellectual development of students, the formation of skills to work with information independently and to apply knowledge to rationalize the problems that arise in the real situation. Strengthening the activity component of the content of education actualizes the importance of forming the substantive competences necessary for their activities. The modernization of the educational process is associated with a rise in the level of foreign language proficiency to a qualitatively new one. First of all, it concerns itself with the improvement of lexical competence, which is based on the lexical base of students and the ability to operate it. The learning of this component of foreign language communication is determined by the core component of communicative competence.

The orientation on the development of a creative personality, the importance of accounting for educational, socio-economic, cultural and communicative requirements, the formation of English lexical competence requires the introduction of publicists texts in the educational process of secondary school. They help to form skills and abilities, ranging from the reading skills to the analytical skills at a high level.

Relevance of the problem of the formation of English language lexical competence is that using articles from newspapers and magazines with the texts from the textbooks is important for the realization of this process at the English lessons at senior school.

The **purpose** of the article is reasoning of necessity to use the written translation of publicists texts at the English lessons in order to form English lexical competence.

In general, students have a different degree of formation of basic language skills and abilities. Therefore, in order to form the lexical competence of students, it is worthwhile to select texts which give information with a certain vocabulary. The publicists texts can be a material for studying at this stage.

Working with articles from newspapers and magazines has an important practical purpose – to teach students to read, translate and understand popular science and socio-political texts. Working with English-language articles, students get to know different kinds of reading. Removing information from the original text, they acquire the ability to perceive foreign language text with a direct understanding of the content, which is no less important. In addition, reading and translating the articles of the newspaper contributes to the consolidation and expansion of the students' vocabulary and the formation their grammatical skills [3, p. 112].

Teacher can use publicists texts taken from foreign newspapers or magazines for the formation of English lexical competence. It is useful to use texts from such English-language newspapers, as «The Guardian», «The Times», «The Independent», «The Daily Telegraph», «Positive News», «News of the World», «Sun», «Mirror» and others. The articles from the Ukrainian English-language periodical «The Day» are popular too. The teacher has an opportunity to choose the simple news, articles about stars, television programs, headlines, weather forecasts, inscriptions under pictures, cookery recipes, movie reviews from these newspapers [4].

Selecting publicists texts, the teacher have to adapt them, fill in the lexical units that students must learn, eliminate words that are not in line with the intellectual level of them, words that are difficult for translation [2, c. 86].

The articles are offered to students for the individual and collective work during the lessons, and then – for written translation. The translation should be based on the spelling rules in the English and Ukrainian, spheres of communication and style. This work will help to get acquainted with new lexical units, know the translation of these words, understand their meaning in the context, recognize them in the process of reading and find Ukrainian equivalents in writing based on receptive (reading) and reproductive skills (writing). Consequently, this work will contribute to the development of students' lexical competence [1, p. 15].

Conclusions. Thus, the use of articles from popular periodicals for educational purposes increases the students' motivation for studying a foreign language and contribute greatly to learning active lexical or grammatical material, as well as to the successful forming lexical competence that becomes the basis for the implementation of the communicative, socio-cultural and sociolinguistic competences.

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CONDUCTING EXCURSIONS IN ENGLISH AS AN EXTRACURRICULAR FORM OF FOREIGN LANGUAGE EDUCATION OF STUDENTS

Foreign language learning is one of the most important problem of nowadays system of education. According to the Sustainable development strategy “Ukraine-2020” English language learning is considering as the priority of the internal policy of Ukraine for the integration in the EU [4]. The level of English language knowledge depends on quality of teaching English in schools. Therefore, it will be more effective to start with a change of approach in English language teaching in universities.

Most of nowadays Ukrainian universities train future teachers according to the Soviet approach to learning. Most of Ukrainian pedagogical universities use reading and translating as the main type of activity. Instead of it the communicative approach should be as the leading type of educational activity. Extracurricular educations is an integral part of the learning process in almost every European university. This type of education implies different forms of informal and non-formal learning, which could be one of the best way to implement the usage of unprepared English speech in practice [2].

Informal learning that results from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or ‘incidental’/random) [1, p.150].

Requirements of the time focusing of current and future teachers and educators on the application of methods, which contribute to the development of creative personality principles taking into account individual characteristics. Out-of-class activity while learning of English includes different forms of extracurricular, which should be controlled by educators [2]. For example, organization of English discussing club, conducting of theatrical performances, English language excursions, organization of English language camps for children, also Field Trips are popular with students of European universities.

Using these forms of education pupils acquire communicative competence — the ability to use the language depending on the particular situation. Initially all of these kinds of out-of-class activities need preliminary preparation. Improving language skills helps students not to prepare the speech beforehand.

One of the most effective form of foreign language studying in high school are teaching excursions in English. They allow students to get new knowledge, to diversify the learning process, make it more interesting, to improve language skills and skills of the speech before an audience. Excursion as a form of training develops students’ interest to learning a foreign language, promotes the development of monologue and dialogic speaking a foreign language.

Any tour, held in the framework of the educational process, aimed at the acquisition of new knowledge. During the tour, students have the opportunity to not only to improve the language, but also to develop the creative and organizational skills. Excursions promotes certain personal qualities needed to work with tourists and increase the sense of self-control and responsibility of all the participants of the event. It is very important for intending teacher to attract the attention of the group of people.

Conducting of excursion consists of 3 main stages:

- 1) preparation to excursion;
- 2) holding the excursion
- 3) discussion of the results [3].

Preparation includes excursion route definition, selection of necessary information, translating of it. This stage should be always controlled by educator. Students can divide to small groups for preparation an excursion and its holding (2-3 persons). It will be better for students to think of the tasks for

tourists. For example, they can do a quiz after the excursion. Of course any of such tasks depend on participants' age and its type. The excursion usually takes from one and half an hour to three hours. The guide may take not more than 15 architectural monuments. It is very important to tell just useful and necessary information and do not take into account details.

Holding excursions means not just a monologue but also dialogue. The guide should be ready for asking the questions. It is important to get to know all necessary information about the objects of excursion. Also the guide has to ask questions according to the excursion. The last stage of this out-class activity is discussion of results of the excursion. Students present the achievements of the work. They may tell advantages and disadvantages of conducted tour, make suggestions to improve the process of holding the excursion, and discuss the results of other students. Making an excursion applies to large cities, but it does not mean that students cannot hold the excursions in small towns. Excursions can be hold in any place, which has reminders of art and history (museums, galleries, libraries etc.)

Conducting such events raises interest to studying English and also makes students to think about the necessity of constantly development, of replenishment their knowledge. The realization of European approaches has already begun but there are a lot of problems which occur while the educator's work with the students: lack of motivation to learn languages, truancy, the low stage of the ability to organize one's own work and learn English systematically, students' unpreparedness to take the responsibility for the process and learning outcomes, insufficient quantity of classroom hours, etc.

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TRAINING FUTURE NURSERY SCHOOL TEACHERS FOR FORMING OVER-FIVES' LIFE COMPETENCE

The development of modern preschool education requires new approaches to the formation of a child's personality. One of the most important problems is forming the basis of over-fives' life competence. This problem is caused by the demand of a society that needs individuals with a new worldview and their own life project. It is the preschool link that occupies a fundamental place in forming a child as a subject of life creation.

The analysis of recent researches and publications reveals the increased attention to the problem of forming the life competence of preschool children. So, the definition of a preschooler's competence is given by A. Bogush. In her opinion, a preschool child competence is a complex characteristic of an individual, which includes the results of the previous mental development such as: knowledge, skills, creativity, initiative, independence, self-esteem and self-control [1]. T.I.Ponimans'ka, besides these qualities, points out the following components of a preschooler's competence: independence, criticality, optimism, ability to get the job done, responsibility for mistakes [2].

The attention of researchers is focused on the study of key components of an individual competence. Interesting are the works of A. Kurakin, A. Mudrik, L. Novikova, who consider life competence as a personality quality, which is formed during interpersonal interaction. They prove that its forming is impossible without communication [3].

I. Bech, V. Lyashenko, and T. Ponomans'ka consider the formation of life competence as a process of assimilating social moral norms, spiritual values, stereotypes, which results in forming a system of internal regulators, a moral-value relation to life [2].

The process of forming the basis of life competence is very complicated and needs to be started at junior preschool age. But according to many scholars, the most favorable conditions for its formation arise at senior preschool age. Independence, organization, control of their own behavior and decision-making ability are an essential part of a child's personality, which determines the nature of his/her social activities, the ability to develop new life strategies, and

the initial elements of adaptation to rapid socio-economic changes in society. That is why this age is very important for the formation of life competence.

Today, the following basic approaches to the definition of life competence essence can be distinguished: social, psychological, pedagogical.

The problem of competence forming is considered in studies of both Ukrainian and foreign educators and psychologists. Particular attention to the development of a child's competencies is paid in the Basic Program for a preschooler development.

O. Kononko states that the life competence should be considered as a factor that will change the purpose of the educational process and direct teachers' efforts for providing each child with favorable conditions for getting knowledge from different fields and learning art of life [4].

Thus, life competence is knowledge, skills, individual life experience, which are necessary for solving life situations. As a combination of a certain measure of experience of an individual, life competence can not be sustainable, which means that it is a dynamic phenomenon that develops and becomes more complicated.

The analysis determined the basic values and principles of life competence paradigm of a person-oriented model of education and factors of competence development of over-fives. Further research will be focused studying the content of a preschooler life competence components to solve the problem of its effective development in the process of forming a child's personality.

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PLACE OF INFORMATION-DIGITAL COMPETENCE IN TRAINING TEACHERS FOR A NEW UKRAINIAN SCHOOL

In the development of the information society and knowledge society, quality education is one of the main factors of success, and the teacher is both an object and a leader of positive changes. This is being discussed in the draft conception of pedagogical education, adopted on February 22, 2018. This project emphasizes the need to learn throughout life. In the life-long learning paradigm, formal higher education is considered as a starting point.

The aim of the Conception is:

- to improve the system of pedagogical education in order to create a basis for training teachers of a new generation;
- to create conditions for attracting the best specialists of other professions to the pedagogical activity;
- to provide conditions for the formation and development of modern alternative models of continuous professional and personal development of teachers.

Modernization of educational programs for training a teacher of a new Ukrainian school implies, in particular, introducing a competent, person-oriented approach in pedagogical education, ensuring the formation of general competencies, the acquisition of skills and experience in forming pupils' competences by teaching staff.

The European Parliament and the Council of the European Union in 2006 called the information and digital competence a key component for a human lifelong learning.

Despite the large number of scientific papers devoted to the problem of information and digital competence of a technology teacher, there is no single term for identifying the professional competence of a technology teacher in the field of ICT. Foreign researchers use terms such as digital competency, digital literacy, competence in the field of ICT, information – communicative – technological literacy etc.

We understand the information-digital competence as:

- having general ideas in ICT;

- having ideas about e-learning resource;
- possessing the interface of the operating system;
- having general ideas in multimedia;
- possessing the technique of drawing graphic illustrations based on raster graphics;
- possessing skills of the office technology user in the context of the preparing teaching materials from the subject field and working papers;
- possessing basic Internet services and technologies;
- possessing technology basics of web-site building.

Information-digital competence in the modern educational environment is one of the main components of the professional competence. At the present stage of education modernization it includes:

- the ability of a teacher to solve professional tasks using the modern digital learning environment, web resources, application programmes and mobile applications;
- a stable, personal quality, a teacher's characteristic, that reflects the level of training he/she has actually achieved in using digital training tools in professional activities;
- a special type of subject-specific knowledge organization, allowing the teacher to assess the situation correctly and make effective decisions in teaching activities, using digital training tools.

That is why the task of a teacher is to increase his/her level of computer literacy and try to maximize subject training opportunities through the use of information and digital media.

According to the analysis of psychological and pedagogical literature, a modern teacher must have a higher level of ICT, including improving and applying existing pedagogical tools, creating new digital teaching materials and author's educational software through special software tools. We must say that the ability to design the necessary e-learning device that meets all the didactic requirements should be considered as an element of professional pedagogical skills, the innovativeness of a teacher. This will ensure forming an adequate level of the digital culture of a teacher.

The built information and digital competence of a technology teacher is reflected in the search for ways to introduce new educational information and communication technologies, rapid adaptation to modern ICTs, readiness to help students to use ICT in learning and everyday life, etc

The effectiveness of pedagogical interaction in educational process will be greatly enhanced if the technology teachers are perfectly proficient in ICTs,

have the necessary knowledge about the media and Internet and the specifics of their impact on a person, will be oriented in a single information and educational space, will be able to collect the necessary information, possess the methodology of using the most modern ICT in the educational process.

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EFFECTIVENESS OF TEACHING METHODS IN HIGHER EDUCATION

Rapid changes of modern society have caused the Higher Education System to face a great deal of challenges. Teaching has been changing under the influence of social changes that require the education to meet the requirements of the dynamic and complex reality. The process of teaching is very important and it must be well organized. We suppose that using effective methods is the very factor in higher education that will improve the process of getting education and make it better, so the purpose of our article is to determine the effectiveness of various teaching methods used for teaching students in higher education.

It is known that studying must be effective and must provide the best results. We consider that the main problem in higher education is to organize teaching so as to maximize learning effectiveness. It is believed that no pedagogy which can succeed without active engaging students at some stage.

There is the so-called active learning. It is a term used to determine teaching methods that require students to be actively involved in the learning process. An American author of the article, which is called «Does Active Learning Work? A Review of the Research», Michael Prince considers that active learning can be achieved by any method of teaching which actively involves students into the process of authentic learning. Naturally, this mode of learning displaces sheer memorizing and repetition of what the professor had said or done [3].

Numerous researches according to the effective teaching methods have been carried out to make the teaching process more interesting, creative, more understandable. New methods which will stimulate students to participate in the teaching process in a written or spoken form or encourage them to some activities are being researched by W. Lawrence Neuman, who is the author of «Social Research Methods». He has proposed the following methods of active teaching:

- a) simulation methods: games involving simulation of imaginary situations and role play;
- b) discussion methods: discussion, case study, brainstorming;
- c) problem-based teaching [2].

Teachers have to concentrate on mental differences, interests, practical experience of students in teaching. We consider that teaching methods must be flexible and varied to provide the students' learning needs. Using teaching methods by a teacher has a successful and effective influence on the students as the best teaching motivates them to learn [4]. We want to represent some recommendations according to using teaching methods, which were proposed by the author of «Methods And Techniques Of Teaching», Kochkar, S. K.:

- for providing effective teaching different methods self-evaluation, teaching portfolios, student achievements can be used;
- students have to be assured that the information they are being given is useful;
- teachers must bring up students in effective ways [1, p. 250].

In modern education it is shown that an effective teaching method helps the students to achieve some good results in studying. To have an effective teaching, the teachers should be aware of some barriers and requirements as a way to improve the teaching quality. In this way the effectiveness of teaching process will rise.

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THE ROLE OF INNOVATIVE EDUCATIONAL METHODS AND TECHNOLOGIES IN UKRAINIAN HIGH SCHOOL

The world is in constant development, and even the concept of «modern technology» or «modern method» changes day by day. The field of education in this case is special because it should keep pace with the time, so that graduates of the educational establishments can easily find their place in professional life and be demanded. At the present stage of the development of education the role of innovative technologies is extremely relevant [5].

The Law of Ukraine «About Higher Education» envisages «ensuring an organic combination in educational process of educational, scientific and innovative activity» among the main tasks of higher educational establishments [4].

The formation of society, knowledge, globalization, and the entry of Ukraine into the European educational space have a great influence on high school. Innovation consists in mastering all the tools that now the educational world space provides. High school should create conditions for the development of an individual, who possesses certain qualities that are valued. It will solve not only the problem of content of education, but also the innovative learning methods and technologies.

As the electronic sources of information such as television and computers are increasingly being used, at a recent time more and more space in the information provision of people is given to global telecommunication Internet networks. It is necessary to take into account the existing individual differences in methods and styles of training that increase with age and experience; application of various methods and techniques contributes to the presentation

of the content of education to all students, satisfies their individual needs. People who are dominated by the auditory (verbal) perception should speak more, and for students with visual perception – use visibility; it is effective to use activity and associative-emotional ways of presenting information, games, practical exercises that stimulate learning activities [6].

We need to realize that educational technology means a set of tools, forms and methods of training, aimed at forming the necessary knowledge, skills represented by the corresponding specialty [2; 7].

The problem of development and implementation of educational and pedagogical technologies in higher education are investigated by V. Strel'nikov, S. Steblyuk, V. Bodnar, I. Britchenko, O. Havryliuk, O. Dolzhenko, V. Yevdokymov, M. Klarin, A. Kovalenko, N. Korsuns'ka, I. Prokopenko, A. Slobodianiuk, O. Filatov, D. Chernylevs'kyi, F. Yanushkevych and many others.

Nowadays there are well-known pedagogical technologies in educational practice that are used very often and which are effective. Let's try to classify them:

- *structural and logical technologies*: a phased organization of a learning system that provides a logical sequence of formulation and solution of didactic tasks based on a phased selection of their content, forms, methods and tools, taking into account the diagnosis of the results;
- *integration technologies*: didactic systems that provide integration of interdisciplinary knowledge and skills, various types of activities at the level of integrated courses (including electronic ones);
- *professional and gaming technologies*: didactic systems for using various games, during which skills are formed to solve problems based on compromise choice (business and role games, simulation exercises, individual training, computer programs, etc.);
- *training materials*: a system of activity for working out certain algorithms for solving typical practical problems with the help of a computer (psychological training of intellectual development, communication);
- *information and computer technologies*: implemented in the didactic computer learning systems on the basis of the dialogue «man-machine» with the help of various training programs (training, controlling, information, etc.);
- *dialogue-communication technologies*: a set of forms and methods of training based on dialogue thinking [1].

The modern educational methods and technologies in Ukrainian high school is a scientifically corrected system of forms, methods, means and pro-

cedures that are used for the organization and implementation of cooperative training activities. Such kinds of technologies are standardized by the purpose of training educational content, period of training and. Using of educational methods and technologies importantly affects the quality of qualified specialists' training, it also helps to enrich and update knowledge and skills, affects the development of personal qualities, educational process improvement and its transferring into a new advanced methods and technologies at the present stage in the learning process [3].

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MICROLEARNING IN STUDYING ENGLISH

In the 21st century there is an important goal to improve education and find new ways of learning that will make it faster and more effective. The old methods are being improved and new ones are being invented.

There is one big drawback of the current system of obtaining knowledge at schools and universities. The main problem is that this system was formed in the past centuries. The teacher transmitted his knowledge to his students in the same form as he himself received it, and this information continued to be relevant for a very long time [6].

Now we live in the absolutely new times. The old system of education must be adapted to new way of life, and therefore new formats of acquiring knowledge appear in the world.

One of such new methods is microlearning. This term describes a learning method in which concepts and ideas are presented in very small fragments, within very short time intervals, if necessary, or under conditions of maximum susceptibility.

Microlearning is being increasingly used by many organizations for both formal and informal learning. It appeals to the learners as it consumes less time and is available to them exactly at the time of the learning need [5].

Many aspects of learning have been described on micro- or macro- levels. Astonishingly, microlearning as an area of explicit emphasis is rather new, though it is related to phenomena such as implicit, informal, and incidental forms of learning that have been on the agenda for many years. Question of microlearning agenda and its urgency is variously understood: some tend to think that it is too late for microlearning, for example because it has already been an implicit part of microteaching discourses for decades. Although we can continue to learn a great deal from the collegial and reflective models typical of microlearning, it would be a mistake to reduce microlearning simply to a sub-type or derivate from microteaching activity [2].

Microlearning is an indispensable tool when it is needed to train employees as quickly and efficiently as possible on a particular subject, spending minimum of resources.

Often micro-courses are devoted to one particular topic, and the passage of such courses takes from 5 to 15 minutes. This is very convenient if you need to train somebody urgently, without spending a huge amount of resources.

Also, often micro-education is part of the global learning process as well. One of the advantages of microlearning is that you can integrate it into the overall learning strategy the way it will be convenient for you. Micro-courses can be used at any stage, both as the independent elements, and as the elements which supplement the basic training. A good example of this approach is the popular Duolingo application [6].

Microlearning can involve the use of different media technologies – book printing, radio, film, TV, computer, Internet and others. It can be designed for classroom learning as well as for corporate learning or continuing education, entailing processes that may be separate or concurrent, situated or integrated into other activities. It may follow iterative methods, networked patterns or certain modes of attention management entailing different degrees of awareness. Finally, the form of a final microlearning product may have characteristics of fragments, facets, episodes, skill elements, discrete tasks, etc. But while it is amenable to all of these forms, contexts, technologies and combinations, in terms of its temporality and substance, microlearning carries some relatively simple markers. In terms of time microlearning is related to relatively short efforts and low degrees of time consumption. And in terms of content microlearning deals with small or very small units and rather narrow topics, aspects of literacy may play a complex role [3].

Microlearning can be used in the study of almost any subject or material, including English. This is really actual when a man studies the vocabulary of a new language, to learn words in small portions, best of all – in word combinations. Thus, words are remembered better, and soon a person can use them in her speech, whereas a large number of words are quickly forgotten.

Since the grammar of English is quite extensive, it will take a lot of time to learn everything in small portions, as it is offered in the microlearning. But it will still be convenient, for example, to split complex topics into several parts. For example, the modals theme is quite complex and large in scope, so it can be divided and studied in parts. With phonetics everything is the same.

The advantage of microlearning is that each person can adjust the amount of information studied and work at a convenient pace. But, despite the obvious usefulness of microlearning, a man needs to be careful using it. Not all knowledge can be transferred through 5-minute short modules. A person needs a neat answer to the question: «Is it possible to learn this topic in this format?». For each learning task, there is its most useful format, and it should be selected [7].

Easily digestible modules give the impression of really simple and quick learning. But there is a so-called illusion of fluency, described in the book «How We Learn» by Carey B. [1]. The main thought of it is that sometimes a person can not practically use the knowledge that was easily and quickly acquired. Therefore, when a person tries to combine his work with microlearning, it is good to check whether he is able to apply the received knowledge, for example, in a couple of months.

But microlearning has a great perspective, and even such an outcome is possible that it will completely replace schooling, and children will use Internet resources for their studying.

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THE IMPORTANCE OF STUDYING ENGLISH LITERATURE AT THE ENGLISH LESSONS IN UKRAINIAN HIGH SCHOOL

The general aim of the English language curriculum for Ukrainian high schools is to enable pupils to be able to communicate effectively, read and respond to the texts independently, produce well-structured written texts. Studying English literature is good for this goal as it will expose students to different world-views and will enhance students' knowledge of English cultures and traditions. In the English language curriculum for a high school

academic programme there is a direct reference to literature and enhancing pupils' English proficiency via the literature component [4, p. 4].

The aim of the literature component is to enhance and enrich our students' English proficiency. For this purpose the English texts must be chosen to be manageable in terms of the language used as well as the cultural aspects of the texts must also be of interest to the students. Striking a balance between these criteria will ensure successful literature curriculum [3, p. 33]

In the process of studying English Literature students can learn not only language aspects such as vocabulary items but also that language can be used for specific and aesthetic purposes. Familiarity with the concepts of beat, metre and rhythm can improve their own writing as students are able to appreciate and apply these ideas. Finally, the study of Literature can provide students with a fresh and creative angle with which to approach their studies in particular and their lives in general [1, p. 20].

But if the teacher wants to achieve such results, he or she should be well-prepared, namely:

- get to know the author: the authors, works of whom we read in English literature, can belong to a time and place different from ours. Knowing the author will tell you about the life, experiences and motivations of the author;
- read about the social situation at that time/place: again, to put the text in context, we must understand why the author uses a certain style of writing, has the assumptions why she or he exhibits and focuses on certain issues/ conflicts while taking others for granted;
- dive into the piece of writing, explore each theme, get acquainted with each character and taste each situation, plot, subplot: from the perspective of a student who needs to review those questions that require us to criticize, comment and analyse, it's very important to know the why's and how's. You will need to read the text more than twice. Scribble on the margins whatever comes to your mind while reading the text. This will help you, while you revisit it, by reminding you what you thought and how you felt [2, p. 46].

The teacher's efforts will be evaluated. Students will understand English traditions and linguistic norms in general much better when a teacher correctly submits English literature.

So, English literature should no longer be considered as a tool merely increasing English proficiency; it should serve as a bridge to educate children of rich literary traditions, heritage and culture. The functional aspects of literature in the classroom for enhancing English proficiency are undeniable. But English Literature should play a more prominent role in the curriculum of Ukrainian

high school and it should be planned properly and pragmatically keeping in mind its various other roles and uses. In particular English literature can be used to help educate and prepare students for the impact of globalization and vibrant changes and challenges in society.

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TO THE ISSUE OF THE POSSIBLE DIFFICULTIES OF MULTICULTURAL COMMUNICATION

When we analyzed educational modern trends, it became evident that humanity develops by expanding and increasing the interconnections and interdependence of different countries, peoples and their cultures, which is traced in various spheres of social life of the countries in the world. Every ethnic society has an impact both from the cultures of other peoples, and from the world society as a whole. These processes are promoted by the growth of cultural exchanges and direct contacts between government institutions, social groups, public organizations and individual representatives from different countries and cultures.

In the context of these trends of social development, it is extremely important to learn how to define cultural identity, peculiarities, specifics of peoples in order to understand each other and achieve mutual recognition and mutual acceptance. People interact with representatives of other cultures, what

are different from each other, by participating in any international contacts. Differences in the features of communication, norms of social behavior, attitude to the performed work, etc. can affect the process of interaction and make it difficult and sometimes even impossible for these contacts.

The main causes of the failures of intercultural contacts are beyond the obvious differences and are hidden mainly in differences of the world outlook and attitude. The main obstacle to the successful solving this problem is that we perceive other cultures through the prism of our culture, therefore our observations and conclusions are limited by it. We understand the meanings of foreign unknown expressions, understand acts and actions that are not characteristic of ourselves with certain difficulties.

I.H. Shavkun emphasizes that during communication between representatives of different cultures there are a lot of problems due to a lack of understanding of the causes of one's behavior, that is, when "people in a certain situation expect a particular behavior, and they have not waited it, they can reach false conclusions about the culture with which representatives they communicate" [4, p. 117]. This problem is explained by the phenomenon of ethnocentrism, which not only prevents intercultural communication, but it is also difficult to recognize, since it is an unconscious process.

Therefore, in the 21-st century the language of interpersonal communication becomes the language of culture. It is a high culture language of social consciousness, common culture of a personality, the culture of international cooperation, the culture of society as a whole. One of the indicator of a high culture is, first of all, to know the native language perfectly, and then to master other foreign languages.

Belief in the significant influence of the language on the spiritual development of the people was taken as the basis of the language philosophy of the German classical humanism representative Wilhelm von Humboldt. Studying the language of the Spanish Basques, which differs sharply from the language of the Indo-European family, Humboldt concluded that different languages are not just different parts of universal consciousness, but different visions of the world. In the book "Selected works on linguistics" the philosopher noted: "... in each language the original worldview is laid" [2, p. 80].

Analyzing the importance of a language, V. Humboldt came to the conclusion that the idea that the language simply calls the objects that are perceived by the people, outside the language, is false. Moreover, if we rely on this point of view, we shall never understand the language in all depth and completeness of its content. As no concept is impossible without a language,

so without it for our soul there is no single object, because even any external object acquires the fullness of reality for it only through the mediation of the concept.

Each culture, in the process of its development, creates a variety of sign systems that become its peculiar representative, and are transformed into a certain form of the existing a human culture. According to M.P. Kocherhan, a sign is a “material, sensually perceived object that is representative of another object and is used to receive, keep and transmit information” [3, p. 29]. In the scientist’ proposed definition, the emphasis is on the materiality of a sign, that is, it can be received by the organs of the senses, and on its informativeness, that is, the using it to denote something that is outside of it.

The manual “The Fundamentals of Intercultural Communication”, edited by A.P. Sadokhin emphasizes that it is the human ability to create such systems of signs simultaneously generates certain problems in understanding and perceiving other people’s cultures [1]. Analyzing the possible causes of such problems of perception of other cultures associated with sign systems, we came to the conclusion that, signifying a certain thing, the sign is not connected with it by a natural connection. Due to this simulated connection, one sign can be used in different sign systems, resulting in different meanings. For example, the sign “!” means “factorial” in mathematics, it means “exclamation point” in punctuation, and in road signaling it is “dangerous road”. Thus, such confusion of the meaning of certain signs cannot be only within the limits of one culture, but also between the same systems of different cultures. For example, there is the sign system of greetings, which sometimes differs very much in different cultures (handshake, bow, kisses, splashing on the shoulder).

The great number of signs and sign systems that exist in human society represent the culture of a certain time and the certain society. Each sign has certain meaning that has been captured by the previous generations, and which represents complex, multifaceted, concise information for those who can read it. Preservation of culture is connected with the necessity to transmit cultural information to the descendants purposefully through the transferring the signs from one generation to another and from one culture to another.

Consequently, the ability to effective multicultural communication became the requirement of time, which imposes special demands on the linguistic and cultural competences of an individual, the internal motive of human learning and contributes to the global trends in the development of education related to the life polyculture, the solving the global problems of mankind. Summing up

the above mentioned, we came to the conclusion that effective multicultural communication cannot arise by itself, it should be taught purposefully and it is necessary to form multicultural communicative competence.

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INFORMATION-COMMUNICATION TECHNOLOGIES AND PEDAGOGUE'S PROFESSIONAL COMPETENCE

The content of professional competence of a particular specialty teacher is determined by the educational and professional training, educational qualification characteristics. It represents a normative model of teacher's competence, demonstrating the scientifically substantiated set of professional knowledge, abilities and skills.

Different for our time changes in the education are in its orientation, aims and content. They are increasingly oriented to “free human developing”, to the creative initiative, students' autonomy, competitiveness, mobility of professionals. Information and communication technologies affect the professional competence of a future teacher and significantly expand the scope of his activities, so the topic of our article is relevant and significant [1].

One of the directions of implementing ICT in the educational process is to increase the competence of future teachers. Immediately there are two questions: how to do it and why? Let's try to answer them by describing our experience.

To begin with, it is necessary to determine the stages of activity in this direction. We have identified the following ones:

- 1) ICT literacy training;
- 2) forming the motivation;
- 3) developing the ICT competencies
- 4) applying ICT;
- 5) monitoring and diagnosis of the results of the using ICT in the teachers' activities.

Forming the motivation should be conducted constantly, because even the most interested teacher should feel support from the colleagues and administration. Of course, the implementing ICT cannot be carried out without them.

Forming teachers' motivation to use ICT during the educational process cannot be realized without direct interest and active participation of the administration and the most advanced ICT teachers [2]. What does it consist of? It is exchanging the experience (seminars, scientific and practical conferences, meetings, organizing various competitions).

As can be seen from the abovementioned, the stages of forming the teachers' motivation, increasing ICT competence and applying ICT are closely interconnected, as the same thing can be both the motivation and increasing the competence for different teachers.

Diagnosis and monitoring are also an important step in improving the professional competence of teachers, as they allow us to analyze the situation at a certain stage of informatization, identify the advantages and disadvantages of the problem, and planning further work in the direction. For example, in higher education institutions, surveys of teachers on the topic of "ICT literacy" were conducted, and regular analysis of teachers' activities on the using ICT was conducted.

So, we received the answer to the question "How to increase teachers' competence through ICT?"

The second question was "Why should it be done?" To answer it is necessary to explain what the result of our work was:

- specific methodical manuals on using the information and communication technologies in the classroom were created;
- innovative experience in organizing and conducting the educational process on a new technological basis was accumulated;

- electronic methodical materials on different disciplines were developed;
- the idea of a personally oriented and activity approach to learning was realized;
- the conditions for forming and developing teachers' information and technological competence were created;
- the material and technical base of the educational institution was improved;
- preconditions for a holistic information and educational environment are created, some elements of which are functioning now.

One of the elements of modern teacher's professional competence is the mastering the information and communication technologies. The skills of using ICT should affect qualitatively not only on changing the structure of the general teacher's professional competence, but on the qualitative content of its components. The whole spectrum of theoretical and practical skills that form the basis of teacher's professional competence should change qualitatively.

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THE STAGES OF INCREASING TEACHER'S INFORMATIVE COMPETENCY LEVEL

The informational and cultural environment of Ukraine is constantly changing, requiring modern pedagogy to perform complex tasks that are new to the society and pedagogical sciences. The dynamic development of

information and communication technologies (ICTs) has changed the information environment in which social development and human functioning are taking place.

The information literacy is one of the most important qualities of a modern person, which allows to navigate the information environment, to choose the right information, to develop the abilities and to solve life problems.

Keeping the most important achievements of the mankind, a new information culture demands from the modern person to develop new intellectual abilities that would enable more effective operating in an informative society.

Modern pedagogy is designed to develop new methods of teaching and education, taking into account many macro-, microfactors that change the learning environment and make it necessary to develop competencies in person's everyday and professional activities.

The competence is the possession of a person with a certain competence, which includes personal assessment of this competence and the relation to the subject of the activity. In other words, the competence is a collection of special qualities of a person (specialist) that has already been formed, as well as some experience in the specialty [3].

One of the most important competences of a modern person is a computer competence. The level of the computer competence in the information space is very low and needs constant improvement, therefore, the Ministry of Education and Science of Ukraine faces the task of providing educational institutions with informational and professional staff able to teach future specialist using information and communication technologies. Modern provision of pedagogical educational institutions with informational and professional personnel is a significant problem, because the vocational training does not keep up with the trends of ICT development, which in future affects the knowledge and skills of educational institutions graduates.

The forming of future specialists' informational competence is conditioned by the requirements of the modern information society. For effective functioning in it the specialist should not only study and understand the subject of professional activity, but also keep up with the progress and informatization of the society. A new approach is necessary for a contemporary specialist, based not only on the acquisition of the knowledge and skills, but also on their own opinion forming and information processes understanding that are needed to carry out the professional tasks through the usage of innovative ICT [1].

The computer competence is the integral part of the individual formation, which combines knowledge on the general methods of computer science and

ICT, the ability to use the acquired knowledge in the assigned tasks solving, the skills of using computer technology and telecommunications, and the ability to present information (data) in a clear form. It manifests itself in the ability, aspiration and readiness for the effective use of innovative ICT tools for solving set tasks in everyday life and professional activities, realizing the significance of the their activity results [2].

Any instructor or engineer-instructor must have a certain level of information competence in order to form the general cultural and professional competences of future professionals. It is possible to distinguish three levels of computer competence knowledge:

- a basic level – the knowledge, skills and experience necessary for any teacher to solve educational tasks by means of general-purpose ICT;
- a technological level (subject-oriented) – the free possession of ICT and the introduction into the educational activities of specialized technologies and resources developed in accordance with the requirements, content and methodology of a discipline;
- a creative level (psycho-pedagogical, methodical) – the development of personal electronic teaching aids, use of ICT tools for solving professional and personal tasks.

To achieve a high level of the computer competence, the first stage is the development of a specialized course for teachers and engineers of teachers who could teach them the correct use, application of ICT in the pedagogical practice, and also to freely navigate in the information space. At the process of developing a special course, it is necessary to take into account certain necessary subjects for improvement of professional knowledge, skills and abilities of a teacher or engineer in the field of ICT, such as:

- the concept and models of the structure and organization of the teacher's personal information space in the educational institution single information space;
 - system software, operating systems;
 - creation and preparation of didactic, educational and methodical materials, presentations, publications by means of office programs;
 - ways of creating, processing and preparing graphic documents for a teacher for visual and teaching materials in educational activities;
 - basics of building local and global networks, educational resources and services of the global network, networking educational communities and projects in education;

- the technology of creating educational websites, creation of a site-portfolio and a site of support of teaching and educational activity;
- technology for the electronic educational resources creation and implementation in the educational process.

The second stage of raising the computer competence level is the aspiration for timely self-improvement and self-education in the field of ICT, which are based on the principle of developing key competencies of the teacher such as:

- improvement of personal skills – the teacher must improve his knowledge, skills and abilities;
- creating a common vision – based on the co-operation of teachers, which is necessary for the effective achievement of the goal, the ability to draw conclusions between reality and personal vision;
- group learning – interaction at the level of individual groups of teachers and the institution as a whole, implemented in the form of trainings, seminars, open dialogues, discussions, exchange of experience.

After analysis of literary and scientific sources on this issue, it is possible to draw to some conclusions. In order to increase the level of computer competence, it is necessary to complete two basic steps: first, to introduce special courses in educational institutions; second, for the teacher to improve his knowledge, skills and abilities, being engaged in self-education and becoming informally competent in the information society.

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FORMING AESTHETIC TASTE AS A COMPONENT OF AESTHETIC COMPETENCE OF A PRESCHOOL EDUCATION SPECIALIST

Rising of aesthetic development of a modern specialist is now an important and promising direction for his/her professional training. A number of scientific works is devoted to this problem. In particular, various aspects of future nursery school teachers' professional training and their aesthetic culture formation are considered in the studies of V. Kotlyar, G. Sukhorukova, A. Dronova, L. Yantsur, I. Lykova and others.

Aesthetic taste is the central category of aesthetic consciousness, which has been at the heart of scientific and theoretical researches since the 60s. The close attention of scientists to this phenomenon is due to its special position in the structure of aesthetic consciousness.

Considering the aesthetic taste as professional quality, which is an indicator of the aesthetic training of a nursery school teacher, we must note that taste forming in the process of a specialist professional development is not only desirable, but also mandatory. It is indicated by J. Borbodoyev, G. Kutuzov, N. Konysheva, O. Korobko, O. Malenitskaya and other scientists.

The term "taste" in the aesthetic sense was first used by Baltasar Gracián y Morales (the Spanish thinker of the XVII century) to designate the ability of human knowledge to cognize the beautiful and value works of art. The problem of taste became extremely popular in the French public thought of the XVII- XVIII centuries. (Larosefuco, Boiolo, Montesquieu, Voltaire, Gelevestii, etc.). In the aesthetics of classicism and the Enlightenment, the category of taste is interpreted as a cognitive category, as a certain ability of knowledge along such as feeling, prudence and intelligence. Taste is understood as an inner feeling, like a sympathy and pleasure. It cultivates and harmonizes both the ability to cognize and the moral sense of a person.

I. Kant claimed taste as an evaluative faculty, not a productive one [4]. For David Hume, taste is a subjective feeling with a standard found within the beholders. He considered "though men of delicate taste be rare, they are easily to be" [5, p.229]

Aesthetic taste is one of the most important characteristics of personal formation, which reflects the level of self-determination of each individual in relation to the socio-cultural environment. That is, the aesthetic taste is not limited to the ability of aesthetic evaluation, since it minds not the assessment itself, but appropriating or denying cultural aesthetic value. Thus, it will be appropriate to determine the aesthetic taste as an individual's ability to individually select aesthetic values.

In fact, a person who has a sense of aesthetic taste is distinguished, among others, by certain perfection, integrity. He/she is considered to be not only a human individual, but a personality. The peculiarity is that, beyond the individual characteristics (gender, age, height, color of hair and eyes, type of psyche), a personality also has an individual inner spiritual world, which is determined by certain social values and preferences.

It becomes characteristic for recent philosophical and aesthetic research (N. Kalashnikov, S. Slivka, B. Sedin, and others) to focus on studying aesthetic taste in the context of its significance for a particular type of practical activity. The framework for the perception of aesthetic categories being expanded beyond art, the problem of forming aesthetic taste as an individual integrated complex ability to emotional and rational learning of reality in the system of higher educational institutions of different professional orientation came up [3].

Aesthetic taste is evident through aesthetic feelings, judgments and ideals that are constantly evolving and developing both in the process of acquiring their own aesthetic experience and under the influence of external factors.

According to E. Gusev, "Aesthetic taste is the ability directly, by impression, without a special analysis, to feel and distinguish really beautiful, true aesthetics of nature, social life and art" [1].

It should be noted that the aesthetic taste of the primary school teacher is the quality that directs professional activity, considering the laws of beauty, affects the nature of its implementation, is actively used in the individual assessment of the personality of his/her professional orientation through the prism of aesthetic values, promotes the self-development of the primary school teacher directly in the process of professional training. The proposed definition provides grounds for arguing that the aesthetic taste of the primary school teacher is professionally oriented, because it expresses the peculiarities of professional activity and is actively used in the process of its implementation. The formed aesthetic taste of the future teacher is not only the ability to understand beautiful in art and in phenomena of the surrounding world, but it is also a special attitude to life, emotional and rational knowledge of

reality, finding beauty and enjoying the chosen specialty. It manifests itself in etiquette, communication, speech, appearance, behavior, documents, etc. Thus, the aesthetic taste fulfills educational, orientational, evaluation, normative, corrective, managerial and reflective functions.

The analysis of aesthetic taste functions in the activities of future nursery school teachers made it possible to identify four structural components:

- motivational-valuable;
- cognitive-intellectual;
- sensual-emotional;
- Experimental-activity.

The researchers have proved that the aesthetic taste determines the development of the inner world of a future primary school teacher, which has a decisive influence on his/her day-to-day professional activities. Thus, there is every reason to consider the aesthetic taste to be a professional quality of a future specialist of a preschool institution [2].

Today it is relevant to search new means and methods of forming the aesthetic taste, as one of the most important indicators of aesthetic culture of the future teacher and of his/her professionalism.

The main directions of forming the aesthetic taste in the process of professional training are:

- developing imagination and artistic memory;
- forming figurative thinking;
- providing artistic education (knowledge types, genres, expressive means and materials of fine art);
- using educational, elective and individual forms of studies in fine arts;
- providing understanding of the purpose and significance of historical, contemporary and national art, its originality;
- communicating with nature.

Thus, the aesthetic taste of a future pre-school teacher is his/her professional quality, which is manifested in the sensibility to the perception of aesthetic in all its manifestations, the ability to consciously and reasonably evaluate the natural objects, phenomena, objects of art in terms of their aesthetics and the ability to perform pedagogical activities according to aesthetic laws and examples.

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FORMING THE FOURTH-GRADE STUDENTS PROJECT COMPETENCE BY MEANS OF NATURAL SCIENCES

Project-based learning is gaining popularity at present as it is a very effective and relevant approach to learning and teaching. Numerous studies indicate that after its successful implementation students improve their motivation to learn and increase their level of achievements. This form of work also helps to implement partly the program of early vocational guidance students, so that in the future, graduates deliberately choose the profession and educational institution.

The expansion of the information space, the modernization of modern science and education has led to the fact that some of the knowledge acquired by students during elementary school education becomes out-of-date even before it is completed. In such a situation, the task of providing not only professional knowledge integrated with the requirements of modern education but also the formation of project competence in the fourth-graders, which includes readiness for the organization of innovative activity of students at the lessons by means of natural sciences, becomes a matter of urgency and priority.

“Natural sciences” is an object that combines elements of knowledge in biology, geography, physics, chemistry, astronomy and ecology. It completes the natural-scientific component of the subject “Natural History” elementary school and a propaedeutic for systematic courses in physics, chemistry, biology, geog-

raphy and astronomy in the elementary school. The content and methodology of natural science form a holistic perception of the world, ecological literacy and differ in practice.

By working on training projects, fourth-graders learn how to use a variety of information sources, prepare and present presentations, evaluate their own activities, cooperate in small groups [3]. Recently, the role of natural sciences has increased. Today, elementary school has the task that is not only to ensure that children learn natural sciences, but also can freely manipulate them, apply this knowledge to solve educational and life problems, to expand and deepen their cognitive experience. Therefore forming new approaches to teaching natural science is of great importance. Pedagogical science and school practice today, being in search of optimal ways of democratization, humanization, individualization of quality education, naturally drawn to the study and use of the heritage of native teachers, educators and culture of the past. According to the analysis of the scientific sources, the problem of the historical aspect of the organization of excursions and practical classes was researched by V. Polovtsev, K. Yahodovsky, B. Raykov, V. Herd, L. Nikonov, I. Polyans'ky and others; and organization and conducting of phenological observations were researched by D. Kayhorodov, B. Raykov, I. Polyans'ky, M. Smirnov, M. Scherbinovsky and others [5, 63].

The choice of means for a particular lesson is determined not only by its educational aim, but also by other factors. In particular, the specifics of the microenvironment of the school and the previous level of readiness of children, their emotional state, age, reserve of educational time. An especially important source of sensory experience in almost all lessons is the actualization of emotional observations of students. This provision deeply developed by V. Sukhomlyns'ky. "The nature of the brain of a child," he wrote, "requires that her mind be brought up at the source of thought, among the visual images, and first of all, in the nature, so that the thought switches from the visual image to the "processing" of information about this image. Isolating children from nature from the first days of training the child takes only the word, then the brain cells quickly tires and cannot cope with the work that the teacher suggests. And these cells need to be developed, gain strength. This is where the cause of the phenomenon that teachers often encounter in primary school: the child is sitting quietly, looks at you as if he is listening attentively, but does not understand a single word from what the teacher tells, because it is necessary to think about rules, solving tasks, examples – all these are abstractions, generalizations, non-live images, the brain is tired ..." [2, 10].

The program “Natural Sciences” provides for the involvement of pupils of 4 forms in the project activity, the purpose of which is to teach pupils independent, critical thinking; to reason, using knowledge of facts, laws of science, to make grounded conclusions; make independent, reasoned decisions; To teach how to work in a team, performing various social roles. They are used in the process of studying any subjects, in particular, natural science. Students report on their observations on the development of plants, animal life, and natural phenomena. Elements of research activities contribute to the formation of their activity, initiative, curiosity, develop their thinking, and encourage their independent searches [4, 129]. Results of completed projects should be directly related to real life. The form of presentation of the project may be different: the theoretical solution to the problem, the operating model, the poster, the ecological mark, the action plan, the result that is ready for implementation, etc.

Implementation of the project involves several successive actions: definition of the project purpose; nomination of project ideas and choice between them; planning of project activity; direct implementation of the project; project presentation; evaluation of the project and its own activities in it (self-evaluation). Participation in the project activity involves the development of students in the 4 classes of autonomy, initiative, creativity, ability to determine the purpose of the activity.

Fourth graders learn how to plan their work, work in a group, discuss the ideas, listen to the proposals of other members of the group, familiarize themselves with the requirements for work (the final product), learn about the sources of information.

In the project activity the personality of the child manifests, he can independently decide on the choice of the way of activity. While working on the project student passes the stages of planning, analysis, synthesis, active work. Organizing the project activity is possible not only individual, independent, but also group work of students. This allows building communicative skills and abilities. Problem solving situations increase the motivation for the project activity and suggest: goal-setting, objectivity, initiative, originality in solving cognitive issues, extraordinary approaches, the intensity of mental work, research experience. Using the method of projects in school helps to intensify cognitive activity of students, develop their skills in communication. In today’s teaching process, when the role of life competence grows, the school must help the child to choose the subject of his own purpose, master the mechanisms of reflection and self-reflection, his purpose, aims and values.

By organizing such activities, the teacher learns to consciously build his/her own full-fledged activities, which includes three stages: motivational, operational-executive, reflexive-evaluation. That is why implementation of projects is a practical way of acquiring educational and social experience, realizing life plans of the individual.

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BASIC PRINCIPLES OF IMPLEMENTING THE HUMANIZATION PRINCIPLE IN THE EDUCATIONAL PROCESS OF MODERN PRESCHOOL INSTITUTIONS

Humanism is one of the fundamental characteristics of social life and consciousness, the essence of which is considering people the highest value. It manifests itself in altruism, in mercy and compassion, in the desire to do well, to help people.

The results of studies by L. Artemova, L. Božovich, S. Karpova, O. Kononko, V. Kotrylo, M. Lisina, T. Ponimansky, L. Pokrerevina, E. Subbotsky, T. Fasolko, S. Yakobson showed that pre-school childhood moral standards are the motives of their behavior. That is why, the humane behavior of an individual can be formed in the process of familiarizing a child with the relevant norms of humanity, which require a concretization in a particular life situation.

S. Honcharenko's Pedagogical dictionary contains the following definition: «Humanism» (Latin humanus) is a system of views of a human as the highest value [1, p. 76]. Humanism represents love to people, respect to their dignity and care about their benefit, so, humanism intrinsically includes humanity as a moral feature of people.

Scientists distinguish the following features of the humanistic educational space: orientation to the area of the immediate development (L. Vygotsky); creating a special spiritual atmosphere (V. Sukhomlinsky); implementation of a child's right for freedom of choice and possibility of substituting activities (Sh. Amonashvili).

Favorable for personal growth are such conditions of education, in which the process of a child self-development is actualized, his/her personality maturity is formed. A humane educator should focus children on themselves, on the awareness of their own virtues and the ability to hear their own feelings and understand the feelings of other persons. It directs a child to self-determination, an objective assessment of his/her own and others' actions. Responsibility for the implementation of subject-subject interaction is entrusted to adults that are parents and educators. This interaction, providing communication that activates the child and allows the teacher to observe the child's success depends on them. They also have to make timely adjustments in the educational process [2, p. 36].

Implementing humanization ideas into modern theory and practice of preschool education is possible for developing a pedagogical process, which primarily addresses the following tasks:

- creating pedagogical conditions emotionally comfortable for a child's communicating with peers;
- creating pedagogical conditions for different active creative activities of a child considering his/her individual peculiarities, interests, needs;
- ensuring the personal significance of the teacher for a pupil [3, p. 5].

Hence, a humanist-oriented educational process cannot simply be built on the basis of equal positions of an adult and a child as it requires a different amount of a teacher personal contribution depending on child's abilities and needs. Humanist education, instead of manipulating a child, enables «to create a semantic field of values», which provides a child's motivated introducing into the substantive, activity and social environment, providing a proper level of subjectivity.

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INNOVATIVE METHODS OF EDUCATION IN THE MODERN EDUCATIONAL ENVIRONMENT

UNESCO's "Sustainable Development after 2015" analytical report states that in the new age of information, higher education itself should be a fundamental element in the direction of progress, and the innovation in various spheres of social activity should include high dynamism, rapid change in knowledge, information, technology [1]. Under such conditions, the social significance of the state increases in access to quality of the education, high level of knowledge, the ability to acquire appropriate skills, competencies through the provision of academic mobility and freedom to higher education. The Law of Ukraine "On Higher Education" among the main tasks of higher education institutions envisages "ensuring the organic combination in the educational process of educational, scientific and innovative activity" [2]. In addition, most legislative documents, national programs for higher education emphasize the inadmissibility of lower education quality, the drop in the level of knowledge, the moral aging of methods and teaching methods. It is the public consensus that education is one of the main factors of the civilization, economic development of the state, today it gives an impetus to the strategic solution of problems and ensuring the systemic reform of the national higher education school, adequate modernization and its integration into the European economic, cultural and informational space.

The word "innovation" has a Latin origin and in translation means updating, changing, introducing a new one. In pedagogical interpretation, innova-

tion is an innovation that improves the course and results of the educational process.

Innovation activity is specific and rather complex, it requires special knowledge, skills and abilities. Implementation of innovations is impossible without a teacher-researcher who has systemic thinking, developed ability to work, formed and conscious readiness for innovation. Educators-innovators of this type are called pedagogues of innovative direction, they have a clear motivation for innovation and a crystallized innovation position, the ability not only to be involved into innovation processes, but also to be their initiator [4].

Researchers of the problems of pedagogical innovation (O. Arlamov, M. Burgin, V. Zhuravlev, N. Yusufbekova, A. Nichols, etc.) are trying to correlate the concept of something new in pedagogy with such characteristics as to be useful, progressive, positive, modern, advanced. In particular, V. Zagvyazinsky believes that the new in pedagogy is not only the ideas, approaches, methods, technologies, which in such combinations have not yet been put forward or have not yet been used [3].

Allocate such pedagogical innovative technologies:

1. Credit-modular and modular-rating technologies. The essence of the didactic process on the basis of modular technology is that the content of the training is structured in autonomous organizational and methodical blocks-modules. The essence of the didactic process on the basis of modular technology is that the content of the training is structured in autonomous organizational and methodical blocks-modules. The content and volume of modules, in turn, varies depending on the profile and level differentiation of students and didactic goals. This approach allows to create the conditions for the student to choose an individual learning trajectory. Modular structuring of the discipline provides the ability to identify groups of fundamental concepts, logically and compactly combine them in order to avoid duplication into a single adapted system of knowledge and skills that forms the basis of the content module.

2. Interactive teaching methods. “Interactive” is that capable of interaction, dialogue. Interactive learning is a special form of cognitive activity that has a specific, predictable goal - to create comfortable learning conditions in which each student feels successful and intelligent. The peculiarity of interactive learning is that the learning process is carried out under the constant, active interaction of all its members. Analyzing the actions and actions of the partners, the participants of the educational process change their model of behavior, more consciously acquire knowledge and skills, therefore it makes sense to

talk about interactive methods not only as a means of improving learning, but also as a means of enhancing educational effects.

3. Students' group work. Methodically organized work in groups gives all participants the opportunity to practice co-operation skills, interpersonal communication (in particular, possessing methods of active listening, developing a general solution, solving contradictions). Work in small groups should be used when it is necessary to solve a problem with which it is difficult to handle individually. When completing groups it is necessary to take into account the individual psychological characteristics of students.

4. Brainstorming. A significant advantage of this method is that it allows you to identify individual judgments, considering the whole range of ideas for problem solving, and then choose a weighted and well-founded solution from many options.

5. The method of free association. O.V. Morozov and D.V. Chernilevsky noted that the effectiveness of creative activity, especially at the stage of generating new ideas, is significantly enhanced by the use of new associations that generate productive thoughts in solving the problem. Thus, in the process of the birth of associations, new unconventional relationships are established between the components of the problem to be solved and the elements of the environment, the outside world, the past and actual experiences of the student's personality, etc. [3].

Let's consider separate methods of teaching from the standpoint of their novelty, efficiency, expediency in modern conditions of informatization of higher education. Today's educational services market is innovative active and interactive teaching methods. As the creative component of education substantially grows, the role of all participants in the educational process is intensified, the creative and search autonomy of students is strengthened, the concepts of problem and interactive learning connected with the use of computer systems become especially relevant. During such an educational process a student can work with an instructor on-line, solve creative, problem tasks, simulate situations, including analytical and critical thinking, knowledge, search abilities. For example, the modern teaching methodology of the legal sciences has a certain arsenal of various methods and means of teaching, including general-didactic (used in the teaching of any educational subjects) and branch-didactic (reflect the specifics of a particular discipline or a number of related disciplines) [1; 2; 4].

Thus, the structure and essence of the innovative educational process correspond to the nature and speed of social changes in society, with high

European standards for the training of competitive innovative types of specialists. Consequently, the modern content of education should focus on the use of information technology, the dissemination of interactive learning with access to digital resources and intelligence-learning for the future. In this regard, urgent solutions require the following urgent issues: 1) the introduction of amendment provisions on the organization of educational process of universities; 2) prediction of mechanisms for promoting online education (e-learning); 3) normative settlement of the use of electronic educational and methodological resources in the educational digital space of the university; 4) development of new programs, in particular from the basics of Internet security, social communications in the training of lawyers; 5) introduction of educational materials and products of a new generation in accordance with the requirements of the modern economy and the social request of the labor market.

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TEACHER'S CREATIVITY IN THE CONTEXT OF HIS/HER PROFESSIONAL DEVELOPMENT

Education in Ukraine is experiencing a process of rapid development that stimulates the challenges of time, a state which has chosen the European path of development and requires highly educated and socially active citizens who must

implement ambitious social projects that are able to be responsible for the results of their own activities and correspond to economic, political and socio-cultural changes in the development of Ukraine. The future of the country is being solved today in the real work of every teacher with his pupils at a school classroom or at a classroom in an extracurricular educational institution. We understand that the teacher lives in two dimensions – at present, in the classroom, when he/she is questioning or giving explanations to the pupils and in the future – in the achievements of his former students who have become professionals and who are ready for personal development and growth in accordance with the needs of society.

The main objective of modern education is compliance with the actual and perspective needs of society, the preparation of a versatile personality, capable of social adaptation in society and self-improvement. That is why today there is a growing demand for a skilled, creative, competitive leader of the circle, capable of bringing up a personality in a modern, dynamically changing world.

The development of creative potential of the teacher requires the formation of his motives for searching activity through awareness of his own ones and a single scientific and methodological problem of the institution, stimulating the development of those needs that contribute to its self-realization through innovative and self-education activities. After all, creative attitude to pedagogical activity is one of the most important qualities of a specialist.

Some researchers argue that the reason for the existence of negative pedagogical phenomena is «the formal attitude to pedagogical creativity, the superficial nature of innovation processes, the presence of negative stereotypes and the pattern thinking of teachers» [2, p. 26].

Aspects of scientific research were various processes of creative pedagogical activity. The notion of «creativity» in relation to the leader of the extracurricular educational circle of the institution of education in the psychological and pedagogical literature is not clearly defined and in most cases it is used intuitively. For the most part, such definitions of pedagogical creative phenomena as «creative teacher», «creative pedagogical searching», «creative activity of the teacher», «pedagogical creativity» are used. There is no unambiguous understanding of the content, structure, principles of construction, the integrity of creativity as a pedagogical phenomenon.

In the Ukrainian pedagogical dictionary S. Goncharenko gives the following interpretation of creativity: this is the original and highly effective approach of the teacher to educational and teaching tasks, enriching the theory and practice of education and training. The creative result is achieved by systematic

purposeful observations, the use of a pedagogical experience, the critical use of advanced pedagogical experience. Pedagogical creativity concerns the various aspects of the teacher's activity. The product of creative pedagogical search may be new educational technologies, original educational ideas, forms and methods of education, non-standard approaches to managing educational process [1, p. 326].

The scientific and pedagogical observations and analysis of the pedagogical activity of the creative leader of the circle give grounds to assert that the system of its individual creativity, as with the teacher, has several periods of development:

1) The initial period covers the processes of pre-university, high school and the first years of pedagogical activity in an extracurricular institution. This period is characterized by the processes professional outlook forming as well as psychological readiness of the teacher for innovative work, independence of the choice of ways of professional pedagogical activity; gaining personal experience.

2) The period of formation of the system of individual creative activity of a pedagogical worker of an extracurricular institution is characterized by the emergence of the conceptual foundations of creative pedagogical activity, the motivated choice of educational and educational ideas, theories of innovative studying; practical embodiment of personal pedagogical models in the educational process, provided their preliminary experimental testing.

3) The period of active creative development of the personality of the head of the circle is connected with the processes of continuous updating of innovative pedagogical models and the intensity of the growth of the effectiveness of the educational process, the addition and substantiation of the concepts of personal creative activity, the creation of their own pedagogical style, handwriting. An individual creative system of professional activity of a teacher is created.

4) The period of the highest level of development of the individual creative system of the leader of the circle is characterized by the expansion of the scientific and innovative approach to the development of pedagogical creativity at the level of experimental research, the scientific and theoretical synthesis of forms and methods of work that are of an innovative nature, increasing readiness for qualitative changes in the system of creative work, identification of problems and scientific and pedagogical substantiation of ways of their solution.

The degree of preparedness of the teacher for creative work depends on the level of the formation of pedagogical thinking. This was pointed out by Konstantin Ushinsky, emphasizing that pedagogy is one of the types of art

that requires a teacher of highly developed pedagogical thinking. Teacher's pedagogical thinking is a peculiarity of mental activity, due to the nature of his professional work. The peculiarity of the creative style of the teacher's thinking is his psychological readiness for technological innovations, the propensity to innovate, the ability to rethink, to justify pedagogical phenomena, to develop his own creative style [3].

Also important role in shaping the creative personality of the teacher belongs to the process of pedagogical self-determination. After all, conscious pedagogical choice, professional appointment, recognition of the leader of the circle in the educational environment actively contribute to teacher's professional development, stimulate creative professional activities, processes of developing a concept of personal creative work and asserting himself as a competent personality/

In the context of the professional qualities of the creative teacher, the value orientation, which is a component of the personality structure, occupies an important place. Valuable orientations of the creative personality are the social values which serve as a strategic goal of teacher's creative activity. Among such values the following are important: love for children, love for the profession, creative professional competence, creative inspiration as a human need, in which the person finds happiness.

An important feature of the character of the creative personality of the head of the circle is the purposefulness. Only thanks to it, as signs of a volitional character, the teacher overcomes extremely difficult tasks in solving the problem, mobilizing his/her own intelligence to achieve the goal.

From our point of view, the ability to predict the results of the work, as well as mistakes and possible complications, can also be considered as a component of the creative quality of a pedagogical worker. By predicting the teacher in advance provides for possible errors of educational nature in the actions of the pupils, develops the prospects for the development of their creative abilities and the whole team, anticipates the expected result of action.

Taking into account everything mentioned above, we should say that in the system of increasing the efficiency of professional development of the teacher important role is the process of forming the creative potential of the head of the workshop. Importance for the effectiveness of the creative process is played by: autonomy of pedagogical thinking, purposefulness, stability of interest in creativity, value orientation, developmental skills, professional self-realization, designing of pedagogical activity, professional self-improvement, active life position, etc.

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THE NATURE OF INTERACTIVE EDUCATION

The educational process is not limited only to the formation of knowledge, skills and abilities, but also aims to harmonious development of the individual, the formation of worldview, raising the level of culture etc. That is why interactive forms of education have become increasingly popular in Ukrainian society.

O. Pometun notes [2, P. 13] that: “the essence of interactive learning is that the learning process occurs only through the constant, active interaction of all students.” The term itself arose relatively recently – in 1975. For the first time it was introduced by the German researcher Ganz Fritz. The etymology of the word reaches English language. “Inter” is translated as “between”, “among”, and “act” is an action, that is, the entire construction means the term “interaction”.

The novelty of such a way of learning is that the teacher does not conduct a dry presentation of thoughts in the form of a monologue, but constantly turns to various forms of interactive learning in order to analyze the work performed. According to I. Tjagay [5, p. 4], “Interactive learning is a process of active interaction of all subjects of the educational process, aimed to organize their cooperation, in which each student has the opportunity to self-fulfillment, gain the necessary experience and professional ability. The introduction of interactive learning changes, the way of acquiring new knowledge and the formation of professional competences creates favorable conditions for the development of students’ autonomy and promotes the development of their creativity. “Such a

process improves not only the learning of knowledge, but also fulfills the three goals of the development of personality in the educational area.

More and more scientists are focusing on the cooperation of teachers and students, where all have equal rights and there is a mutual process of knowledge exchange, thoughts in the form of conversations, discussions, etc. Teacher acts as an organizer, consultant in the learning process, and should not focus students only on their thoughts and personality. Children also have the opportunity to speak, comment on the above (at the right time) and learn in parallel, not simply memorize.

Constant engagement of students at the classroom helps them to concentrate their attention better, not to lose sight of the teacher's thoughts, to be a participant in the discussion and to support brain activity throughout the lesson. This way of doing a lesson is needed to meet the individual needs of the child.

When a lesson is not limited to authoritarian relationships from the teacher's side, a certain tension between the participants of the learning process disappears, so information will be easier to remember, especially if it is backed up by retreats for discussion in order to change the activity.

It is possible to emphasize the benefits of active learning through the expression of Confucius, which he said 2400 years ago [5, p. 11]: "What I hear – I forget. What I see – I remember. What I do – I understand. "These three statements can be considered as interactive learning credo.

S. Sysoeva attributes such forms of interactive learning [4, p. 39-40]: heuristic conversation, presentations, discussions, "brain storm", "round table", "business games", contests of practical work with their discussions, role plays, training sessions, collective creative tasks, case-method, practical group and individual exercises, simulation of a certain type of activity or situations, designing and writing business plans, various programs, discussion of videos, including recording of own actions, etc.

Among the most common are:

- *heuristic conversation* - a questionable and responsible form of learning that seeks to find a response by students on the basis of their life experience, their own efforts, and so on;
- *presentation* - an informational or promotional tool that allows you to communicate the desired information about the presentation object in a form that is convenient to the recipient;
- *discussion* is a form of collective discussion, its purpose is to identify the truth or to find the right solution of the raised issue by expressing its own thoughts and comparing the views of the opponents to the problem;
- *brainstorming (attack)* - joint solving of problems by students;

- roundtable - a form of work in which participants, having equal rights, alternately express their opinion on one or another issue;
- role playing- a form in which participants, in a pre-designed script, recreate a certain chronology of events, playing a role in that situation.

Consequently, the use of interactive forms of learning improves the interaction of teachers and students in order to better consolidate the knowledge of the last and the pursuit of the triple goal of learning.

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CONTROL OF EDUCATIONAL ACTIVITIES BY MEANS OF CLOUD TECHNOLOGIES

Modern education undergoes a lot of changes connected, first of all, with the introduction of information and communication technologies (ICTs) into

the educational process. That is why the introduction of ICT in the educational sector should go from one-time projects into a system process that covers all types of activities of the teacher.

It is possible to extend the tools of a modern teacher while using cloud services [3]. Their distribution is intense and it promotes the development of new methods and forms of learning organization and control.

Students' knowledge and skills control is the only methodological and didactic testing system and it is one of the main components of the learning process. Taking it into account, it is possible to assess the real level of knowledge, identify the main gaps in knowledge. On the basis of obtained results it is possible to make appropriate conclusions about the teaching methods and make the necessary adjustments to training process.

The effectiveness of the control of the educational process depends directly on its organization and conduct. Control is a concept that includes verification, evaluation, registration, and is presented at all stages of training [2].

The main forms of educational control traditionally include frontal and individual oral interviews, colloquia, written control in the form of independent and control works, testing, checking homework. Today, all these forms can be implemented by using various cloud-based applications. With their assistance the teacher can not only control the knowledge and skills but also can optimize the work.

Cloud technology in the learning process is a tool for more effective organization of the educational process, and in particular it is of great benefit for controlling knowledge and skills of students [1].

Nowadays there are many cloud applications that can be used in the educational process of an educational institution. For example, Google Forms, Quizlet, Proprofs, Kahoot! The PLICKERS mobile app for teachers helps to arrange polls right in the audience with the help of a smartphone.

Let's consider in more detail how you can control the training activities using cloud technologies. First and foremost, they allow teachers to organizing a list of mailing lists, compiling forms with answers to questions for a particular group or stream, conducting online consultations, organizing a dialogue with a teacher (forum, chat, messages, email, etc.).

Students can perform various homework assignments, prepare laboratory work that involves data analysis and require large amounts of computing, while using the capabilities of cloud services, accompanying them with copies of the screen (at the request of the teacher). Students can submit results of their educational activity in the form of spreadsheets, charts, diagrams or in the form

of a presentation; the corresponding files can be sent to the teacher over the network or shared with them.

Cloud technologies allow teachers to organize through the Internet the current control of students knowledge in the form of a test with different types of answers: yes or no; with a choice of answers; to establish conformity; to set the sequence; for division into groups; with an open answer; for filling the passes.

On the one hand, conducting testing and organizing homework tasks in the network liberates the teacher conducts routine work on securing simple skills and, on the other hand, it forms self-study skills. Moreover, the way of passing the tasks of each student is unique, thus it excludes the possibility of cheating. After having been passed the test by the student, he/she can immediately see the points received and analyze the work by reviewing their false and correct answers. Having evaluated the general picture and results of the whole group, the teacher has the opportunity to study individual results in details and, if necessary, make appropriate adjustments in the educational process, to work on errors and on the material which turned out to be difficult for students.

In the cloud environment the teacher can distribute lecture materials, topics of lectures, tasks of future independent and examples of control works as well as to conduct practical classes, to consult using remote access. In general, working with files in cloud-based applications resembles work with a conventional personal computer drive, where all documents are stored in folders with certain names.

It is worth noting the prospects of using cloud technologies in working with part-time students. The teacher has an opportunity to organize and control the learning activities of such students remotely, since for cloud services it is enough to have an electronic device equipped with a web browser and access to the global Internet.

The use of cloud technologies in organizing the control of students' educational activity, while respecting all the necessary pedagogical conditions, is one of the most promising innovations in the system of higher education. Application of cloud technologies helps to improve the educational process, increase the efficiency of pedagogical work, and improve the quality of knowledge, skills and abilities of students.

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PECULIARITIES OF FORMING PRESCHOOLERS SOCIAL EXPERIENCE

For quite a long time, the native pedagogical practice has ignored the social experience of the child as a source of self-movement of the individual in the process of education and training. And the very term «social experience» has been rarely used until recently in pedagogy and, moreover, in its meaning, «life experience» (spontaneous), unlike the experience gained in a specially organized educational or upbringing process.

Considerable progress in the analysis of socio-pedagogical aspects of this problem belongs to such researchers as L. Artemov, A. Bohush, O. Kononko, V. Kuz'. Different aspects of individual socializing and the impact of the social environment on its course are covered in the works by I. Bech, T. Kravchenko, L. Kulikova, M. Lukashevych, I. Pechenko, B. Bratus'. They are of the particular interest in connection with the studying of the essence and peculiarities of the of a child's social development in the present.

T. Ponimans'ka emphasized the need to enrich the social experience of the child in the period of entering into the new conditions of being on the following components: the ability to communicate in the world of people (relatives, acquaintances, strangers, people of different sex, age, occupation); the ability to understand another person, his mood, needs, behavior; the ability to respect others, to help them; to choose appropriate forms and methods of communication and activities [2]. The enrichment of social experience contributes to the formation of social a competence, which means complex polycomponent

forming the personality, his integral quality, consisting of the whole complex of emotional, motivational, characterological features and manifested in social activity and are humanistic orientation [1, p.14-15].

The social experience of a child is formed in the process of socialization and occurs in two interrelated ways:

1. This is a spontaneous way, as an individual from the very first years of his life builds his own style of behavior in the socio-historical world. It is important that the child not only feel the impact, but also engage in social behavior with other people in which he would learn social norms.

2. The mastery of social experience is realized and as a purposeful normative specially organized society process that corresponds to the socio-economic structure, ideology, culture and purpose of education in this society.

According to modern scholars (O. Mayer, O. Davydova, etc.), the process of socialization of a child-preschool child proceeds most fully under the following conditions: favorable social development situation; mediation of adults, through the achievement of the interaction of the process of social-pedagogical activity of the DHS and the process of socialization of the child in the family; organization of a full-fledged activity and communication as the leading forms of development and interaction with the surrounding world.

The social function involves involving in the process of education of the entire social environment of children, psychological support for both children and parents, compensation of negative influences of the social environment. The family is an important factor in the upbringing and development of the child, in terms of social experience. The family as a social institution of education carries out the socialization of the child most naturally and painlessly through the continuity of generations.

Consequently, the purpose of the preschool child's socialization process is to organize the space of his personal life and social life in the environment, which ensures the development of a free personality, able to make choices, respect the choice of others, to be able to contrast the external pressure with his expression of will.

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EDUCATING SENIOR PRESCHOOLERS ON THE BASIS OF THEIR GENDER PECULIARITIES

Political and socio-cultural changes, integration and economic processes create the preconditions for improving the national pedagogical education in relation to its compliance with the European educational space requirements, the introduction of gender approaches in the upbringing of the younger generation. Particular attention in the reform process is given to the problem of creating equal conditions for representatives of both sexes as equal rights and opportunities, which is legally enshrined in state documents. Such a social order updates the problem of gender education beginning from the preschool age. Particular attention deserves the senior preschool age. It is at this age that a deliberate pedagogical influence on the child's gender consciousness becomes possible. The problem of gender upbringing of preschool children was studied by O. Kudryavtsev, S. Marutyan, V. Sukhomlinsky, A. Paliy, P. Plisenko, A. Prozumentik, T. Repin, L. Tarannikova, S. Shapovalova and others.

Preparing children for fulfilling their livelihoods, various social roles – a courageous son, a caring daughter, a good brother or sister – must begin with the preschool age when the person begins to form. The goal of gender education is: forming a correct understanding of the role of the husband and the role of woman in the society; formation of a model of behavior of a certain gender; instilling a culture of relationship between the sexes.

Taking it into account such tasks stand before the teachers of preschool educational establishment in gender education of preschool children: to raise children's steady interest and positive attitude towards themselves as an object of cognition; to deepen knowledge about the division of all people into men and women, on the meaning of the concepts of «boy», «girl», promote gender identity; to respond to manifestations of sexual development in children of different sexes correctly and competently; to support the physical and mental health of children, the joy of world perception, optimistic attitude towards the world; to create conditions for gaining experience in relations with the outside world in general and the world of people in particular; to familiarize with the main functions of the family as a psychological group and a social

institution; to lay the foundations for fulfilling the social roles according to the sex [1, c. 36].

Particularly noticeable are differences between girls and boys of preschool age in gambling activities. Scientists note the different content and game styles that often cannot be implemented by children due to the fact that educators – women are closer to silent girls’ games on family-friendly topics. The noisy, games of boys filled with motion cause an irritation for educators, so as they consider that such games are only a senseless scurry and can result in a injuries, and, thus, not place them in life of group and they must be stopped. As a result boys are confined truly «masculine games», that negatively affects their personality development [2].

Thus, modern priorities in the education of girls and boys are not in fixing strict standards of masculinity or femininity, but in the upbringing of children of different sexes, equally capable of self-affirmation and realization of their own abilities; in finding ways to build partnerships between boys and girls, education from the representatives of every gender of humanity, sincerity, mutual understanding, complementarity.

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PECULIARITIES OF FORMING INTENDING TEACHERS INCLUSIVE COMPETENCE

One of the challenges in the third millennium is the need to ensure an equal access to the qualitative education for everybody without any exception, in spite of racial, social, psychophysical differences. It determines the effectiveness of the social progress in the Ukrainian state in ensuring the right of every citizen to respect, mutual understanding and self-realization in the society.

The methodological basis for the development of inclusion problem is the world-view humanistic theories (L. Binswanger, M. Berdyaev, H. Bloom, J. Bodriyar, E. Hiddens, J. Derrid, E. Durkheim, T. Lukman, V. Solovyov, H. Skovoroda, P. Florensky, M. Haidegger and others), within the framework of which the ideas of tolerance and mutual understanding in the perception of differences in the human community are substantiated. Worthy of note are works by native authors (O. Bezpalko, V. Ilyin, E. Martynov, O. Molchan, T. Samsonov, N. Sofiy, E. Tarasenko, O. Polyako etc.) and foreign ones (B. Barber, G. Becker, P. Bourdieu, X. Kerbo etc.) on problems of integrating people with disabilities by means of education and their access to education, in particular to higher education.

Inclusive education (inclusion) involves creating educational environment that meets the needs and capabilities of every child, regardless of the peculiarities of its psychophysical development [1].

To the advantages of inclusive processes in the education of children with special needs, the national researcher A. Kolupayev considers: stimulating influence of more capable peers; the opportunity to fully understanding of life; the development of communication skills and non-standard thinking; the possibility of humanity manifestation, compassion, mercy, tolerance in the real life situations [2].

In order to form students professional competence in the field of development, education and upbringing of children with special needs in the curricula of the direction of preparation «Preschool education» of the educational qualification level «Bachelor», the educational disciplines «Fundamentals of defectology and speech therapy», «Fundamentals of correctional pedagogy», «Fundamentals of inclusive education» are included.

The curriculum «Fundamentals of inclusive education» is based on the materials of modern native and foreign researches on inclusive education, Canadian scholars in particular.

The purpose of the discipline is to ensure the future educators to include children with special needs in regular groups of pre-school educational institutions, to promote the realization of children's rights to equal access to qualitative education without bias and stereotypes. The content of this course should also help educators understand the benefits of inclusive education, to learn how to develop qualitative individualized curricula for children and their families.

Tasks of the discipline: to form a conscious understanding of the main provisions of inclusive education; to develop teamwork skills in the edu-

cation and upbringing of children with special needs; to ensure the perfect ownership with strategies for interaction with children's parents with special needs; to form skills of differentiated teaching and evaluation of children with psychophysical disorders; to develop awareness of the need to increase pedagogical skills.

The acquired knowledge and skills provide opportunities for future teachers to provide monitoring of psychophysical and social development of children, to take into account the individual peculiarities of each child in the preparation of an individual program for development, education and upbringing in order to correct the processes of development and socialization of the child, in which as a result of various factors, these processes are damaged; to effectively co-operation with families educating children with special educational needs.

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PECULIARITIES OF DEVELOPING SENIOR PRESCHOOLERS POSITIVE EMOTIONS

The development and upbringing of the younger generation, the formation of a harmonious personality is the priority purpose of a new democratic development of the society. It defines the requirements for the system of preschool education, which should be based on the individual-psychological qualities of the child's personality, and her emotional sphere in particular.

The study of various components of the emotional sphere of personality was the subject of numerous theoretical and empirical studies (B. Ananiev, P. Anokhin, I. Vartanyan, V. Vilyunas, V. Deryabin, D. Johnson, B. Dodonov,

K. Izard, V. Kennon, E. Clapared, M. Lebedinsky, A. Leontiev, D. Lindsley, I. McDowagl, E. Petrov, K. Platonov, S. Rubinstein, P. Simonov, P. Yakobson, etc.).

The attention of L. Vygotsky, O. Zaporozhets, K. Izard, S. Kulachkivska, S. Ladyvir, Y. Neverovyich, O. Sannikova and a number of other Ukrainian and foreign scientists was paid to the study of the issue of preschoolers emotional development. The research of R. Dilts and S. Smith testifies that the model of an adult's behaviour has features of important people from the childhood, that is, they came with early emotional memories, experiences and became part of the emotional world of a personality.

Thus, the education of an emotionally mature person, his experiences and feelings, from the first years of his life, remains an actual pedagogical problem, even more important than the upbringing of the mind and the child's different skills and abilities forming. After all, it is the emotional attitude towards the environment that determines the goals for which the knowledge and skills are acquired by the child.

Emotion (emotional excitement, mental movement) is a mental process that reflects personal significance in the form of experiences and evaluation of external and internal situations for human life. Emotions are needed to reflect the subjective attitude of a person to himself and to the outside world [1, p. 190].

It should be noted that the activities of preschoolers are emotionally rich. Everything that the child is involved in – the game, drawing, modeling, designing, preparing for school, helping a mother at home, etc. – should have an emotional colour, otherwise the activity will not happen or be quickly destroyed. A child, because of his age, simply cannot do what is uninteresting to it. The range of emotions inherent in the child is expanded. It is particularly important the emergence of such emotions in preschoolers as compassion for others, empathy – without them it is impossible to work together and build complex forms of communication between children.

Positive emotions are developed in the child through the game and in the research activity. So, a researcher K. Byuler has shown that the moment of satisfaction in children's games is changing with the growth and development of the child: the child's satisfaction arises at the time of obtaining the desired result. In this case, emotion of satisfaction has a final role, which stimulates the child's desire to bring the activity to an end. The second degree is a functional pleasure: a child who is playing gets satisfaction not only from the result but also from the process of activity itself. The pleasure is now connected not with

the completion of the process, but with its content. At the third stage there is a prediction of satisfaction in the senior preschool age children [2, p. 202].

So, during childhood emotions overcome the period of progressive development, gaining richer content and more complex forms under the influence of social conditions of life and education. Emotional development, ensuring the emotional well-being of the child as the first principle of the formation of a harmonious person, must take the proper place in the program of the preschool child development.

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PECULIARITIES OF PATRIOTIC EDUCATION AT PRESCHOOL EDUCATIONAL INSTITUTION

Nowadays the problem of patriotic education is in the spotlight of society, since the events in the East of Ukraine are the result of inattention to civil education in our country.

The patriotic upbringing of preschool children is not only about the upbringing of love to their home, family, preschool institution, city, nature, culture, nation, tolerant attitude towards the representatives of other nationalities, but also the education of the respectful attitude to the employee and work results, their native land, the defenders of the Motherland, state symbols, traditions and national holidays.

The grasping of national consciousness and self-consciousness, the breeding of moral ideals and values begins from an early childhood, from the first years of child's life. The sovereign Ukraine needs citizens with conscious life attitudes, patriotic and at the same time tolerant, respectful to other people, their national cultures and states. With the development of national education

it may be possible to bring up and educate a spiritually rich generation of Ukrainians. The system of upbringing, training and development should be based on advanced ideas of home and foreign philosophy, principles of Ukrainian ethnopedagogy, progressive scientific and pedagogical science that would organically synthesize social educational influences and family upbringing.

One of Ukrainian education system tasks is patriotic feelings awakening and upbringing in every child. Unfortunately, a great number of modern families are far from the traditions of the national family with its family traditions, norms of conduct and coexistence with its national ethics and morality [2, p. 8].

Modern psychological and pedagogical researches by O. Denisyuk, S. Kozlova, P. Matvienko, N. Menchinskaya, T. Ponimanska, G. Repina, N. Vinogradova and others prove that the social connections of a child are not limited by the attitude to parents and peers. Preschool children have information about the history of the country, the main social events.

The basis of patriotic behavior is the worked out mechanism of action, the formation of conditioned reflexes systems. Therefore, along with the expansion and deepening of representations, experiences, O. Kaplunovska pays attention to the need of children's practice in their moral actions and behavior [1].

The main areas of preschool children patriotic upbringing are: the formation of knowledge about family values and history, about the history of the state, state symbols, the capita; the acquaintance with the phenomena of public life; the acquaintance with regional studies; familiarization with the traditions and culture of Ukrainian people.

The main tasks of preschool children patriotic upbringing are: bringing up the love to Motherland; bringing up the respect and love to the people of Ukraine; learning to appreciate the cultural heritage of the Ukrainian people; forming of national self-consciousness foundations.

The primary stage in breeding children's love for Motherland is to consider social experience of living in their homeland and to assimilate behavior or relationships with certain norms.

Thus, being brought up from early childhood, a child can be expected to become a real patriot. To be a patriot means to feel oneself an integral part of the Motherland.

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FORMING BASIC ELEMENTS OF PRESCHOOL CHILDREN'S HUMANISM

Formulation of the problem. Today, humanity is defined as one of the most important human traits of a personality, on the basis of which the development of more complex social qualities is carried out.

Among the fundamentals of the new Basic Element of Preschool Education, one can clearly observe the priority given to the social and moral development of the personality, the humane feelings formation of preschool children for both living and inanimate objects and the ability to coordinate personal interests with the collective, and thus the upbringing of the basics of humanism.

Such scientists were engaged in the problem of raising the basics of humanism in preschool children: Sukhomlynskyi V., Sukhorukova H., Ponimanska T., Kononko O., Kabush V., Bekh I. and others.

So, the relevance of this process is conditioned by the need for preschool education in finding the best conditions for disclosing the peculiarities of the upbringing of humane feelings in preschool children.

Analysis of recent researches and publications. A large number of psychological and pedagogical works is devoted to the development of the emotional-sensory sphere of preschool children (Ye. N. Dolotkazina, V. V. Zhytna, V. N. Zymonina, N. L. Kriazheva, V. M. Minaieva, L. N. Razzhyvina, Ye. Ye. Shyshlova, Ye. L. Yakovleva).

The conceptual principles of the humanistic upbringing of preschool children are defined in the works of T. I. Ponimanska. The following aspects of the problem of humane feelings formation of preschool children were investigated: the social emotions influence on the interaction of children (O. V. Zaporozhets, V. K. Kotyrla, A. D. Koshelieva, Ya. 3. Neverovych, L. P. Strielkova); the

specifics of the manifestation of the humane relationship between preschoolers in the joint activity (V. Abramenkova, L. V. Artemova, A. M. Honcharenko, O. A. Kozliuk, V. K. Kotyrlo, T. I. Ponimanska, O. O. Smyrnova).

The purpose of the article: to give a description of the peculiarities of the upbringing of humane feelings in preschool children and on this basis to determine the conditions for the provision of this process.

Presentation of the main material

Humanism as a moral quality is a complex integrative mental entity, which includes awareness and understanding of the morality norms, the presence of humane feelings and moral behavior. The basic category of upbringing of humanity is the concept of “humane feelings, that is, the emotional experience of real humane relations and interactions” [2, p. 63].

The incessant education of the basics of humanity as an integrative person’s quality is involved in several social institutions. The first teachers are parents who are obliged to lay the foundations for the physical, intellectual and moral upbringing of the child. At the next stages of child development, before upbringing in the family, the influence of preschool establishments networks includes, which fixed in the family good feelings, accumulated experience behavior.

The basics of humanity in preschool age arise on the basis of the interest in good relationships between people. The things children are indifferent to, will not stir up either desire to follow or pride for good deeds. If the child with selfish inclinations is attracted to good deeds, to encourage people, who surround her, to do things and orders, then they will begin to give birth to the foundations of humanity and develop humane feelings due to the satisfaction of the results achieved. [4, p. 16].

That the humanistic value prompted for active activity, self-education and self-development of personality, one must ensure that a person clearly understands it. To achieve this goal, an organized process of assimilation of universal values is necessary. There are two ways to organize upbringing the foundation of humanism as a purposeful process of internalization of human values. The first is that all humanistic rules are mastered spontaneously and specially organized conditions selectively actualize certain neoplasms, which gradually strengthen and become more stable motivational formations - the basics of humanism.

The second way of organizing upbringing in order to realize humanistic values is to learn by the pupil presented him the motives, goals, ideals in “finished form” that, according to the designer of the teacher, must form and

which child should gradually transform from the outside perceived in the internally accepted and really active. Experience organized by adults, R. Zhukovska presents in several directions: walks, excursions, toy, fiction literature, upbringing by trust, care and respect, upbringing by responsibility, upbringing through prudence, ethical research, upbringing by creativity.

T. Ponimanska considers that the interaction with peers, adults, excursions, meetings with interesting people, ethical conversations initiated by the teacher observing the behavior of adults and peers, games on social topics, reading of literature, review cartoons, fairy tales, etc. promote formation the basics of humanism of children [3].

So we can conclude that the child's participation in group interaction contributes to the adoption in the child's minds the foundations of humanism with the future transformation of humane feelings and behavior. With the help of the pedagogical paths described above, the child is easily used in the peer group, learns to co-ordinate her goals, interests with the goals and interests of the group, acting "my" for the sake of "collective"; to survive, to answer not only for herself, but also for the comrades, and therefore to master the basics of humanism and humane rules of conduct [2, p. 243].

The studying of scientific works by A. M. Vynohradova, M. V. Vorobiova, H. M. Hodina, O. L. Kononko, V. H. Nechaieva, Yu. O. Prykhodko, D. B. Shshentseva and others allowed to distinguish a number of conditions that are necessary for the upbringing of humane feelings in preschoolers:

- 1) supporting the positive emotional state of each child;
- 2) forming a child's arbitrary behavior;
- 3) creating a positive microclimate in the environment of her stay;
- 4) deepening and expanding knowledge and ideas of the baby about those or other moral and ethical categories;
- 5) development of a child's ability to differentiate different feelings;
- 6) giving the child the opportunity to exercise in the ability to "get used" in different emotional situations, without being indifferent to them [1].

Conclusions and further researches perspectives. The education of children's qualities of personality humanistic orientation is determined by the actual pedagogical problem from the point of view of the contemporary socio-cultural situation. The basics of humane feelings are higher emotions; the most intense development of the emotional-sensory sphere occurs in preschool childhood. The development of humane feelings and attitudes in preschoolers is in close coherence with the formation of moral consciousness and behavior. The peculiarities of the formation of preschooler's humane feelings which are

above-mentioned, as well as the conditions that influence this process, serve as the basis for further experimental research on the chosen problem.

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USING COMPUTER TECHNOLOGIES AT THE LESSONS OF THE UKRAINIAN LANGUAGE AND LITERATURE

In times of rapid scientific and technological progress the growth of information flow is becoming increasingly relevant to using multimedia technologies in education.

The rapid development of informational means, and thus the emergence of new technologies for the processing, transmission, reception and storage of information opens up new opportunities for using computers in the learning process.

It is not enough for the modern language and literature teacher to have deep knowledge of the subject, practical skills and abilities. One needs to use acquired knowledge creatively in a non-standard variable situation, demonstrate constructiveness in the organization and planning of the pedagogical process.

Multimedia technologies form social, motivational, aesthetic, linguistic, cultural and communicative competences of pupils. They contribute to the development of personality, its full self-realization in modern life.

Didactic capabilities of computer technologies: a source of information, differentiated organizing of the learning process, control of the degree of information assimilation, regulation of the tempo of the subject studying, prevention of the mistakes, giving necessary comments, explanations, providing feedback.

Multimedia genres which can be used in class: media project, test tasks, virtual excursions, media compositions, media lesson, self-dictation, literary portrait, static and dynamic tables, creative presentations.

Means of multimedia allow to provide the best, in comparison with other technical means of studying, implementation of the principle of visibility, to a greater extent contribute to the strengthening of knowledge and practical skills during practical lessons. Besides, the means of multimedia is assigned the task of providing effective support for the game forms of the lesson, an active pupil-computer dialogue.

The analysis of experience shows that the system of using the computer on the Ukrainian language and literature lesson can be divided into three stages.

The first is computer support of the lessons. The teacher uses the computer only as a visualization tool for the lesson material.

The second is computer conduct of the lessons. At this stage, besides teacher's using a computer as an effective means of providing or illustrating lesson materials, information and communication technologies (ICTs) can be used by pupils as a means of repeating material studied previously (for example, literary dictation, test tasks, dynamic tables, etc.). The computer can be entrusted with the current control of pupils' knowledge, for example, a knowledge test check.

The third stage is using modern computer programs in studying. The peculiarity of this stage is conducting lessons with the work of all pupils on computers under the guidance of a teacher. Application of various electronic handbooks, dictionaries, encyclopedias, programs plays a great role on the lessons.

It is appropriate to use multimedia technologies: during the repeating of a new theme; for testing knowledge; to deepen knowledge, as an additional material for lessons; when checking frontal individual works; when solving problem issues; as a means of emotional unloading; as a means for the production of distributive didactic material, codograms, cards; while studying new material.

During the preparing for the lesson using computer technologies it is necessary to follow such rules:

1. Computer technology is not an end in itself, but a means of achieving the purpose of the lesson.

2. A lesson with using computer technologies should be in correspondence with the principles of didactics.

3. Do not stop at proven, well-known forms of work with computer learning tools for the pupils, explore the possibilities of ICT, find new forms of a «student - computer – teacher» interaction.

In our opinion, the main task of using multimedia technologies in the process of studying the Ukrainian language and literature is to increase the pupils' cognitive interest in studying the subject, the effectiveness of mastering it by the schoolchildren. The person who is interested, wants to know the material, learns it much better than the one who is not interested in the content of what he is studying.

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FORMING INFORMATIONAL CULTURE OF THE PERSON AT THE LESSONS OF INFORMATION TECHNOLOGY

Informational culture nowadays demands from the modern person new knowledge and skills, special thinking style that provide the necessary social adaptation to changes and guarantee a decent position in the informational environment. The informational and technical potential of the society created in the process of informatization is determined not only by the level of development of modern information and communication technologies. Much depends on the level of informational culture of the whole society and a separate person as well. A key factor for the success and social effectiveness of informatization is the human factor. A person, whose informational culture is well developed, is characterized as one possessing a whole set of knowledge and skills: firstly, it is the possession of a thesaurus, which includes such concepts as informational resources, informational worldview, informational environment, informational behavior, etc., secondly, skills of formulating informational needs and requests correctly, thirdly, the ability to effectively and promptly carry out independent search of information with the help of both

traditional and non-traditional, first of all, computer search systems, fourthly, the ability to efficiently store and quickly process large streams and arrays of information; fifthly, knowledge of the norms and rules of «informational ethics» and the ability to conduct an information and communication dialogue.

Informational culture of the person acts as one of the important components of the general culture of a person, without which it is impossible to interact in the informational society. The informational culture of the individual is formed throughout the life of a person, and, as a rule, this process has a spontaneous nature, depending on the degree of occurrence of the tasks before the person. The modern person needs the formed skills of effective interaction with the informational environment already at the initial stage of his/her professional activity.

The problem of developing the users' informational culture nowadays is one of the most important in education. Low level of the pupils' informational culture complicates their adaptation and socialization, impedes professional orientation and becoming full members of the society.

The main goal of education is developing pupils' informational culture, that is to prepare them for life in professional activity in a highly developed informational environment, to teach them to act independently in this environment, to use its possibilities effectively and to protect oneself from negative influences.

To achieve the goal it is necessary to solve a number of educational tasks:

1. Mastering the concept of information as one of the basic concepts, the role of information technologies in the development of the society, changing the content and the nature of human activities in the informational society.

2. Developing of algorithmic and heuristic thinking, creating conditions for increasing creativity, forming of operational thinking, aimed at choosing the optimal solution.

3. Mastering the concepts of education and self-education as special types of informational processes, developing of the ability to use information technologies in education, including other subjects besides Information Technology.

4. Creating motivation for correct behavior in the global informational environment on the basis of relevant norms.

5. Preparing for wide practical use of information technologies in different spheres of life and activity, mastering of basic means of computer technologies.

Thus, Information Technology classes contribute to the forming of: modern informational picture of the world; pupils' informational culture; skills of using information technologies as the main component of professional activity

in the modern informational society, knowledge about the structure and functioning of modern computer technologies; creative personality, development of pupils' theoretical thinking, memory, imagination; civility, morality and high moral standards.

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DEVELOPING PUPILS' CRITICAL THINKING AT THE LESSONS OF THE UKRAINIAN LITERATURE

Famous American philosopher John Dewey claims that the fundamental goal of modern education is not to provide pupils with information, but to develop a critical way of thinking in them. It is this type of thinking that provides the greatest opportunity for young people to successfully build their lives in a changing, modern world. Critical thinking helps a person to adequately assess new circumstances and formulate a strategy to solve problems, adapt to new, sometimes unpredictable, political, economic or other circumstances.

Critical thinking is an effective way of upbringing the democratic mentality of citizens. People with critical thinking have the following features: they are honest with themselves; overcome doubts; ask questions; base judgments on evidence; are able to separate the main thing from rhetoric when watching television, listening to radio, reading newspapers, listening to the speeches of politicians; they can not be manipulated.

Nowadays, among the incessant flow of information, it is very important to be able to choose the main thing, to critically verify the received information and to develop one's own plan for its practical realization. This can be done by those people who are able to think critically. The ability to critically think is necessary for a person at all times. But this is especially relevant today in our time of rapid changes.

Critical thinking does not necessarily mean criticizing, rejecting, denying, negatively assessing. What is critical thinking then?

Critical thinking is the ability of a person to clearly identify the problem that needs to be solved; to consider carefully different, and sometimes opposing approaches and understanding of the problem in order to make one's own decision (the term «critical» in this context is the most adequate for

the word «analytical»); ability to independently find, process, analyze and evaluate certain information; to construct your thoughts logically, to lead a convincing argumentation.

Critical thinking is closely linked with such thinking processes as *analysis*, *synthesis*, *evaluation*.

The word *analysis* is of the Greek origin, means scheduling, dismemberment. To analyze means to divide something into parts, to consider them separately and in interrelationships in order to comprehend the whole.

The analysis of a literary work is connected with its division into separate components (artistic image, artistic detail, composition, portrait, language of the character, symbols, landscape, interior, artistic and figurative means, etc.) and careful consideration and explanation of each of them.

Prove, that in the character of Pydorka, Hohol' embodied the ideal of the Ukrainian girl beauty. Outline the artistic means by which Hohol' creates the national poetic image of the Ukrainian woman. (Mykola Hohol' «Vechir proty Ivana Kupala»).

Synthesis is an association of the previously selected parts (sides, attributes, properties, relations) of an object in a single whole. Analyzing an artistic work at the lessons of literature, analysis must necessarily end with synthesis. Having considered the individual parts of the work and having explained them, the pupil has to synthesize in his imagination a general meaningful picture of the entire work. Analysis and interpretation (explanation) of some plot elements of the novel «Vechir proty Ivana Kupala» by Mykola Hohol' ends with the synthesis of the general picture «The image of Ukraine created by Hohol' in the novel “Vechir proty Ivana Kupala”».

The first work that made Hohol' famous was «Vechir proty Ivana Kupala». Many Russians, having read this novel, discovered Ukraine for themselves. In what way did Hohol' picture our Motherland and Ukrainians?

Fill in the second column of the table «The image of Ukraine created by Hohol'».

The elements of the plot	Interpretation (explanation)
Description of the holiday of Ivan Kupala	There are respected traditions in Ukraine
The story of a fern flower	Ukraine is a land of legends
Demonic characters Basavryuk and the witch	There is a belief in unholy spirits in Ukraine
Portrait of Pydorka before marriage	Ukrainian girls are beautiful

Portrait of the servant Petro (through the women's impressions)	There is an ideal of a kozak
The tragic love of Petro, a servant, and Pydorka, a daughter of a rich kozak	In Ukraine, during the times of the serfdom, property inequality was the reason for the impossibility of family happiness for people in love
Description of the wedding	Rituals and traditions are being kept in Ukraine. Ukrainians are funny people
Landscape	The Ukrainian nature is very picturesque
The tragic final of the novel	Ukrainians respect moral laws. Petro's story proves that evil is always punished; a person must obey God's and man's laws: to keep the soul clean, to beware of the sin.

A man with developed critical thinking is capable of giving his own assessment of any phenomena. Assessment skills and ability to express one's own judgments are perhaps the most important components of critical thinking. To have one's own opinion on everything, to be able to argue and defend one's position - these important personal qualities can be successfully developed at the lessons of literature. For this matter the teacher should focus pupils' attention on the author's guidelines or contradictory points in the text of the work and around the text space, to encourage pupils to express their opinions and to prove them. The questions «Is it true that ...?», «Do you agree that ...?», «How do you understand ...?», «How do you rate ...?» have to be constantly asked at the lessons, where the technology of developing critical thinking of pupils is used.

Thus, the subject «The Ukrainian literature» has enough opportunities for developing pupils' critical thinking. The task of the teacher is to use them in order to develop such trait in pupils that will help them to feel secure and confident in the modern informational society.

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STRATEGIES FOR MOTIVATING STUDENTS AND BUILDING PRODUCTIVE LEARNING COMMUNITES

Building productive learning communities and motivation students to engage in meaningful learning activity are major goals of teaching. Yet, many ingredients make up a student's motivation to lean. Success depends on using motivational strategies stemming from each of the perspectives described previously as well as on employing strategies that help a group of individuals develop into a productive learning community.

Motivational and group development strategies, however, cannot be reduced to a few simple guidelines. There is no single dramatic event that will produce motivation and a productive learning community. Instead, effective teachers employ strategies interdependently until motivation is a permanent aspect of their classrooms, where student's psychological need are met, where they find learning activities that are interesting and meaningful, and where they will know they can be successful. Strategies to attain this type of classroom situation are described in the sections that follow.

There are many ingredients that go into making a thriving learning environment. And whether it's your first year in education or your thirtieth, the first days, weeks, and months of the school year are the time to create the learning environment you want for your students.

Positive, productive learning environments are key items to students' academic, emotional and social success at university. Unfortunately, positive learning environments don't just happen on their own – they must be created. There are many components that go into making a positive learning environ-

ment for students. For starters, positive learning environments should offer a climate of safety, where risk-taking is encouraged, there is open authentic conversation, trust and respect are fostered, and positive interaction is the norm.

The best time to start developing a positive learning environment in your classroom is during the first days, weeks, and months of the school year – but it's never too late to get started.

If students don't have a clear and agreed upon understanding of positive and negative behaviors, it's difficult to create a positive learning environment in the classroom and at university. The first step to establishing a code of conduct is to ask students how they like being treated. From this question students should be able to brainstorm a list of behaviors they believe are respectful, kind, fair, and appropriate. At this point, together students and teacher should be able to agree that treating others the way we each want to be treated is the best code of conduct, and should set the stage for appropriate classroom behaviors.

Positivity is a key component in a positive learning environment. Interacting with students in a positive manner, exhibiting positive behaviors, and maintaining a positive attitude is one of the most important steps for creating a positive learning environment and producing successful students. Regardless of the situation or circumstance, there is always a way to respond to and interact with students in a positive way. Teaching students how to communicate and interact with each other in a positive manner is also key to fostering a positive learning environment in the classroom. Positivity is one of the most powerful agents of change for establishing and maintaining a positive learning environment at school and in the classroom.

Effective teachers create productive learning communities by focusing on things that can be altered, such as increasing student motivation and encouraging group development.

Factors associated with motivations that teachers can modify and control include the overall feeling tone of the classroom, task difficulty, students' interests, knowledge of results, classroom goal and reward structures, and students' needs for achievement, influence, affiliation, and self-determination.

Although the use of extrinsic rewards makes good common sense teachers should avoid overemphasizing this type of motivation.

Teachers assist the development of their classrooms as a group by teaching students how groups grow and about the stages they go through and by helping students learn how to work in groups.

Allocating time to building productive learning environments will reduce many of the frustration experienced by beginning teachers and will extend teachers' abilities to win student cooperation and involvement in academic tasks.

Recognizing and reinforcing positive behaviors is one of the most effective ways to produce positive actions in students, strengthen intrinsic motivation, and create a productive and positive learning environment. Certificates, stickers, toy prizes, tickets, tokens and other reward systems are great ways to recognize students and reinforce positive behavior and achievement in the classroom. However, it's also important to help a student make the connection between positive behavior and the good feeling it produces (not just the physical award). As students make that connection between positive behavior and good feelings, and continue producing positive actions, they'll feel good about themselves, the intrinsic motivation is strengthened, and students will continue producing more positive actions and exhibiting positive behaviors.

Besides, a teacher should be able to speak the language of his students. You should use humour, tech, or other strategies to get on their level. That extra effort will go a long way in relating to students. This strategy can be used to present traditionally "mundane" information, like classroom rules and regulations. New tech can be daunting, but find one or two ways to make your class digital. Internet memes are a fun and effective way for communicating important expectations, rules and concepts with students without coming off mean or overbearing. They can include media, catch phrases, jokes and funny images.

Some educators suggest making a digital newsletter for parents, posting photos and updates on Instagram or Twitter, creating a class blog, or using edtech resources like GoogleForms or Remind. This is a great way to engage students when class isn't in session.

You should be positive about your students. Let your students know that you're excited to be there and that you're excited they're there. Everything you say or do the first week of school should communicate your enthusiasm for the new school year. Your positive attitude and enthusiasm is key to creating, and maintaining, a positive learning environment in the classroom.

Being a good teacher and creating a positive learning environment takes a lot of work. Nevertheless, you should "remember that you and your students are only human. You can plan, map, and research all summer, but once those kids get in the room anything can happen. You don't have to have everything together on day one." - Amy Hirzel, a famous educator said. Every classroom

is different, so please come back and share what you've learned and what works for you.

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CASE METHOD IN TRAINING SENIOR SCHOOLCHILDREN COMMUNICATION SKILLS

Our world has undergone constant changes recently, including globalization: accelerating the development of society, the transition to the information society, the significant expansion of the scope of intercultural cooperation, the emergence and growth of global problems, the growth of the role of human capital. In this regard, the world needs a society that can withstand such a pace of development and tirelessly set and solve new challenges. If some decades ago the result of the study was a student who possessed all the knowledge and skills that the teachers taught him, today the result of training is a person who is competent in a certain field of knowledge.

The transition to a multi-level system of development in senior pupils' skills in the English language communication at the present stage dictates the need to change approaches to the content of the educational process, to create new forms of its methodological support, to understand the role of the teacher in the innovative paradigm of personality-oriented, creative learning.

At present, the intensive training of foreign languages is implemented in various methodological systems that are developing, re-created and operate. This is due to the diversity of the specific learning objectives of the foreign language of different contingents, as well as the diversity of learning conditions.

The intensive method is intended for business people, who expect to receive concrete communicative skills in a short period of time: in business correspondence, during presentations and telephone conversations, preparation of commercial offers. The «direct» method is known as the Berlitz method, the basic principle of which is the complete exclusion of the student's native language from the learning process. His goal is to teach the student to think in a foreign language. Formation of a certain level of bilingual communicative competence is an actual and effective basis for further foreign communication of school graduates.

The «case» method is a teaching technique that uses a description of real economic, social and business situations, today takes leading positions in the current practice of studying abroad. Possession of these linguistic functions makes it possible to acquire skills of foreign language communication, to increase the level of their professional competence and self-esteem.

The use of the case-method at the lessons of English at school pursues two complementary goals, namely: further improvement of the communicative competence (linguistic and sociocultural) and the formation of the professional qualities of the students. Communication tasks: familiarity with the case (reading the text in the original or with small reductions and minor adaptation and subsequent translation), independent search for a solution (internal monologue language in English), analysis of the situation during the classroom (monologue and dialogic language, prepared and spontaneous, also in English).

Being a complex and effective learning method, the case method is not universal. It is effective only in combination with other methods of teaching foreign languages, since in itself does not impose compulsory normative knowledge of the language.

The use of a case-method in learning a foreign language increases the level of knowledge of a foreign language as a whole. In the context of interactive learning of згзшдїs, concerned about the feeling of personal involvement in the educational process, and responsible for their own educational outcomes. This leads to the creation of a favorable psychological atmosphere at the lessons, to strengthen the linguistic and intellectual activity of senior pupils, to increase their consciousness, self-confidence and the creation of a semantic context of communication.

Formation of the appropriate level of communicative competence will take place in the presence of favorable didactic conditions. Favorable didactic conditions make it expedient to determine: taking into account age-specific characteristics of students; successful socialization and favorable social conditions; working out by teachers the optimal speech mechanisms; pedagogical mastery of the teacher; encouraging students to learn a language; implementation of methods of activating educational and cognitive activity of students; provision of students with methodological materials containing the necessary information for the complex formation of communicative competence; development of cognitive activity of the student; favorable conditions and communicative behavior of the interlocutors; modeling in the educational process typical communication situations.

There is a wide range of training goals, from which you can select goals using the case method.

Examples of possible educational objectives of the case-method: to acquire knowledge; develop general ideas; to acquire skills of analysis of complex and unstructured problems; to acquire the skills of designing actions and their implementation; learn to listen; develop certain relationships; to be responsible for their decisions, results; develop communication skills - short, effective, convincing; Achieve clear goals and objectives; be able to generalize - from specific details to understanding prospects and developing successful concepts.

Consequently, a competent approach to the study of languages is necessary in the present conditions for the successful achievement of goals in real life situations.

When deciding a case, the student not only uses the acquired knowledge but also reveals his personal qualities, including the ability to work in a group, as well as demonstrates the level of view of the situation and the level of proficiency in a foreign language. Moreover, the activity of everyone studying in this method depends on many factors, the main of which is the quantitative and qualitative composition of the participants, the organizational structure of the subgroup, its location, the overall organization of work with the case, the organization of discussion of the results, summing up.

Thus, the case-method today is actively used in Ukraine, because it meets the needs of the time, makes relevant and non-standard study of MI and development of intercultural skills of pupils of secondary school age, has great opportunities, therefore secondary school teachers should use this kind of interactive technology.

THE IMPORTANCE OF EARLY CHILDHOOD EDUCATION

Early childhood education, within the last few decades, took the attention from the different fields such as developmental psychology, cultural psychology, childhood studies, cultural anthropology, history and philosophy because recent studies showed that babies and young children are born with the capacity to understand [2].

In other words, their brains are ready to learn when they came to the world and during this process; both the environment and genes take an important role which in turn, builds the brain. This view regarding children, perceiving them as competent learners rather than empty slates changed the disciplines' way of looking to the education of children or early childhood education. The readiness of the children to learn even when they are just born triggered the ideas of necessity of early childhood education both for the individual child and for the society as a whole, in broader sense. Longitudinal studies have showed that early childhood education is the period when children's development was rapid and when children were affected more from the environmental factors. In addition, two thirds of the brain development was completed between the years of 0-4. Therefore, education in this crucial period creates significance for the development of children. In a study conducted by Barnett, it was found that getting an early childhood education provided an increase in the IQ level of children in the short term and in the long term; it increased the child's school achievement [1].

Early education cultivates children in terms of socialization rather than purely academic enhancement such as math and reading. Scholars elaborated that children learn cooperation through education in kindergartens and such skills help them to obey rules and stay safe in a society. Regarding socialization, parents also share the same perspective. It was revealed that one of the biggest reasons for parents sending children to kindergartens is to get them socialized.

Educators explain that children who received early childhood education became emotionally and socially more competent adults compared to the ones whom did not received early education. In terms of children, in addition to social emotional and academic benefits, early education provides them a better

future in the long term such as preparing them for school and increase in high school graduation rates. Inevitably, knowing the benefits of early education for the individuals in the short and long term brings the discussion of early childhood necessity in society as a whole.

So, educational institutions gain significance from early childhood education to university to reach that harmonic society. Ukrainian government should put early childhood education into their agendas, especially, after it was proved that good quality of early education has long lasting effects on the children's later life productivity for the society. It is distinguished that children received early education are less likely to involve in crime and more likely to complete their high school education and get into a college education [3].

In addition, research results supporting that earlier the children are exposed to good quality of experience, the more the connections in their brains develop, triggered early childhood education to gain greater importance in the society. Such results opened the way to start education of brains as early as possible.

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STUDENTS CRITICAL THINKING SKILLS TRAINING IN THE PROCESS OF LEARNING FOREIGN LANGUAGE

The technology of critical thinking deserves special attention as an effective way of acquiring communicative skills. Nowadays, this technology is

sometimes used in foreign languages teaching, but the processes of globalization in education require the creation of a flexible approach in the educational process.

The introduction of critical thinking technology has been highly appreciated by experts in foreign languages teaching (FLT). That is why today the use of critical thinking in students' learning is considered to be one of the tasks for FLT teachers.

Different factors influence students' critical thinking skills, in particular, those grades used in the classroom and at the end of the study course, which is one of the factors for developing students' critical thinking skills.

The technology of critical thinking was initiated and developed in foreign pedagogy. In particular, L. Elder and R. Paul argue that critical thinking involves the ability of people to take responsibility for their own thinking and develop appropriate criteria and standards for its analysis [2, p. 34].

V. Maiorana supports the view that critical thinking of a person is aimed at reaching an agreement, assessing different points of view and solving educational problems [5].

In his opinion, the idea advancement of critical thinking technology using in educational institutions with foreign languages study is very important for education in general for several reasons:

Firstly, if students have sufficient language skills, they can more successfully control and evaluate their own learning methods.

Secondly, critical thinking broadens students' learning experience and helps to understand the need of language skills for their lives.

Thirdly, critical thinking correlates with academic achievements of students.

R. Mahyuddin and other scholars believe that students who have received critical thinking skills during the training process are able to think critically and creatively to achieve the goals of the curriculum; make decisions and solve educational problems; use their thinking skills in the learning environment, as well as understand the language or its meaning; consider thinking skills as continuous learning; and, finally, be involved intellectually, physically, emotionally and spiritually [4, p. 25].

However, by most scholars, thinking skills in language development, in typical school conditions, are often regarded as independent processes.

According to K. Kabilan, even a communicative approach to learning a foreign language does not really help students to learn the language itself; in order for students to learn a foreign language, they must be able to think

creatively and critically, using their native language at the same time. Consequently, we can conclude that even communicative approaches to learning a foreign language do not develop critical thinking skills among students [3].

H. Brown believes that in an ideal academic linguistic curriculum should go beyond linguistic factors, in order to develop critical thinking skills among students [1, p. 24]. In our opinion, the effectiveness of acquiring critical thinking skills depends on the student's individual characteristics.

Methods of assessment mainly affect the goals set before students in learning a foreign language. In critical thinking, the method of assessment is a key component of the foreign language learning goal. In particular, if in the context of teaching and methodological activities assessment is focused on the students' linguistic competence, then the skill of linguistic competence becomes the object of study and students strive to acquire skills of communicative competence.

So, the technology of critical thinking in foreign languages learning can not be overestimated. It should become one of the main tasks for teachers who practice different types of students' knowledge assessments. In particular, assessing achievements of students in critical thinking technology will contribute to understanding the goal of learning a foreign language, integrating language skills and students' thinking skills into the linguistic environment, foundation of the relationship between teaching and learning processes, etc.

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DIDACTIC GAMES AS A MEANS OF IMPROVING VOCABULARY OF PRIMARY SCHOOLCHILDREN AT THE UKRAINIAN LANGUAGE LESSONS

At the present stage of scientific and educational activities developing the main objective of the study of the Ukrainian language in the primary school is to enrich the vocabulary of pupils, to develop their speech skills properly, to express their thoughts, to form the ability to speak the literary language. The effectiveness of teaching of the Ukrainian language is higher when the vocabulary skills are enriched at each lesson. It results in mastering the linguistic norms, in the awareness of the unique linguistic identity. Because further education and overall development of the student is impossible without mastering the mother tongue.

One of priority directions of restructuring of schools according to the state national program «Education» is «...the formation of speech culture while mastering the mother tongue (the Ukrainian language)». The duty of the language and literature teacher is to train children to be fluent in a language that functions in two forms – oral and written. Raising the level of culture of speech and writing is one of the urgent problems facing the school, as Natalie Dyka says [2, p. 50].

There are various methods and means to encourage primary schoolchildren to study the Ukrainian language in the modern academic discourse science. Considering psychological and physiological peculiarities of children of primary school age, the best way to start learning is a game [4].

The game is one of the most important spheres of life of a child. It provides efficient full mental development. In fact, as noted by M. Stelmahovich, «the game teaches to focus, to be self-controlled, to be exact, to observe the rules of behavior, to act in accordance with the requirements of the collective».

Games contribute to the development of speech and thinking, enrich your vocabulary, learn to observe, compare, classify, describe. They develop ingenuity, curiosity, promote learning, evoke positive emotions. The game helps to improve academic performance and health, and harmonizes the activities of children, motivates them [3].

The most effective are the classes of the Ukrainian language, where the teacher uses a variety of innovative, creative methods and techniques. While using didactic games not only knowledge and skills are accumulated but also such qualities as independence, organization, creativity, creative thinking, etc [1].

Learning through play is a well-known and familiar technology of training. Learning games like no other technology, promote the use of different methods of motivation: the motives of communication, moral motives, cognitive motives. The lesson conducted in the form of a game should meet the following requirements:

- 1) preliminary preparation is necessary to discuss a range of issues and methods. The roles should be distributed in advance, it stimulates cognitive activity;
- 2) the required attributes of the game;
- 3) compulsory statement of the outcome of the game;
- 4) mandatory gaming moments character to switch attention and tension [5].

During the game, there created opportunities for going beyond the already known, learning new knowledge, for self-improvement and self-development as a Creator of his/her own life. Game introducing in the learning process produces various forms of communication and provides assignment in unnatural for primary school age activities [8].

For the effective and efficient assimilation of the program material by primary schoolchildren, the teacher must constantly improve the learning process. Therefore it is important to use game elements at the lessons. It is advisable to give children to teach tongue twisters and sayings, it is good for the language development of the child, therefore, to improve their diction, and enriched vocabulary.

The lessons of the Ukrainian language such game exercise as «Interview» is often used, which aims to teach the child to give clear detailed answers and build the correct conversation. With this interesting for most of the children classes it is much more effective to teach primary schoolchildren how to formulate questions, to express the main idea in them [7].

Didactic game «whatever that means» is aimed at the improvement and development of imagination, logical thinking and oral communication skills, it is most often used during the presentation of a new topic.

At primary school educational games can best contribute to the development of a pupil They are the factor that helps the him/her adapt better to stud-

ying, to develop memory, attention, ingenuity, save the children's spontaneity. The game is not just entertainment, it's fantasy, coupled with intelligence and ingenuity [6].

The analysis of development of problems of enrichment of the vocabulary of young learners by means of didactic games can be summarized that the game should be introduced into the training, since using training elements of the game, the teacher has an opportunity to do serious intellectual work pupils fascinating and thus to make it easier. Modern didactics, referring to the playing forms of training at the lessons of the Ukrainian language, sees in them opportunities for effective interaction of the teacher and pupils, productive forms of communication with the existing elements of competition, spontaneity, nature of interest and the development of speech and vocabulary. Didactic game helps to improve the academic performance of primary schoolchildren, that is why its usage is quite effective and requires constant introduction of innovations and new approaches.

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PECULIARITIES OF MEDIA APPLYING IN TEACHING PRIMARY SCHOOL PUPILS

Media education of primary school pupils begin with the acquisition of a written language by the written (printed) media. Depending on the complexity of the structuring and functioning of media, media education should be at all levels of the educational system, taking into account the basic pedagogical principle of the initial educational process - from simple to complex. Consequently, written or printed media (including newspapers, magazines, posters, posters, photographs, etc.) should be the main object of consideration in elementary school. It is they who contribute to the formation of the child's life experience, the notion of the world, the relationship with others.

It can be simple and interesting to teach media literacy to primary school children. It should be begun with the books, children should be acquainted with them during the lessons and while visiting the library. They also must be told about the history of the paper discovering, printing, the main structural elements of books, thematic diversity literature for this age. It will contribute not only to expanding knowledge, but will enhance pupils' interest in reading and developing oral and written speech, and will pile the foundations of media and educational skills (to find and create information and to work it upon). The result of such activities may be the collection of fairy tales, written by the pupils themselves and small books made themselves [2, p. 90-91].

The further step may consist in acquainting with the press, getting familiar with children's newspapers and magazines, and articles at the lessons of extra-curricular reading.

The next step is to introduce posters and postcards to the pupils. Primary schoolchildren can do this at the lessons of health basis and science, while working in groups on an environmental project for the protection of plants and animals. They can display their achievements in various promotional things

(posters, posters and leaflets) to support this project, mastering the foundations of advertising.

Primary schoolchildren begin to get acquainted with screen language when they master the concept of «slide film». Before starting the work it is necessary to break the whole tale into separate frames. Primary schoolchildren should clearly establish the order of tale slides, which will help them to retell this piece of work. Pupils should be introduced to the cadre frame, thus, primary schoolchildren learn that the film consists of individual slides which can be placed in the order suitable for us [3, p. 86].

The process of describing a particular subject, plant or animal from different positions - positive, negative and neutral facilitates the formation of pupils' media and educational skills. Pupils will be able to realize that the same thing can be said in a completely different way, depending on the author's idea. From similar exercises it is possible to move to the formation of skills of cartoons critical understanding and analyzing. It is important to teach children to analyze what they have seen, to defend and to justify their own opinions.

The training will be successful when primary schoolchildren will not only work with media devices (click on the buttons), but they will also critically evaluate and independently create media information. To read and understand media text is just what the primary schoolchildren should learn when mastering media devices. We are not in a position to prohibit the use of media devices, but we can teach children to use them correctly and on purpose [1].

Thus, by teaching media literacy to primary schoolchildren, we can prevent negative and manipulative influence on their psyche, to help them to direct their attention to proper subjects in the flow of information, to teach how to analyze critically what is seen by them, to use modern devices, to develop communication skills as well as their thinking and speech, to form the necessary informational and communicative competence.

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PECULIARITIES OF TEACHING YOUNG LEARNERS ENGLISH

Nowadays we do not even put the question of teaching or not teaching younger pupils a foreign language. As English is recognized a global language it is paid a special attention all over the world and we see that an increasing number of non English-speaking children in different countries are taught English through educational provision.

Language teachers know that the earlier children begin learning the second language, the better results can be achieved. Experts of British Council enumerated the advantages of early beginning learning English as a second language:

- Young children are still using their individual, innate language-learning strategies to acquire their home language and soon find they can also use these strategies to pick up English.

- Young children have time to learn through play-like activities. They pick up language by taking part in an activity shared with an adult. They firstly make sense of the activity and then get meaning from the adult's shared language.

- Young children have more time to fit English into the daily programme. School programmes tend to be informal and children's minds are not yet cluttered with facts to be stored and tested. They may have little or no homework and are less stressed by having to achieve set standards.

- Children who have the opportunity to pick up a second language while they are still young appear to use the same innate language-learning strategies throughout life when learning other languages.

- Young children are more likely to have better pronunciation and feel for the language and culture [1].

They distinguish such stages in picking up English as a second language:

Silent period. When young children learn English, there may be a 'silent period' when communication and understanding may take place before they actually speak any English words. During this time teachers should not force children to take part in spoken dialogue by making them repeat words. Spoken

dialogues should be one-sided, the adult's talk providing useful opportunities for the child to pick up language.

Beginning to talk. After some time, depending on the frequency of English sessions, each child (girls often more quickly than boys) begins to say single words ('cat', 'house') or ready-made short phrases ('What's that?', 'It's my book', 'I can't', 'That's a car', 'Time to go home') in dialogues or as unexpected statements. The child has memorised them, imitating the pronunciation exactly without realising that some may consist of more than one word.

Building up English language. Gradually children build up phrases consisting of a single memorised word to which they add words from their vocabulary ('a dog', 'a brown dog', 'a brown and black dog') or a single memorised language to which they add their own input ('That's my chair', 'Time to play'). Depending on the frequency of exposure to English and the quality of experience, children gradually begin to create whole sentences [1].

Spoken language comes naturally before reading and writing. This is due to the fact that young children have the vital need for communication and must continuously solve increasingly complex communicative problems regarding their general psychic and cognitive development.

Under conditions when the second language performs in the life of a child the same functions as the first one, i.e.: the need of taking part in the game, where the partners speak the English language, communication with English-speaking friends etc. the child easier, faster and more efficient than an adult learns to speak a foreign language. And it is generally believed: what has been learned in childhood is learned forever.

Young children have a good memory for what they like to care about. That is why, teaching primary schoolers a foreign language, it is necessary to create such situations where children need and want to communicate, which introduced children into a fantastic world of fairy tales, create their joyful mood.

Learning different sections of vocabulary, we play tales with my children. So learning words for animals, we play the "Rukavychka", for family members – "Ripka", Winnie the Pooh comes to Rabbit's birthday, and Rabbit feeds his friends with various dishes. It is equally important while learning new vocabulary to use bright, rather large, or unusual toys. Using toys and drawings for introducing new vocabulary, we came to the conclusion that children better remember the names of toys than images in the drawings.

It is very important to give children the material for substitution exercises. They like this work, and it is very effective. For example: introducing the sentence and "I see a dog" is based on a familiar vocabulary and is accompanied

by the introducing a large number of new subjectives. To the already familiar names of animals we add new ones, which children quickly memorize:

I see a lion, a camel, a tiger, a bat etc.

At the next lesson we change a verb:

I have a dog, I see dog I like a dog etc.

Classes becoming more and more active because children are given a wider choice of lexical means, even if there is a limited number of known phrases. Children's language becomes more diverse, they show more desire to say something.

For enhancing children's vocabulary we often use different rhymes and songs. Singing and reciting children very quickly memorize a lot of phrases and than use them while communicating.

Another way to encourage children learning English is their love for drawing which is used for introducing new vocabulary. While drawing children memorize words better.

During English classes, children are also taught the culture of communication. They are taught how to greet friends, adults, how to congratulate their friends and relatives on different occasions, how to buy things in the store or to talk on the phone etc.

We hope that English classes help our children learn both English and to be friendly, sincere and responsive.

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FORMATION OF INTERCULTURAL COMPETENCE IN THE CONTEXT OF THE ENGLISH LANGUAGE EDUCATION AT SECONDARY SCHOOL

Current language education in the secondary school increases multicultural collaboration and now is generally seen as a part of need to an overarching goal.

It essentially involves a capacity for encountering diversity in intercultural communication between children coming from different socio-cultural settings. It also emphasizes the importance of being able to critically reflect on one's cultural identity and their values to develop an awareness of complex relationships between language, society and cultural meanings.

Discussing new goal orientation in terms of fostering user's language plurilingualism and pluriculturalism in linguistically and culturally diverse Europe. Motion of intercultural paradigm involves a complex, multiple language competence on which the language user may draw in intercultural communication. It suggests the need to consider both affective, cognitive and behavioural elements in the pedagogical development of pluriculturalism. These goals clearly entail new paradigms, in involving the development of student autonomy as of multilingual learner and as of multilanguage user. Intercultural communicative competence is action-oriented concept, suggesting the importance of relating constructively to otherness and foreignness in human encounters. Hence, language users in secondary school need to accept the ambiguity inherent in intercultural communication and develop a respect for cultural diversity. Cross-cultural encounters are also question attitudes and emotions. Becoming an intercultural language user clearly emphasizes the role of affective elements in foreign and second language education. Intercultural communicative paradigm thus is educationally valuable goal in its own right, entailing an element of personal growth as a human being.

The context of the English language learning at secondary school constitutes an important part of student's preparation to responsibility of citizenship in societies that are becoming greatly multilingual and multicultural. Natural task for language learning is ability to connect people from various cultural backgrounds and thus to increase openness for human diversity. Thus it is new challenge for second and foreign language teachers to facilitate their students to grow beyond the boundaries of their own cultures. Such goal also entails clear sociopolitical dimensions in foreign language education: promoting student autonomy and democratic citizenship education as an inherent part of language education. To do this teachers need to encourage the pupils' active participation and responsible action in the classroom community. They also need to enhance their students' personal identities as part of a wider European (and global) identity. Effective links are created between school and other cultural contexts in which students are socialized to facilitate learning.

Comparing languages and cultures is a fundamental process in intercultural language learning is widely discussed in the literature. In increasingly

multicultural classrooms at secondary schools, these comparisons and connections can be multifaceted, as learners explore and share each other's cultures, while cooperatively exploring a new culture and learning a new language. The development of cultural awareness through exploration aims to gradually promote an 'inner sense of the equality of cultures, an increased understanding of one's own and other people's cultures (Tomlinson, 2001). Teachers begin and end each activity in the minds of the learners', through such activities as encouraging them to think about an experience in their own culture, before providing them with a similar one in another culture, or getting learners to «translate» a new experience in another culture into an equivalent experience in their own culture. Maintaining this kind of awareness of culture is a primary goal of intercultural language learning.

Developing student autonomy and intercultural learning in foreign language education is a complex process that requires nurturing and explicit pedagogical guidance. The teacher needs to reflect on his or her *professional identity* as a language educator. In transformative professionalism the teacher becomes a facilitator of learning, an organizer of learning opportunities, a resource person providing students with feedback and encouragement, and a creator of the learning atmosphere and the learning space. An essential question is how the teacher uses his or her *pedagogical power* in the class. However, the transformative paradigm goes far beyond merely increasing the participants' self-understandings in the social contexts. Teachers also need to develop a *critical position* to their profession in order to understand the constraints imposed on their work by external circumstances. When necessary, critical reflection should also lead to determined action. In accordance with this *emancipatory* interest of knowledge, teachers need to voice their justified disapproval of their working conditions and resources and take active charge of developing their profession.

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CULTURAL STUDIES IN TEACHING THE ENGLISH LANGUAGE AT SCHOOL

Teaching the English language assumes formation of foreign-language communicative competence of pupils. The concept of communicative competence is defined as psychological, regional geographic, social factors of knowledge which determines the use of the speech according to social norms of behavior. The content of education should ensure an adequate level of general and vocational world culture of the society, the formation of pupils' knowledge and adequate level of their world-picture, integration in national and world culture.

The subject «the English language» introduces not only the culture of the English-speaking countries, but by comparison demonstrates the features of Ukrainian culture, introduces the universal values. In other words, it helps students in the context of the «dialogue of cultures». The English language should be taught as a phenomenon of social and cultural reality. Special attention should be given to the formation of pupils' communication skills, cultural competence and positive attitude towards English-speaking culture. The development of sociocultural competence in English teaching supposes a communication-oriented approach. Sociocultural competence anticipates the knowledge of another culture, respect and tolerance towards others. According to the concept of V. V. Safonova, sociocultural competence in the structural plan includes cultural, cross-cultural, linguocultural, sociolinguistic and social competences of the pupil and is regarded as an integral part of communicative competence. Sociocultural competence provides a pupil with the opportunity to orient in the sociocultural markers of the English language environment and socio-cultural characteristics of the communication partner; to predict the socio-cultural interference in terms of cross-cultural communication and the ways of their elimination. Engaging into the material culture promotes the awakening of cognitive motivation, not only do pupils master the program

material, but they also get acquainted with the unknown facts of culture, which is certainly causes their interest.

The purpose of learning the English language and culture can be expressed as a preparation to real intercultural communication. A number of authors interpret the intercultural communication as an adequate understanding of communication participants belonging to different countries. This setting corresponds to the needs of education, foreign language requirements at the present stage of development of the society. At present, the question of the admission of the inhabitant of the twenty-first century to world culture, approaching his educational level to the European standard, mastery of at least two foreign languages. To do this, in turn, need to gradually introduce the target language through the history and contemporary life of the country whose language is studied, its traditions and culture. The important factor of sociocultural competence formation is application of new technologies in training [1].

The technology of critical thinking, design activity, training in cooperation and game technologies, practising training technology develop interest in English-language communication, expand its subject contents.

The method of projects allows efficiency of training and provides its practical orientation. The subject of project works has socio-cultural and cultural studies sounding in aspect of contrast and comparative character. In the course of implementation of project works students collect, systematize and generalize the original material.

The comparison method which allows to compare the fact of native culture and culture of the English language, and also to draw a parallel of comparison of traditions, customs, manners, holidays and achievements is considered to be productive.

Comparison and estimation, as a rule, happens in situations of communication. That dialogue as a communication form, and dialogue as contact, contact of the different countries representatives or dialogue of cultures took place and became reality, students need to observe stacks all steps: to come into contact with the interlocutor, to request and give information on the conversation course for the solution of the set of communicative task; to begin, support and finish conversation; to express the relation to the discussed question; to find out opinion and the relation of the interlocutor; it is good to be guided in the facts of culture and to be able to give an assessment of the description of the facts, realities and events. The mastery of the English language and its use requires knowledge of socio-cultural features of the native speakers, a wide range of verbal and non-verbal communication.

Using the Internet resources can also help the teacher in planning lessons aimed at the formation of social competence. Sociocultural competence includes a deep-rooted knowledge of everyday-life situations, values and beliefs. The best way to develop sociocultural competence is to immerse in the natural language environment and communicate with native speakers. As a rule of thumb, the absence of the English language environment can be compensated with authentic materials (real-life materials that weren't created for educational purposes). Thus, to feel at home in a global world, a secondary school pupil has to possess a number of competences from professional competences in science and technology to foreign language competences. The English language knowledge helps to understand your own language and culture, promotes intercultural communication, provides access to English scientific literature, opens doors to international education and understanding of other people.

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SOCIAL AND CULTURAL COMPETENCE FORMING WHILE STUDYING ENGLISH AT THE SECONDARY SCHOOL

There is an intense mixing of peoples and nations today in the world. Ukraine alone is now home to over 135 different nationalities. And they have to live in the same society, and interact in the workplace, in the process of studying in educational establishments and in their leisure hours.

Therefore, the problem of the students' socio-cultural competence formation currently attains special significance. The formed socio-cultural competence is a guarantor of effective cross-cultural communication, i.e. an adequate interaction with representatives of other cultures.

If we consider the concept of "competence" in terms of the educational process, we can say that competence is primarily the result of training. Through

the study of educational material the student acquires a particular competence – specific knowledge, skills and gains experience. In addition, competence in the educational process is the result of integrated learning.

G. Vorobjev notes “socio-cultural competence is a complex phenomenon and includes a set of components belonging to different categories” [4]. According to R. Milrud, “sociocultural competence refers to the activity-component of communicative competence” [2]. V. Safonova believes that “didactic description of the objectives of socio-cultural education by means of a foreign language is to be done in terms of socio-cultural competence” [3].

Socio-cultural competence is understood as the possession of and the ability to apply a set of multicultural knowledge, skills and qualities in the process of intercultural communication in the specific conditions of life and tolerance towards people of other nationalities.

Competence is characterised by the possibility (the ability, willingness) to apply knowledge and skills in real life, showing the best personal qualities.

Socio-cultural competence is a complex phenomenon that is why it includes the following components such as linguistic-cultural, sociolinguistic and cultural.

- Linguistic-cultural component is knowledge of lexical items with the socio-cultural semantics (e.g., greeting, forms of address, and farewell, in oral and written speech);

- Sociolinguistic component is knowledge of the language features of social classes, different generations, genders, social groups;

- Cultural component is knowledge of cultural peculiarities of English-speaking countries, their habits, traditions, standards of behaviour, etiquette and the ability to understand and use them appropriately in the communication process, while remaining a carrier of another culture.

The formation of socio-cultural competence is carried out in three stages; each stage has its own challenges due to its objectives.

The first stage is “motivational”, i.e. providing psychological readiness to communicate with all learners. M. Dyachenko and L. Kandybovich and other scientists highlighted the problem of readiness at different times and from different positions in their research. Thus, readiness is a particular mental state that allows you to perceive a certain situation or to act [1].

The second stage of the formation of socio-cultural competence is “informative”. The main objectives of this phase are the collecting and processing of learning material, which is the content of training. The law of Ukraine “On Education” states that the content of education should promote under-

standing and cooperation between peoples and nations, irrespective of race, nationality, ethnicity, religion or social origin and take into account a variety of philosophical approaches.

The final stage of the work is the formation of the concept of “socio-cultural competence” together with the students, defining the means of its manifestations in contemporary conditions and its practical consequences. The students make up some possible strategies to oppose prejudice and preconception. Filling out a questionnaire with the list of countries and nationalities is followed by discussion and determining the slogan for life. Here are some of them: “Do you want to change the world for the better? Start with yourself”; “Treat people the way you would like them to treat you”; “Be friendly and you will see how the world around you has changed”; “Man is born for happiness”, and others.

The process of formation of socio-cultural competence is quite time consuming and arduous. The educational subject “Foreign Language” has great potential for solving this problem. Workshops conducted by us are a well-balanced system of teaching techniques and assignments based on the idea of gaining experience of intercultural communication.

Thus, the sphere of education, being an integral part of civil society, should initiate and support the creation of truly humane laws and legal standards, regulating tolerant relationships at individual and community levels, and at the level of intergovernmental relations.

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SECTION THREE

PERSPECTIVES IN HUMANITIES

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MERKMALE DER HLUCHIW PERIODE SCHÖPFERISCHEN TÄTIGKEIT DES WISSENSCHAFTLER-METHODOLOGEN MYCHAILO BOHDANOWYTSCH

Mychailo Wasyljowytsch Bohdanowytsch ist ein bekannter ukrainischer Wissenschaftler-Methodologe der mathematischen Grundbildung. Er wurde am 20. November 1925 in Hluchiw geboren. In der Vorkriegszeit besuchte er eine örtliche siebenjährige Schule. Er verbrachte die Jahre der deutschen Besatzung in Hluchiw. Nach der Befreiung der Stadt trat er der Roten Armee bei. Nach dem Kriegsende blieb er im Militärdienst. Er bekam Fahrerqualifikation. Ohne Dienst zu verlassen, absolvierte er in 1948 die 10. Klasse der Abendschule mit Abitur.

Im April 1949 ging M. Bohdanowytsch im Ruhestand und kehrte nach Hluchiw zurück. Im August bezog er ein Lehrerinstitut. Nach den erfolgreichen Aufnahmeprüfungen, wurde er Student der Abteilung für Physik und Mathematik. Das Studium dauerte 2 Jahre. Während seines Studiums hatte M. Bohdanowytsch ausgezeichnete Ergebnisse. Am 3. Juli 1951 hat die Staatsprüfungskommission die Entscheidung getroffen, für hohe Ergebnisse in der Ausbildung und für erfolgreiche abgelegte Staatsprüfungen ihm ein Diplom mit der Auszeichnung auszugeben. Er wurde hochqualifizierte Lehrer für Mathematik und Physik (Klassen 5-7) und bekam die Rangstufe des Gymnasiallehrer (Klassen 1-7).

Im September 1951 erhielt M. Bohdanowytsch eine Überweisung für die Arbeit in der Schule im Dorf Pustodohorod, Cherwonensky (jetzt - Hluchiw) Bezirk der Sumy Region. Er arbeitete als Lehrer für Mathematik in den Klassen 8-10. Nachdem er die Arbeit begonnen hatte, verstand er schnell, dass seine zweijährige Ausbildung nicht genug war, um qualitative, hochwertige

Ergebnisse in der beruflichen und pädagogischen Tätigkeit zu erzielen. Im Sommer 1952 trat er in das pädagogische Institut in Sumy in der Korrespondenzabteilung der Fakultät für Physik und Mathematik ein, die er in 1955 beendete. Laut des Diploms wird es festgestellt, dass M. Bohdanowytsh eine hohe Qualität erreicht hat, etwa 90 Prozent. Von allen Disziplinen des mathematischen Zyklus (einschließlich der Lehrmethodik der Mathematik) erhielt er ausgezeichnete Noten.

Im Jahr 1956 begann M. Bohdanowytsh als Lehrer für Mathematik in der Schule im Dorf Luzhki (8-10 Klassen) zu arbeiten. Seit dem Schuljahresbeginn, leitete er die methodische Mathematikassoziation in der Schule und die entsprechende Assoziation im Bezirk – das spricht über seine hohe Fachkompetenz und Rücksicht unter seinen Kollegen. Ein weiterer Beweis für die Anerkennung des hohen beruflichen Fähigkeiten war seine Wahl als Delegierter des Bezirks für den zweiten Kongress des Lehrers der Republik, die in 1959 geplant war. Im Januar 1957 trat er in die Verein der Verbreitung für politische und wissenschaftliche Erkenntnisse. Im Juli hat er das lokale Gewerkschaftskomitee geleitet. Diese Ereignisse zeigen deutlich, dass Mychailo sich mit einer breiten sozialen und beruflichen Tätigkeit beschäftigte.

Seit dem 1. September 1958 begann eine neue Periode in der Karriere von Mychailo Wasyljowytsh. Das war die Arbeit in der Hochschule. Er bekam die Stelle des Assistenten für Mathematiklehrstuhl in Hluchiw.

In seiner Arbeitsbelastung wurden die Verwaltung des Studentenlehrepraxis, praktische Übungen zur Methodik des Mathematikunterrichts, die mathematischen Workshops sowohl am Institut als auch in den Städten Schostka und Konotop geplant. Er fungierte als Dozent für die pädagogische Praxis.

Im Jahre 1959 wurde er nach Beschluss des Akademischen Rates des Instituts als wissenschaftlicher Korrespondent des Forschungsinstituts für Pädagogik der Ukrainischen Sowjetischen Republik zur Spezialität der Methodologie der Grundschulbildung empfohlen. Diese Tatsache bestätigt, dass der junge Lehrer den starken Wunsch hatte, immer zu forschen und sich selbst zu verbessern.

Am 10. Oktober 1959 war M. Bohdanowytsh laut des Beschlusses der Leitung des Instituts, zusammen mit dem Direktor, als Delegierter der wissenschaftlichen Sitzung über die Entwicklung der Pädagogik in der Ukrainischen Republik gewählt. An der Sitzung nahmen Wissenschaftler, Vertreter der wissenschaftlichen und pädagogischen Institutionen der Ukraine und vieler Unionsrepubliken, die Akademie der Pädagogischen Wissenschaften, Lehrer, Angestellte der öffentlichen Bildung, Lehrer der Universitäten, Vertreter der

Öffentlichkeit teil. Mychailo Wasyljowytsch hat an der Abteilung der Methodik des Unterrichts und der Erziehung der Schüler der Klassen 1-4 teilgenommen. In den Vorträgen wurde eine große Anzahl aktueller Themen aktiv diskutiert, insbesondere das Problem, wie man die Lehrmethoden verbessern konnte.

Die Wirksamkeit der Wissenschaftlich-, Methodisch- und Lehrarbeit von Bohdanowytsch war hoch ausgewertet. Im Auftrag Nr. 119 des Direktors des Instituts vom 2. November 1959 wurde er in den Rat des Instituts (Akademischer Rat) aufgenommen.

1960 wurde M. Bohdanowytsch als Leiter einer Gruppe von Lehrern ernannt, um die Arbeitserfahrung der allgemeinbildenden Schulen in der Stadt Hluchiw zu erlernen und den Lehrern der Schule Nummer 4 methodologische Unterstützung zu geben. Die Verantwortlichkeiten der Teilnehmer solcher Gruppen beinhalteten die Durchführung verschiedener Arbeit mit Lehrern: Vorlesungen, Durchführung der Seminaren, Workshops und Beratungen, Durchführung des Demonstrationsunterrichts für Lehrer, Organisation von Forschungsarbeiten usw.

Während 1961-1962 war M. Bohdanowytsch Dekan der Fakultät für Pädagogik und Methodik der Grundschulbildung des Pädagogischen Instituts in Hluchiw.

Obwohl sein Aufenthalt bei diesem Amt kurz war, beschreiben die Dokumente in den Archiven des Instituts seine Arbeit in dieser Zeit als erfolgreich. Und seine Einstellung zur Erfüllung seiner Pflichten ist gewissenhaft und verantwortungsbewusst. Das bestätigt die Aufnahme in verschiedenen Gremien des Instituts: die Verteilung der Absolventen, des Stipendiums (als Sekretär), die Vorbereitung und Feier von 44 Jahrestag des Oktoberrevolution (als Vorsitzender), Experte der Ordnung von Archivmaterialien des Instituts.

Mit Verfügung Nr. 18 vom 12. Februar 1962 wurde M. Bohdanowytsch nach eigenem Ermessen von der Position des Dekans der Fakultät für Grundschulpädagogik entlassen.

Anfang September 1962 hat M. Bohdanowytsch erfolgreich die Aufnahmeprüfung abgelegt und wurde als Doktorand am Ukrainischen Forschungsinstitut für Pädagogik (Kiew) eingeschrieben. In § 9 der Verordnung des Rektors des Instituts Nr. 131 vom 1. September 1962 lautete es: "den Lehrer für Mathematik, Bohdanowytsch M.W. von der Arbeit am 5. September 1962 im Zusammenhang mit dem Eintritt ins Nachdiplomstudium zu verlassen. So endete "Hluchiw-Periode" der Bildung eines bekannten Wissenschaftlers.

Die Untersuchung der verfügbaren Materialien über seiner Tätigkeit in Hluchiw pädagogisches Institut gibt uns Recht zu sagen, dass in diesen Jahren

nicht nur seine wissenschaftlichen und beruflichen Interessen, sondern auch seine menschlichen Qualitäten gebildet waren: die Aufmerksamkeit auf Studenten und Kollegen, Ansprechbarkeit, Genauigkeit und Verantwortung bei der Arbeit, hohe Leistung, Wunsch und die Fähigkeit zur beruflichen Weiterbildung und anderen. Alles war belohnt. Während der Bearbeitung des Archivmaterials haben wir 6 Danken von Direktor (Rektor) Institut gefunden. Sein Bild hänge auf der Ehrenrolle des Institutes viermal.

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HLUKHIV TEACHERS TRAINING INSTITUTE IN 1917-1921

The history of Hlukhiv Teachers Training Institute should be considered in the context of history of higher education in Ukraine developing. External factors, political tendencies, ideology influenced the activity of Hlukhiv Institute. In that period the system of higher education suffered from the revolutionary breakdown. In March 1919 the Ukrainian SSR government issued a decree and set new rules for admission to universities. The tuition fee was cancelled, and the students were provided with scholarship, the higher school managing bodies were reorganized. Universities in Ukraine were eliminated; instead special educational institutions named “institutes of public education” were organized.

Higher education institutions had a weak material base. Among the teaching staff there often were casual people who did not have experience of working in educational sphere. The general level of most entrants, especially those enrolled in 1919 and 1920, was extremely low. In conditions of famine and devastation, they had to think more about survival than learning.

In spite of the situation Hlukhiv Teachers Training Institute was widely known as an educational institution that had a high quality of training teachers. In 1917-1921 it numbered 3 faculties: literary-historical, physical-mathematical, natural sciences and geographical. Konstantin Yahodovsky was the rector. He remained in the graduates’ memory as “a wonderful person, a brilliant authoritative pedagogue” [5, p. 6]. During this period, highly skilled peda-

gical staff were concentrated in the city: Viktor Holubyev, whom students considered as “a teacher with a slim and powerful mind, strict and demanding” [5, p. 6]; Serhiy Ivanyts’ky “the most cultural historian, always restrained, european-polite and benevolent” [5, p. 6]; Yakiv Kolubovs’ky “a very erudite professor” [5, p. 6] and others.

To enter the institute applicants hadn’t to take any exams. They presented school certificates, filled out questionnaires, showed their social status, and passed written and oral colloquia. In writing the applicant had to motivate the faculty choice, while oral colloquia was intended to confirm the applicant’s choice and to determine the level of his/her general development.

The curriculum of the Institute, unlike of the pre-revolutionary period, was aimed at broad general education of future teachers. All students attended lectures on Philosophy, Theory and psychology of artistic creativity, Political economy, History of philosophy, Sociology, etc. The third year of study at the institute was devoted to pedagogical practice and mastering different Methodics. Students were not isolated from children. The gymnasium was organized in the same building as the institute. Institute Teachers also worked there. Students observed their practical activity, studied on their live example of communication with children [5].

According to the decision of the first all-Ukrainian Meeting (March 23, 1921), a new system of public education was adopted and Hlukhiv Teachers Training Institute was reorganized in Hlukhiv institute of public education. In this period the exams were replaced by credits, which had the form of an individual conversation. Not just the student’s knowledge but general development was estimated, the independence of thinking was stimulated. According to the graduates, such system had positive results.

Out-of-class activities contributed to the labour, moral and aesthetic education of students. The student choir was organized at the institute under the guidance of talented Czech musician and teacher Yan Stupka. Literary and musical evenings, prepared by students, were held at a high artistic level and always gathered a large audience in the town. Later some students-participants, became professional artists. Katerina Maroko and Vasyl Bize became the artists of the “Romen” theater; Valentyna Khomenko became a singer.

Students everyday life was a direct continuation of the events of public and political life in the town. Struggle for Soviet power in Hlukhiv continued. In September 1919, Hlukhiv was captured by the Denikins and military regime was declared. The Denikins forced to the army almost all boys. Therefore, only one-half of the enrolled students remained at the institute:

12 students left in the physical-mathematical faculty, literary-historical faculty numbered 5 students, natural sciences and geographical faculty had only 3 ones [7].

In spite of the unstable situation, the Soviet legislation has already worked. As a result the higher education establishments at that time were in a very difficult position, since they were self-paid. They hadn't enough money to repair the classes, to purchase necessary supplies, machines, and even to pay salaries for teachers. Students suffered from this almost the most.

A major problem of Hlukhiv institute was the lack of the classes. Moreover, they have not been repaired since 1915 [6]. Students' financial situation remained difficult. It negatively affected not only educational process, but also the students' health. Students had dinners at the canteen and had to pay 42 krb. a month. Food was extremely unsatisfactory. They got 300 gr of bread a day [8]. Students also needed clothes. From the first colds and almost until the summer they wore hoods and greatcoats. It was especially difficult with shoes. That's why students went to classes in galoshes or by turn [4]. But the most acute students' problem at that time was housing. The institute was lack of buildings for dormitories which were named "the houses of proletarian students". So only those who came from the proletarian-peasant environment and civil servants had the right to live there. The representatives of the intelligentsia, the artisans searched and hired apartments themselves. It is confirmed by the reports on the activities of Hlukhiv Institute of Public Education in 1921 [6] and the students' memories [5].

Thus, the state of education at Hlukhiv Institute of Public Education in 1917-1921 indicates its full dependence on the political and economic decisions of the Bolshevik leadership. The main factor in the forming the students' contingent was the state policy in the field of higher education, according to which the preference was given to the proletarian class. The teaching staff had a powerful potential. New forms and methods of teaching were aimed at educating the bearer of communist ideology.

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INTELLECTUAL SPECIFICITY OF STUDENT AGGRESSIVE BEHAVIOUR

The whole history of humanity convincingly proves that aggression is an integral part of life both of an individual and society. Moreover, aggression has a powerful attractive power and infectiveness - most people in their words reject aggression, while broadly demonstrating it in their everyday lives.

The first step to be taken to understand the essence of aggression is to find a clear and precise formulation of this term. Aggression can be defined as any form of behavior that is aimed at causing physical or psychological damage to someone. Although more and more researchers use such a definition, it is not universally accepted, and today the term “aggression” has many different meanings both in scientific works and in everyday language [1]. Aggressiveness (Latin *agressio*, from *agredior* - attack) is a situational state characterized by affective outbursts of anger or malice and impulsive manifestations of behavior directed at the object of frustration that has become the cause of the conflict. That is, aggressiveness is the state of an individual (it can be unexpressed in any way, it is mainly an internal state), and aggression is a form of practical behavior (it is necessarily accompanied by external manifestations).

There are two types of aggression: innate and instrumental (or acquired). The source of innate aggression is anger. Its only purpose is to cause harm.

In the case of instrumental aggression, harm is not an end in itself, but a means to achieve any other positive goal.

There are three concepts regarding the causes of innate and acquired aggression:

1. Innate aggressive motives.

2. Natural reaction to frustration.
3. As a consequence of learning.

Thomas Hobbes, Sigmund Freud, Conrad Lorenz, considered aggressive motives as innate, as they considered aggression to be an instinct. But the theory of aggression as an instinct does not reveal variations in aggressiveness among different people and in different cultures. However, though the tendency of people to aggression goes beyond the framework of instinct, most scientists believe that it has a biological nature and is a complex behavioral set. Thus, scientists proved that both animals' and humans' central nervous system has centers responsible for manifestation of aggressiveness. When these brain structures are stimulated, manifestations of hostility increase. In this case, even very humble animals can be brought to fierce, and the severe ones can be tamed [2].

The most common manifestations of aggression are conflict, mischief, pressure, coercion, negative evaluation, threat or use of physical force. The hidden forms of aggression are expressed in the evasion of contacts, inaction in order to harm someone, causing self-harm and suicide.

Hate is undoubtedly one of the most intense and complex aggressive affects. The most important purpose of a person who hates somebody or something is to destroy an object of aggression. Under certain conditions, hatred and the desire for revenge may be inadequately strengthened [3].

An aggressive manner of behavior can be mastered by a person while watching the actions of others and marking the consequences of these actions. If children are not shown the model of aggressive behavior of an adult, they are rarely aggressive in a game or conversation and, despite frustration, play calmly. And those who watched aggressive adults demonstrated the elements of aggression themselves. On the basis of these and other observations A. Bandura proposed the theory of social training of aggression. He considers that demonstration of aggressive behavior patterns takes place in the family, in the media, and in the social environment [2].

In conclusion, we have to emphasize that long accumulation of aggressiveness causes human diseases or the possibility of sudden burst out of negative emotions at the worst possible time, destroys the human psyche. All people may be aggressive. Therefore, we must know the constructive ways to overcome aggressiveness:

- doing physical exercises (gymnastics, aerobics, push-ups, running, cycling);
- power sports (boxing, wrestling);
- physical work;

- splashing anger at an inanimate object: to beat a pillow, a sofa, a boxing pear, to break dishes, to tweak a newspaper;
- choosing the type of activity that helps you to get away from the problem;
- Relaxation (muscle relaxation) - a method which helps you partially or completely get rid of physical or mental stress [4].

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CONTENT OF SOCIAL-PEDAGOGICAL ACTIVITY WITH YOUNG PEOPLE WITH DISABILITIES

An actual problem of modern pedagogical theory and practice is the formation of vital competence of young people with disabilities. The appeal to this problem is due to the fact that children with disabilities in a democratic society should not remain on the verge of socio-cultural processes, economic life of society, systems of human relationships. They have the same rights and freedoms as other members of society and therefore they must have the necessary life experience, to correctly perceive, assess, creatively use the material and spiritual assets of the Ukrainian people.

The purpose of the study is to define the concept of “young people with disabilities” and to analyze socio-pedagogical activities with young people with limited opportunities.

The category of “young people with disabilities” includes citizens aged 14 to 30 who have health problems, due to diseases, defects, and the consequences of injuries. Young people with disabilities are divided into several groups: with intellectual disabilities, mental illness and early autism, with impaired locomotor, hearing impairment and vision.

Organizations of social and pedagogical work with children and young people with limited functional abilities in the last decade devoted a number of works of domestic and Russian scientists (OI Movchan, N.O. Miroshnichenko, A. Y. Kapskaya, V. V. Teslenko, E. R. Yarskaya-Smirnov, etc.)

An important way of integrating children and young people with limited functional opportunities into social life is to adhere to the following principles by a social educator:

- a child with limited opportunities is an equal member of society;
- ensuring equal opportunities in obtaining social services;
- orientation of social services to the individual needs of the children with disabilities;
- priority of measures on social adaptation of children with disabilities;
- the responsibility of public authorities, local governments for the rights of disabled children in the field of social services.

The content of social and pedagogical care for disabled children has the following directions:

- socio-pedagogical prevention;
- social services (social and pedagogical patronage);
- socio-psychological rehabilitation.

One of the aspects of the work of a social pedagogue with disabled children is the successful resolution of the tasks of forming the vital competence of children with disabilities. This is facilitated by:

- a deep study of the individual characteristics of the child and the construction of an individual rehab program;
- immersion of a child into a well-formed rehabilitation space, creation of conditions for obtaining and fixing the necessary social experience;
- active increase of sensory experience, reduction of all that leads to curtailment of cognitive activity, reduction of need for communication, limitation of positive feelings;
- organization of the activity of the disabled child in a specially formed rehabilitation environment.

So, nowadays the urgency of the problem of scientific substantiation of social-pedagogical activity with children with disabilities is at the forefront,

since the traditional approach does not exhaust the fullness of the problems of this category of children. The approach clearly reflects the lack of vision of the child's social nature.

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SOCIO-PSYCHOLOGICAL PROBLEMS OF FREE TIME FOR STUDENTS

Leisure in the student's life occupies a very important place. Free time using a young man outside of educational activity is one of the main means of forming a personality at the student's age. The young man himself chooses how and what to do in his spare time. The most popular activities are: visiting nightclubs, passively watching sports competitions, watching entertaining videos and films, playing computer games, reading entertaining literature and communicating in social networks, etc.

Purpose – to explore the features of studying the actual distribution of leisure time among students, identify the motives and functions that they realize at leisure.

Theoretical and methodological aspects of the use of free time by young people are examined in the works of such scientists as D.Leontyev, E.Klopov, V.Artemov, B.Lisovskyi, A.Dmitriyeva, I.Kon, E.Holovaha, etc. [1, 2, 3, 4].

Being a student, is characterized as a period of adolescence to which certain social and psychological differences are inherent, allowing it to be singled out as a special social group [2].

These differences stem from the characteristics of the social situation, the real moments of life learning. In addition, young people at this age have their

own psychological characteristics: intensive formation of self-consciousness, social self-esteem, own point of view, attitudes, values, comprehension of the phenomena of social life. Gradually, a social position is formed in respect of themselves, their behavior and plans for the future, etc. [1].

However, a certain part of the student youth lacks certain psychic qualities that are inherent in a mature person - these are to some extent independent, considered, balanced and independent decisions, greater responsibility, and foresight, the above is due to a small social experience. All this is manifested in specific situations, including during leisure.

In Ukraine, there is one of the important ways to address this situation - it is an active involvement of young people in various spheres of public life. After all, student youth - not only lives in the present, but also is our future. It is young people that exercise great influence and determine the content, direction and character of tomorrow's society.

The absence of a stimulus for learning, self-education, creativity, developing one's abilities, etc., is alarming. The spread of non-state education, as well as the expansion of additional paid educational services, has already considerably delimited the youth environment. In addition, this distinction is not based on the level of knowledge and abilities of young people, but on the material capabilities of parents. This situation, apart from social tension, can lead to the loss of a significant part of the intellectual potential of the state as a result of social inequality. The proportion of young people in the total number of convicts for certain offenses is growing, and this trend, unfortunately, is growing.

Free time occupies a very important place in the life of a young man. It is one of the most important means of forming the personality of a young man. Free time directly affects the production and labor sphere because in its conditions the most recreationally-reproductive processes take place, which remove intense physical, intellectual, mental loads.

Among the cultural events in the Ukrainian youth environment, the most popular are nightclub visits. Students also resort to passive observation of the course of events on sports grounds, listening to music, attending concerts, watching TV shows and the like.

Performances, concerts of classical music, museums, art and technical exhibitions are out of sight of the youth community.

An important source of information, the center of the world and national spiritual heritage is books. In general, most young people prefer literature primarily entertaining content.

So, the opportunities to meet cultural demands by student youth are not used in full. The overwhelming majority of young people, who are occupied with everyday problems and troubles, observe a low level of cultural needs, which are implemented, as a rule, sporadically and inconsistently. Such needs and requests mostly come down to their implementation in the simplest forms, the satisfaction of which does not require special organizational, intellectual or strong-willed efforts (visiting nightclubs, watching movies and videos, listening to music, communicating in social networks, etc.). At the same time, visiting concerts of classical music, museums, exhibitions, requires a certain level of spiritual competence, it is not a common way for students to spend their leisure time. There is a pragmatization of youth consciousness, a narrowing of sources of spirituality. Material difficulties, lack of funds in the state negatively affect the state of culture, distort the cultural preferences of students towards simplified in terms of content and form of leisure activities. However, one should not expect that the improvement of the material situation will automatically promote the spirituality of the youth. The destruction of the spiritual foundations of social life cannot be overcome only by purely economic methods.

Thus, today the orientation of student youth to passive activities, neglect of physical culture and sports have been revealed; a small number of young people are seeking for creative pursuits. There is no directness in their choice of meaningful leisure and the like. All this points to the need to develop and implement in the higher educational institutions a scientifically based program for effective leisure activities for students, taking into account their age and individual psychological characteristics.

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HISTORICAL REGIONAL ETHNOGRAPHY IN MODERN SCHOOL PRACTICE

Ethnography knowledge in the system of a secondary school is formed both in the process of studying the educational subject of History, as well as from separate courses on the history of the native land. Regional ethnography material plays an important role in the research of the life style and household of a certain territory, the history of a separate settlement in comparison or in relation to the history of the country. Regional material helps to assimilate pupils with the most complex issues of economic, political, social and cultural development of the country in general.

The use of historical-ethnographic material during studying facilitates the assimilation of pupils scientific concepts and regularities, is an important means of education and a powerful source of knowledge, activates the mental activity of pupils and allows diversifying the methodology of the lessons. The essence of learning is in activities aimed at the active research of the world around. The source of such activity is traveling your native land, excursions, meetings with interesting people, creating projects, virtual trips, presentations and more. All this awakens the child's interest in historical processes, to his native land, helps to establish the most diverse relationships with the local population, develop the skills of leading a conversation, interviewing, ability to work with the audience and stimulate their participation in socially useful activities. Involving pupils in the study of historical processes, cultural monuments, prominent figures of the past and present, we make a great contribution to the education of the younger generation, a thrifty attitude to the ethnocultural heritage of our native land. Proceeding from this, using the ethnography material at the History lessons, we carry out the motivation of the social activity of the younger generation. This will be a guarantee of concern to both today's and future generations of citizens.

Special attention in modern methodics of teaching history is paid to studying of the history of everyday life, which aims at understanding the specifics of the psychology of people of specific historical epochs, understanding not only the rules, laws, certain constraints of the society, but also

the attitude of contemporaries to them, what life of people of certain period of history consisted of.

Practice convincingly proves that the use of ethnographic material with the educational purpose exacerbates pupils' attention to the facts and phenomena of the surrounding reality, helps to form independent creative and critical thinking, solid beliefs, skills and abilities in them, and practically apply the acquired knowledge in life.

Thanks to ethnography, the teacher introduces into the educational process the element of a live reproduction of the historical past, which seems to be approaching the consciousness of pupils, becomes reality to them. The ethnographic approach allows to direct pupils from accessible facts and phenomena to deep conclusions and generalizations, that is, to organize the process of studying in the most natural and accessible way. Ethnography offers wide opportunities for pupils' independent work, for searching, research and even a little discovery. General requirements for ethnography work at school:

- the unity of theory and practice, the interconnection of class and extracurricular work;
- subordination to educational tasks of an educational institution;
- acquiring by pupils knowledge of their land, using a research method;
- the content's and methods' compliance with the level of pupils' development and the curriculum;
- ability to work with sources, with museum funds and archives, etc.

One of the main conditions for the effectiveness of ethnography is the teacher's own deep knowledge of his/her native land and methods of teaching. It is also necessary to systematically carry out ethnography studies, namely: the systematic use of ethnographic material at lessons and extra hours; continuity in the ethnography activity of the pupils, both in its content, and in forms and methods of work.

Thus, ethnographic work gives the greatest effect when the teacher is not limited to the transfer of the provided knowledge, but organizes the pupils for their independent research, the application of this knowledge during studying history and in everyday life.

CONSTITUENS OF THE SCIENTIFIC RATIONALITY

In the philosophy of science, these questions are usually discussed in the context of theory choice: What are the appropriate standards for evaluating scientific theories, and do scientists follow them? But there are many kinds of scientific reasoning besides theory choice, such as analyzing experimental data. Moreover, reasoning in science is sometimes practical, for example when scientists decide what research programs to pursue and what experiments to perform. Scientific rationality involves groups as well as individuals, for we can ask whether scientific communities are rational in their collective pursuit of the aims of science.

A person or group is rational to the extent that its practices enable it to accomplish its legitimate goals. We argued that the legitimate goals of science are truth, explanation, and technologies that promote human welfare. Do scientific individuals and groups function in ways that further these goals, or do they actually pursue other personal and social aims that are orthogonal or even antagonistic to the legitimate goals? I will now consider several psychological and sociological challenges to the rationality of science.

Psychological challenges can be based on either “cold cognition”, which involves processes such as problem solving and reasoning, or “hot cognition”, which includes emotional factors such as motivation. The cold-cognition challenge to scientific rationality would be that people’s cognitive processes are such that it is difficult or impossible for them to reason in ways that promote the aims of science. If scientific rationality required people to be falsification agents or probabilistic agents, then the cold-cognition challenge would be a serious threat: some of the experimental and historical data suggest that probabilistic reasoning and falsification are not natural aspects of human thinking. In contrast, there is evidence that people can use explanatory coherence successfully in social judgments (Read and Marcus-Newhall, 1993).

One might argue that there is evidence that people are confirmation agents, and not very good ones in that they tend towards *confirmation bias* in looking excessively to confirm their hypotheses rather than falsify them (Klayman and Ha, 1987). However, the psychological experiments that find confirmation biases involve reasoning tasks that are much simpler than those performed by

actual scientists. Typically, non-scientific subjects are asked to form generalizations from observable data, for example in seeing patterns in numerical sequences. The generalization tasks of real scientists are more complex, in that data interpretation requires determining whether apparent patterns in the data are real or just artifacts of the experimental design. If scientists did not try hard to get their experiments to confirm their hypotheses, the experiments would rarely turn out to be interesting. Notably, trying hard to confirm is not always sufficient to produce confirming results, so scientists sometimes have falsification thrust upon them. But their bias toward finding confirmations is not inherently destructive to scientific rationality.

A more serious challenge to the rationality of science comes from hot cognition. Like all people, scientists are emotional beings, and their emotions may lead to distortions in their scientific works if they are attached to values that are inimical to the legitimate aims of science. Here are some kinds of cases where emotions have distorted scientific practice:

1. Scientists sometimes advance their own careers by fabricating or distorting data in order to support their own hypotheses. In such cases, they have greater motivation to enhance their own careers than to pursue truth, explanation, or welfare.
2. Scientists sometimes block the publication of theories that challenge their own by fabricating problems with submitted articles or grant proposals that they have been asked to review.

Cases like these show indubitably that science is not always rational. Some sociologists such as Latour (1987) have depicted scientists as largely concerned with gaining power through the mobilization of allies and resources.

It is important to recognize, however, that the natural emotionality of scientists is not in itself a cause of irrationality. As I documented elsewhere, scientists are often motivated by emotions that further the goals of science, such as curiosity, the joy of discovery, and appreciation of the beauty of highly coherent theories. Given the modest incentive structure of science, a passion for finding things out is a much more powerful motivator of the intense work required for scientific success than are extrinsic rewards such as money and fame. Thus hot cognition can promote scientific rationality, not just deviations from it. The mobilization of resources and allies can be in the direct or indirect service of the aims of science, not just the personal aims of individual scientists.

A useful response to the question “Is science rational?” is: “Compared to what?” Are scientists as individuals more adept than non-scientists at fostering

truth, explanation, and human welfare? The history of science and technology over the past two hundred years strongly suggests that the answer is yes. We have acquired very broadly explanatory theories such as electromagnetism, relativity, quantum theory, evolution, germ theory, and genetics. Thousands of scientific journals constitute an astonishing accumulation of truths that ordinary life would never have allowed. Moreover, technologies such as electronics and pharmaceuticals have enriched and lengthened human lives. So the occasional irrationality of individual scientists and groups is compatible with an overall judgment that science is in general a highly rational enterprise.

Crucially, however, the assessment of scientific rationality needs to employ models of individual reasoning and group practices that reflect the thought processes and methodologies of real scientists. Models based on formal logic and probability theory tended to be so remote from scientific practice that they encourage the inference that scientists are irrational. In contrast, psychologically realistic models based on explanatory and emotional coherence, along with socially realistic models of consensus, can help to illuminate the often impressive rationality of the enterprise of science.

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THE HISTORY OF HLUKHIV, 18TH CENTURY IN «DAY NOTES OF THE GENERAL TREASURER YAKOV MARKOVYCH»

The «diariusz» (journals) has a prominent place in the memorial prose of the eighteenth century. It is the daily notes about the administrative and political activities of the state Governor, member of government etc.

From the XVIII century there were three main types of monuments in this genre: diaries about the Hetman current activities, Military General office daily notes of political power and private diaries or authors' diaries.

The historical significance of these monuments lies in the fact that we can find the faithful reproduction about the household, the daily life, Cossack government service. We can find there the image of household in certain year seasons, the description of military campaigns, notes about some socio-political events of Hetman period.

The memorialists of Hetman period represent the greatest interest and importance for Ukrainian historiography. They are: Mykola Hanenko, Yakiv Markovych, Pylyp Borzakivskiy, Pavlo Ladynskiy and others.

Yakiv Andriyovych Markovych (1690-1770) chronicled his life within half a century – from 1716 till 1767.

But the main attraction is its «Day Notes of the General Treasurer Yakov Markovych» (original title from the author is «Home Protocol») [2]

Markovych started to write the “Day Notes...” by accident: Hetman Pavlo Polubotok left a short notes dated by 1716 and the son-in-law continued to write these notes [1, p. 96].

Since 1717 the author started to write his own diary. He carefully described the daily events during 50 years – from 1716 till 1767.

Even when Markovych himself was lying ill and was not able to write the «Diary», he asked his friends to write under dictation. This can be determined by reading the original manuscript, handwriting was changed. Yakiv Markovych died in 1770, the records was finished in 1767. He lost his sight three years before death [1, p. 99].

He often mentioned Hlukhivshchyna in the diary, because there was a large part of his possessions. Most of the time the author spent in Svarkove and Hlukhiv. Among the localities, described in the diary, we can find the following: Svarkove, Bereza, Poloshky, Bilopolovka and Hlukhiv. So, it can be concluded that the best beer was made in Sosnovka and Hlukhiv both for self-usage and for sale [2, p. 7]. The rye was cultivated in Hlukhiv and Svarkove [2, p. 19]. Analyzing the notes, not related to the householding, it is worth noting that Military General office was in Hlukhiv. Yakiv Markovych regularly visited it. There was the Commission of inquiry, which solved the problematic land issues.

In the «Day Notes...» you can also find the information about high-ranking officials which were in Hlukhiv at that time. Thus, on 13 February 1741, Maiden – the President of the Commerce College – von on the elections [2, p 10]. On the 5th of March, the same year, in Hlukhiv was Kiev General Governor – Leontiev [2, p. 16], on April 18 in Hlukhiv was General James Keith [2, p. 24]. They were in Hlukhiv mostly on the way, but Yakiv Markovych fixed even such information in the diary.

It should be noted that Yakiv Markovych together with his partner named Meyer opened pharmacy in Hlukhiv in the period between 1742– 1744. It is impossible to know when it happened, because part of the manuscript, which falls on the years, was lost. However, it operated successfully, as evidenced by notes regarding her financial condition.

Thus, we can conclude that the «Day Notes...» by Yakiv Markovych contain the valuable research information from the history of the 18th century, concerning the various aspects of Hlukhiv daily life.

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FAMILY PATRONAGE IS AN INNOVATIVE SOCIAL SERVICE

The problem of children's deprived of parental care placement is relevant. Thus, the priority of family placement of children left without parental care is defined by the UN Convention on the Rights of the Child. Several forms of family placement are defined by the Family Code of Ukraine.

For some time one of the most important tasks in Ukraine is to create optimal conditions for support socially unprotected children's categories. The specificity and focus of social policy in the field of children's activity is to minimize the negative impact of the processes that take place in society on children, and to develop skills for the more effective usage of existing and new social institutions that should meet needs and realize the interests of children.

Studying of the problem of the patronage implementation and upbringing of children is due to the need to expand the family forms of placement of orphans and children deprived of parental care, as well as defining measures of social protection that will ensure the stability of patronage over children. Solving the current situation will help to increase the attractiveness of civilized forms of education, reduce the number of children who are (or may be) in a boarding school.

The family patronage implementing in Ukraine was started by the "Every Child" Partnership in 2009 as part of a social experiment. Then, in cooperation with the local authorities in Brovary, the Kyiv region, the first Ukrainian patronage family was created, whose purpose was to ensure the immediate

right of a child who was in difficult conditions to family upbringing during a crisis or to prepare her for permanent placement in another family forms.

The patronage of the family is a comprehensive service that provides: child's temporary care and upbringing which requires protection in the family of guardians and the simultaneous provision of intensive child support services in order to facilitate its healthy functioning.

Preparing for patronage is indicated as a document of a child's upbringing in the educator's family, with the obligatory distribution of rights and responsibilities for the protection of child's interests between parents and authorized service officer educator. The patronage is divided into: short-term (up to 6 months), long-term (up to 2 years or for a term determined by the interests of a particular child). This can be applied not only in matters, for example, for any reasons that arose without the care of parents (if they died or in the hospital), and also found themselves in a socially dangerous environment.

To ensure a stable patronage, as well as other forms of family placement of orphans and children deprived of parental care, it is necessary to develop a balanced state social security system at the legislative level. According to the principles of the law "On provision of organizational and legal skills for social protection of orphans and children deprived of parental care", children who are in patronage families should be provided with food, clothing, footwear, games, medical services. Newborn children are systematically visited by a district pediatrician and nurse. Particular care for children's state support in subordinate families should be determined within the individual needs of the child.

Therefore, in order to ensure the implementation the right of every child to have a family education should expand the forms of placement of orphans and children deprived of parental care, relying on the world experience with the amendments, taking into account the country's capabilities. There are already preconditions for the development of a patronage of children's rights in Ukraine. They are provided by the Family Code of Ukraine. It is necessary to create an appropriate regulatory and practical basis for the practical application of patronage, to develop special measures of social support of the patronage family at the state level.

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GENDER STEREOTYPES OF SEXUAL UPBRINGING

Differences in the perception of the same phenomena by men and women, as well as the contradiction between the conditions that involve the interaction of a wide range of constantly changing social roles, and frequent cases of rigid adherence to traditional sex-role standards lead to both open and hidden conflicts. This problem is also considered in sexual upbringing, which formulates clear concepts of courage and femininity, educates young people in the spirit of mutual understanding and mutual respect among representatives of various sexes.

It is important for young people to build such partnerships between the sexes in which an important component is the mutual responsibility for joint actions. Unfortunately in our society there are certain stereotypes about the relationship between women and men in terms of reproductive health and family planning. For example: “If the married couple does not have children, it’s a woman’s problem”, “The husband works – the woman gives birth”. Often in these stereotypes there is an inequality of responsibility of men and women for sexual intercourse: the initiative in sexual relations is mainly based on men, and responsibility for consequences – on women.

The purpose of the study is to define the concept of “gender” and to analyze the gender stereotypes of teenagers’ sexual upbringing.

Important components of educational work aimed at sex-role socialization of adolescents are:

- forming the adequate understanding of adolescence: its content, true signs, manifestations and qualities; the emphasis on its main characteristic is responsibility;
- extension of the adolescents’ self-realization zones (for example, the encouragement of girls’ engaging in sports, and boys – to self-servicing);

- supporting of the adolescents' emotional self-expression (for example, encouraging boys to open expressions of feelings and manifestations of determination, leadership in girls);

- training of the critical thinking in overcoming gender stereotypes [1].

The term “gender” was first introduced in the scientific literature by the American researcher-pedagogue J.V. Scott to distinguish between biological and social interpretation of male and female role models in society. Gender is a socio-biological characteristic, through which the definition of the concept of “man” and “woman” is given.

Gender stereotypes are components of gender as a social construct.

The first stereotype is a clearly overestimated of all that applies to males. It is based on the man's ability to actively change, transform the world around him.

The second stereotype is a double standard of sexual morality with a predominant ensuring of freedom for men. The male sex is more active and valuable – hence, it has more freedom in marital and family relationships.

The third stereotype is the differentiation of courage and femininity in sexual behavior and sexual self-consciousness.

The fourth stereotype imposes more stringent requirements for the formation of male sexual identification and on the part of the male environment of a particular individual. This is the reverse side of the high value of the male and the recognition of the machismo.

The second group of gender stereotypes includes the idea of sharing the family and professional roles between men and women. For women the role of a housewife and mother is the most important social role. Men attributed to activity in public life, professional success, responsibility for family provisions.

The third group of gender stereotypes is determined by the specifics of the work content. Women mostly work in the field of trade, health care, education. For men creative and guiding work is possible, their work is determined in the instrumental sphere of activity [2].

Conclusions. Gender stereotypes of sexual upbringing concern important issues in preserving the reproductive health of young people, which is one of the main tasks of this upbringing and plays a negative role, largely distorting the real world view.

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PETRO HORSHKOV'S ACTIVITY AS THE DIRECTOR OF ALL-UNION SCIENTIFIC BAST CROPS RESEARCH INSTITUTE (1950-1960)

The history of the all-Union scientific research Institute of the second half of the twentieth century includes a lot of famous scientists' names who have made a significant contribution to the establishment and development of scientific institutions, among them is the name of P. Horshkov, who worked in a scientific institute during the 50 – 60-ies of the XX century.

Petro Horshkov was born on December, 28, 1904 in Kameshkirsky volost', Kuznets'k district, Saratov province (now the Ozerki village Kameshkirsky district, Penza region) in a peasant family. His father served in the Russian Imperial army during the World War I [1].

In 1923 – 1926 P. Horshkov studied in Anensky Agricultural School, and in 1926 – 1930 he was a student of Saratov Agricultural Institute. After his graduation he passed the exams successfully and became a graduate student of the General agriculture chair. On March, 10, 1931 he joined the Comunist party. But in November because of illness he was forced to leave graduate school and leave Saratov.

From December 1931 to September 1934 Horshkov was sent to work at the experimental station of experimental farm № 1 (station Toguzak Kharabaliyskyi district, Kostanai region). During this period Horshkov transfer from a researcher to the Deputy Director of scientific research, studied the agricultural techniques of spring wheat cultivation. In September 1934 he was transferred to Sumy, where he continued his scientific activities in Sumy experimental station subordinated to all-Union scientific research Institute of fertilizers, agronomy and soil science. During the period from 1934 to 1936 he held the position of

the Deputy Director, and from 1936 to 1938 he was named the Director of the scientific establishment.

In November 1938, a young scientist is directed to the Voronezh regional experimental station, where he became the Deputy Director of scientific work. At that time Horshkov was working on writing the PhD thesis “The Ratio of organic and mineral fertilizers in crop rotations” for a scientific degree of the Candidate of Agricultural Sciences, which he defended successfully on April, 20, 1940.

At the beginning of World War II Horshkov was forced to stop his scientific work. During the war, the scientist performs the duties of the officer, and from July 1942 he was Chief of staff Ertilsova the Assembly point of the Voronezh region[1].

From August to December 1942 he was the instructor of artels of the Voronezh regional Committee of the Communist party. From late December until March 10, 1943 –he was the senior researcher of all-Union research Institute for sugar beet farming (agriculture).

From March 1943 until April 1947 he was send as a senior adviser to the Soviet Embassy in Iran to establish the purchase of food commodities from local residents. For the work he was awarded a medal “For valiant labor in the great Patriotic War 1941 – 1945”.

After homecoming Horshkov was directed from the Ministry of foreign trade to the all-Union scientific research Institute of fertilizers, agronomy and soil science, and from there - to the Sumy research station as a head of the Department of agronomy and the Deputy Director for scientific research. May 5, 1950 Horshkov was appointed as the Director of the all-Union scientific research Institute of bast crops (now the Institute of bast crops of the National Academy of agrarian Sciences of Ukraine), which he had been directed for 10 years. All-Union scientific research Institute of cannabis was established in 1931, in accordance with the Decree of people’s Commissariat of agriculture of the USSR from 12.10.1931 on the basis of the Ukrainian research station of the spinning crops in Hlukhiv, and at the end of the World War II in 1944 the all-Union scientific research Institute of cannabis has been merged with the all-Union scientific research Institute of new bast crops and was named all-Union scientific research Institute of bast crops (USRIBC).

At that time, the Department of cannabis selection, which was headed by G.Senchenko (1953 – 1960), became the leading scientific institution. During the 50 years of the XX century cannabis crops were suffering from pests in some regions. And therefore, great attention was paid to the breeding of new cannabis strains with the involvement of geographically remote and

late-maturing forms of cannabis. As a result of research during 1951 – 1960 USRIBC scientists had created high-yield varieties of dioecious cannabis [8, 11].

The scientists of the laboratory of seed and of seed of hemp and flax headed by

A. Dyomkin have developed a more effective system of seed production and odnodolnyh dioecious hemp was approved by the Ministry of agriculture of the USSR in 1968. In 1950, the agricultural activities, providing high yields of bast crops were designed [3, 71].

Of course, breeding new high-yielding varieties of plants demanded the creation of an improved system for the mechanized cultivation, harvesting and processing of bast crops. And it was during the period of 1951-1960 the Department's scientists collected cannabis under the leadership of S. Lyashenko created a number of agricultural machinery needed to facilitate work and increase productivity in tonoplast. In 1950, the main achievement of mechanization USRIBC was the creation of the header brand GK-2,1 for the collection of bast crops, the Technical Council of the Ministry of agriculture of the USSR, the car was launched into serial production [3, 79].

In 1955, G. Honcharov, N. Volovik, P. Kotuhov, A. Horshkov, V. Sidlyarenko created cannabis harvester KUK-5. The harvester was used for the simultaneous collection of cannabis. KUK 5 gave the opportunity to increase the productivity of farmers in 10 times in comparison with manual gathering [2].

The crops occurring at different times-visa varieties of cannabis were introduced on 10000 hectares. This technique ensured the best use of urinating economy, reduced prarenapool farms and would significantly increase the marketability of cannabis [6, 42].

During the early 50-ies of the XX century belt crops were widely introduced. The significant work was undertaken in areas of study and created new forms of fertilizers, ways and dates of their application. The researchers examined the relationship between organic and mineral fertilizers and their distribution between crops in crop rotations. P. Horshkov was engaged in these questions. During the 50-ies of the XX century, the scientists found out that the development of cannabis under the influence of supply conditions changed significantly [4, 19].

USRIBC during 1950 – 1960s he was a regular member of the all-Union agricultural exhibition, which presented the latest research and development employees and was repeatedly awarded with medals of various degrees. As a participant of the 1954 P. Horshkov was awarded the Grand silver medal [5, 62].

With the purpose of the study the leading experience of foreign colleagues in the cultivation of different crops P. Horshkov was on a business trip to China from June 1952 to February 1953. And in 1956 USRIBC he called for scientists from the Polish People's Republic, the German Democratic Republic and the people's Republic of Bulgaria. In 1956 he was elected a corresponding member of the Ukrainian Academy of agricultural Sciences (UAAS) [7, 25].

Since the solution of the main tasks he was dependent on the effective work of the scientific staff, significant attention was paid by the Director to their training and professional development. The work of the graduate school of the Institute was under the constant supervision of the Director and the Academic Council. During the 1950 – 1960s on the basis of USRIBC constantly held preparatory courses and seminars for agricultural workers [8, 38].

The result of research work of P. Horshkov was the doctoral thesis “Agro-biological basics of fertilizers for hemp”, defended successfully in Voronizh Agricultural Institute on June 12, 1958. On July 1, 1959, the scientist has the scientific degree of Doctor of Agricultural Sciences.

In 1960 P. Horshkov was appointed the Chairman of the coordination Council of the Presidium of the Ukrainian Academy of agricultural Sciences and moved to Kyiv. WSGN was eliminated “In connection with the restructuring of management in agriculture” by Decision of the Central Committee of the Communist party and the USSR Council of Ministers №487 of 04.05.1962. So, P. Horshkov worked as a rector for research, of Ukrainian Academy of agriculture and head of the Agricultural Chemistry Department of National University of life and environmental Sciences. The scientist died on February, 11, 1984 in Kyiv [9, 12].

The team of breeders USRIBC created high-yield varieties and odnodolnyh dioecious hemp, under the leadership of P. Horshkov common in the USSR and beyond and embodied in the production of crops occurring at different times-visa cannabis. The department of mechanization annually developed and refined agricultural machinery increasing the productivity of farmers. It has also established close cooperation with foreign countries and the participation of scientific institutions in the agricultural exhibitions. Leading the research institution, P. Horshkov combined his work successfully as the organizer and leader of scientific activities, and studied actively the influence of mineral fertilizers on crop quality not only cannabis, but also winter wheat, barley, maize, sugar beet, peas and other plants. The scientists defined the actions and time frames of the most efficient use of fertilizers, wrote 25 scientific articles. The researches of P. Horshkov became the basis of modern research in agricultural chemistry and gave the opportunity to receive better and higher yields of bast crops.

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THE EFFECTS OF LUXEMBOURG COMPROMISE IN 1966

On June 23, 2016 in the UK a referendum on membership in the European Union was held. According to its results, the citizens decided to leave

the EU. This event shocked many people and gave grounds to assert that at this moment the Union is in a crisis. However, in the history of European integration, events like Brexit had occurred before, known as the crisis of the “empty chair” in 1965–1966 and as a result the Luxembourg Compromise was accepted in 1966. Therefore, in our opinion, it will be very relevant to consider the relations between the member states of the European Communities in the mid-1960s.

The purpose of the paper is to investigate the events that led to the crisis of the “empty chair” in 1965–1966, the Luxembourg Agreement on January 29, 1966 and its effects for the further European integration processes.

The represented by Luxembourg Agreement text adopted at an extraordinary session by the Council of Ministers [4], was Luxembourg government reaction on the “empty chair” crisis [5]. In the works of the scientists such as D. Beda [1], N. Malinovskaya [2], B. Sipko [3], A. Moravcsik [6] some aspects of this event is considered.

The first clash between the intergovernmental and supranational concepts of the European construction happened in 1965. It transformed in a confrontation between French President, Charles de Gaulle and European Commission President, Walter Hallstein. First of all, these contradictions concerned the sources of the general agrarian policy financing and the power expansion of the European Parliament. W. Hallshtein wanted to speed up the creation of the European Community financial resources and introduce the principle of decision-making by a majority of votes instead of the unanimity practice [1, p. 34–35]. The President of France considered this initiative as a violation of the member states sovereignty.

The priority of national interests over the pan-European was demonstrated in July, 1965 – January, 1966. On July, 1 France recalled its representative and refused the seat in the Council of Ministers, that resulted in the so-called “empty chair” crisis, it practically ended this country membership in the Community [2, p. 145]. As a result of these events, the European Community was at the crossroads. Further integration of the countries was in danger.

A compromise was obtained on January 29, 1966 at the Council of Ministers meeting in Luxembourg. The Agreement was adopted. It established the principle of decision-making by majority of votes, but the unanimity principle continued to work while discussing the most important issues. It was also confirmed the national governments superiority over supranational institutes. Other side, it was assumed that since 1970 the EU budget would have its own resources [4, p. 5–11]. The Luxembourg Compromise has significantly

reduced the positive expectations caused by the creation of pan-European institutions.

However, we think, that this episode of the EU history should not be taken as a serious impact to the Community's integration process. First, the "empty chair" crisis and the Luxembourg Compromise in 1966 caused a slowdown in the EU integration pace, but it didn't stop the process. Second, the Agreement of January 29, 1966 prevented the creation of formally better institutions without real meaningful content. The integration took a different path – through the institutions, although they depended on national governments, functioned more slowly, but more concretely.

That's why our next task is to consider in details how the above mentioned events affected to the EU integration process and the evolution of its institutions.

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ENGLISH LANGUAGE LEARNING FEATURES IN LEADING EUROPEAN COUNTRIES

Ukraine is on the path of European integration, which involves not only a series of economic and political measures, but also decision which are concluded by Euro Rada mech Standards and Guidelines (ESG) for the standardization and harmonization of secondary and higher education. Such measures should ensure the quality of education

(Quality Assurance) and promote student mobility [1 , p.15] .

In the European system of teaching foreign languages, which includes Germany, the learning process is divided into 5-6 levels, each of them takes into account the corresponding level of pre-training or its absence. You can start learning from any level, as well as check your knowledge at any time. Each level of education has appropriated textbooks, didactic and methodological materials. After completing each level of education, a test of knowledge about its mastering is carried out. As a rule, these tests cover mainly grammar material [1; 2] .

In Germany, there are many schools, courses, curriculums that teach foreign languages in non-traditional methods of coaching: instead of rules, so-called associative symbols are used, for each of them is a certain grammatical expression. An example is the Denis School. In this school everyone believes that grammar is the code that “reined open door” in a foreign language. They argue that grammar is a tool which is studied and discussed. The grammar material, which contains many rules and many exceptions, is the subject to the following basic requirements such as concentration and cyclicity [2 , p.77] .

The system of higher education in Poland, as well as in other European countries, is constructed so that classroom activities are only part of the educational process. Other parts of it is an independent work, conducting individual and group studies, writing projects, passing internships, participating in conferences. The amount of pupils in classes is less than in higher educational institutions of Ukraine, and students do not feel pressure from teachers. The European education system is based on the activity and the need to realize personal benefits and responsibilities, to which Ukrainian students are often unprepared. However, overcoming passivity will provide invaluable life experience, which will definitely be useful for achieving career success [3] .

However, the load on studying a foreign language by semester in the context of the higher education institutions under study shows that in Poland it is quite active to start learning English from the first semester, where 15 credits are allocated for studying it, which is twice as high as in the country's higher educational institutions. In the second semester takes place by reducing the number of hours to 10 credits equal load semester to study English in local universities. The load in the third and fourth semesters in this discipline is reduced to 4 and 3 credits, which is almost twice lower than the corresponding load in Ukrainian universities. The total amount of educational practice is different. A peculiarity is that her weekly load in each university is different [3] .

Consequently, the generalized experience of teaching foreign languages confirms that coordination of all components of the integrated system of educational process organization is very important. With the participant, the methodology of teaching foreign languages is an intensive teaching instrument, it is diverse and resides in the objectives and tasks of learning a foreign language, type of educational institution, region, etc.

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SECTION FOUR

NEW TRENDS IN PROFESSIONAL, TECHNOLOGY AND NATURAL SCIENCE EDUCATION

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EFFICIENCY ANALYSIS OF THE MLAT SYSTEM USE FOR AIR SPACE CONTROL IN AIRPORTS

The airspace control services are responsible not only for the safe airspace, they on the constantly expand the air traffic network. As a result, a radar can not keep up with the growing demands [1; 2; 3].

In order to increase efficiency, rationalize operations, minimize infrastructure costs and, most importantly, increase security, modern world tries to escape from deviated traditional radars and look for new technologies: MLAT and ADS-B.

At some airports of the world there are some problems with air traffic control around the terminal due to obstacles caused by difficult terrain that can block signals from aircraft objects. This problem was faced by the authorities, for example, in Innsbruck, Austria and the Czech Republic [4].

Installing, maintaining and using the MLAT system will be not only cheaper, but will also ensure optimal covering the terminal and will be able to increase speed and accuracy, necessary data processing for air traffic control.

For example, Airservices Australia wanted to provide air traffic control over Tasmania. The area of the island is about 23,000 square kilometers, ranging from sea level to mountainous terrain. Economic calculations showed that in order to ensure reliable and efficient airspace control, the need for funds is about \$ 3 million, including equipment, land acquisition, installation and maintenance.

The analysis demonstrated that one and the same coverage can be obtained from 19 strategically located MLATs module, which work on solar-powered batteries. The total cost of equipment using MLAT was significantly lower than with standard radar.

Installing and commissioning this equipment is in process [4].

Multilateration systems are successfully used for surveillance at airports for a long time. Such system is a multi-position passive (or passively active) radar, which consists of several receiving devices, processing devices and controlling responder. Multilateration or hyperbolic positioning is a process of determining the position based on the difference in time of arrival (Time Difference of Arrival (TDOA)) of the signal emitted by the object towards three or more receivers [1].

The subject of the research is 4 MLAT- devices located at Zhulyany airport.

It should be noted that in the general requirements for the system, only the mean square error of the determination of the horizontal position was set, which in the Zhulyany airport zone should not be more than 25 m.

The conducted analysis demonstrated, that to achieve the geometric component of the error in the operation of the system in a passive mode, without the use of the function of measuring range of the target did not exceed 25 m is possible only with the accuracy of synchronization of more than 0.04 ns. Such precision of synchronization of stacks is hardly achievable.

But the system has another, effective way to improve the accuracy of the air object location. This is an active mode when the receiver determines the distance to the target in the same way as the secondary surveillance radar (SSR) does.

MLAT systems can be divided into active and passive. The passive system includes only receivers, and the active system has one or more transmitting antennas for the request of the onboard transponder. The main advantage of the active system is that it does not depend on other sources of data transfer from the aircraft. Its main disadvantage is due to the fact that it creates additional obstacles on the channels of 1030 MHz and 1090 MHz.

The results of calculating the accuracy circuits under the active mode of operation of the MLAT system from the four receiving devices indicate that the error does not exceed the value of the mean square error of the determination of the horizontal position = 20 m, that is, the system requirements are more than enough fulfilled.

The conducted analysis of the efficiency of the use of the MLAT system installed at the airport Zhulyany (Kiev) proved that to ensure the specified accuracy, it is necessary to use the active mode of operation of the system, that is, an additional determination of range.

Automatic Dependent Surveillance in Radio Broadcasting (ADS-B) will be one of the key elements of the future air traffic management system. However, widespread implementation should not be expected till 2020-2025.

One of the main reasons not to use of these systems is the significant cost of aircraft equipment with all the necessary aeronautical equipment for

the transmission and reception of ADS-B information. Moreover, the slow transition period is complicated by the fact that ADS-B and Radar Systems use very different technologies.

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NEW BUILDING TECHNOLOGIES AND MATERIALS

Each of us at least once in a life has to choose materials for construction or repairing our homes. Perhaps it is not necessary to explain how important it is to make the right choice, since on the quality of our lives and health often depends on it.

Nowadays it is not easy to cope with this task. Previously, everything was easier: the Soviet industry complemented the new buildings with typical building constructions and products, which served faithfully for decades. But their nomenclature was monotonous, and using technologies were limited, and focused on industrial and mass construction [1].

Today, thanks to the rapid development of construction technologies, a huge amount of modern materials has appeared in the world. For example, recently Baux Company has released a new collection of Traullit acoustic pan-

els, developed together with designers from Stockholm. The products are made from recycled wood chips, water and cement, so it is environment friendly. Specialists from the Swiss company Sto AG have developed and presented innovative plaster for walls. Its use will reduce the risk of condensation on the walls to the minimum and, as a result, will help to avoid the appearance of fungus on the walls of the apartment. The innovative mixture, which its creators called the LC3 or Limestone Calcined Clay Cement, has a well chopped limestone and burnt clay. Specialists have found that when mixing these materials they acquire a strong cement paste [4]. The Israeli company Kite Bricks introduced its new product – Smart Brick building blocks that can simplify the construction of buildings, bridges, roads and sidewalks. The lack of necessity in the processing of brick surfaces significantly reduces the total construction time. Blocks are made of high-strength concrete. The design studio MammaFotogramma introduced a flexible wood coated material called WoodSkin. It is made on a numerically controlled machine tool and can accept any abstract architectural forms [2].

The use of new materials in the construction industry has a high social significance and provides great opportunities for further development of this industry. In the historical aspect, the design and implementation of new materials has created the basis for innovative processes in construction. Brick, which replaced the clay, increased the strength of structures, and its application made it possible to increase the construction surface. The implementation of reinforced concrete structures allowed to reduce the time of building, and the use of plastic window blocks helped to better isolate home inhabitants from external factors.

The development and introduction of new materials gives a constant impetus to new architectural solutions. It becomes increasingly noticeable that domestic market is being filled with products of large multinational corporations. The warehouses and shops of building materials are replenished with various kinds of mainly imported goods. And a lot of familiar materials are boasting with high quality [3].

Ukrainians today put forward increased requirements for materials for construction and interior decoration of their apartments. The desire to get accurate and verified information is very large, but unfortunately we have not enough sources of its receiving. In construction and repairing much, if not all, depends on the quality and consumer properties of materials. Without technical characteristics of the materials, it is impossible to develop a project, make estimates and prepare other documentation that will guarantee the correct organization of all works.

The problem is not only in finding the best the ratio of price and quality, but also in meeting the stated terms of repair or construction, as well as in minimizing costs. And the materials that today seem to us elite, a person with average prosperity will be able to use tomorrow.

The consumer is interested in obtaining detailed technology in conjunction with the new material, which guarantees an increase in work speed and quality.

It is especially important to know the technical characteristics of structural materials that in case of re-planning, not to disturb the constructive and functional integrity of the building. Moreover, this is important in our conditions, when the buildings are constantly exposed to various adverse factors, particularly rainfalls, wind, thermal and mechanical loads, ultraviolet radiation and various substances contained in the air [3].

The introduction of new construction technologies in construction gives the opportunity to solve various problems: from increasing energy efficiency of residential and industrial premises to reducing construction and operation costs. In addition, modern building technologies can become the basis for the construction of “smart homes”, significantly improve the quality of life and overall comfort for people living or working in these structures. Hence there is indisputable social significance of such innovative developments [5].

It should be noted that in today’s conditions, despite the so-called “building boom,” the cost of scientific and technological developments in the industry is very limited. Building companies tend to use either traditional materials and technologies, or borrow them from foreign colleagues, and this borrowing is not always at the proper level of technological development.

It is obvious that a significant breakthrough in this field requires not only resources of construction giants, but also the political and financial will of the state. Such an approach is the most adequate and desirable today, because the evolution of the construction industry is unthinkable without constant improvement not only in the field of construction technologies, but also in the application of innovative materials.

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GYMNASTICS VS STREET WORKOUT

In the recent years street workout has gain traction among the young and the old, but could it be regarded as a sport rivaling gymnastics?

Most of people know what gymnastics is and maybe some of them who has watched it was enthralled by the incredible moves and perfect bodies. And you thought to yourself, «Maybe it is worth giving it a go to get in shape, besides it is a lot of fun». But because of your age or lack of opportunity, it seems so unrealistic to dive into it. There is a relatively new kind of street sport similar to gymnastics that everyone regardless of his/her age can do and practising it you will have a great pleasure in seeing yourself change physically and mentally. It is called street workout.

First of all, street workout, also called calithenics, is a style of training which consists of working out mainly outdoors, so the apparatus needed for that includes different kinds of bars, still rings and whatever folks can find in playgrounds, parks and streets. What they can do with them are different types of pull-ups, push-ups, static exercises and some acrobatics. Some say it is relative of street sports like freerunning and parkour.

Street workout was not so popular among the masses until recently. But one guy named Hannibal Lanham, alias Hannibal for King and many other enthusiasts have changed it. In 2008 he uploaded a video of himself doing his usual workout routine. Having watched it lots of people were amazed by the seemingly imposible moves he was doing and his shredded body, which he had sculpted using only playground bars. They began following him and the idea of working out outdoors has spread like wildfire all over the world since then.

Now street workout got so much recognition among the general public, that the World Street Workout and Calithenics Federation was created and

Street Workout Championships are held. But, frankly speaking, it has not yet been recognized as an official sport by most countries.

Street workout championships generally consist of strength and freestyle events. In strength events participants have to do the largest number of repetitions in given exercises to win, whereas in freestyle events the participants are given a limited amount of time to give their performance. In freestyle competitions athletes have to impress judges with their abilities like strength, flexibility, acrobatics and creativity to get more scores. Freestyle is especially spectacular because street workout enthusiasts think up new, breathtaking, calisthenics tricks, which seem to defy gravity.

Gymnastics is an awesome kind of sport that helps to develop muscles strength, good posture, coordination, flexibility and discipline, which is why parents often enroll their children in gymnastics academies. It is officially recognized all over the world and being an Olympic sport it is very prestigious, but there is a flip side to that: difficulty. Gymnastics is a very tough sport and to become successful in it, one must start training from a very young age and dedicate oneself completely to it.

In gymnastics men compete in six events: floor, pommel horse, still rings, vault, parallel bars and high bar; women compete in four events: vault, uneven bars, balance beam and floor. It would take ages to explain the scoring details of it since it is a bit complicated. So, generally speaking, to get the highest score a gymnast has to perform his/her skills cleanly, that is to say without falls, crooked legs or arms etc. Plus, his routine has to be of a higher difficulty to make judges's jaws drop.

Many strength elements and exercises that are done in outdoors training are actually borrowed from gymnastics, still rings in particular. Mostly, a rings routine consists of strength elements, namely the iron cross, maltese, planches and so forth. It requires a tremendous amount of strength to perform them, but gymnasts do them with such ease as if they do them on the moon - there is less gravity. That is why rings specialists generally are so burly. Many playgrounds don't have still rings, so street workout enthusiasts do those incredible elements on high bars or parallel bars. Moreover, they try to make them more difficult, for example some of them can do the front lever with only one hand, which is unbelievable.

So can street workout be a separate sport? Some say there is no need because there is gymnastics and that is enough; many street workout fans say that street workout is a full-fledged sport and definitely must be recognized as official. The latter have got a point there as street workout has its unique

features, such as more leeway for artistry and that is the reason street workout is so engaging.

Not everyone can practice gymnastics because of their age and lack of access to gyms, but there is no doubt that everybody wants to be healthy and have a nice body. So street workout might be the perfect option for you to slim down or bulk up if you don't have the opportunity, besides it is real fun. So, in my opinion, it doesn't matter whether street workout is recognized as an official sport or not, the most important thing is that anyone who has a desire to be fit and healthy, can practice it and for many it become a real sport they adore.

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TYPES OF PLANTS ACCORDING TO PHOTOPERIODISM

Lighting is one of the main among the numerous physical, chemical and biological factors affecting the growth and development of plants. Light rays can accelerate or slow down chemical processes in plant cells, stimulate metabolic processes and regulate growth processes. Light energy promotes chemical reactions of organic substances synthesis out of carbon dioxide (photosynthesis). The length of light waves (spectral composition) and their intensity affect the size and shape of flora representatives (photomorphogenesis). Physiological reaction of organisms to the length of day or night (photoperiodism) is also very important for plants' development.

Depending on the geographical peculiarities of their origin, there can be long-day plants, short-day plants, and neutral plants.

A characteristic difference of long day plants is the beginning of flowering, when the light day increases to 13 hours or more per day. If the light day is shorter and the illumination is not enough, they will continue to grow, intensively forming a green mass, but not entering the flowering phase. As a rule, this group includes plants of temperate and northern latitudes. The most

known garden crops belonging to long day plants are: carrots, celery, beets, onions, radishes, cabbage, potatoes, lettuce, spinach, radish, parsley, dill, turnip, parsnip, rutabaga etc.; among the cereals we know such as: wheat, rye, barley, oats. With a short period of illumination, plants of this group will not be able to be fruitful, or the harvest will be insignificant. This feature of long-day plants determines the correct timing of their sowing. In the case of late sowing, they produce less harvest and of a worse quality than in the early spring sowing [1].

Short day plants are, as a rule, denizens of southern latitudes. The most frequently cultivated vegetable crops of this group are beans, peppers, egg-plants, tomatoes, cucumbers, pumpkin, melon, corn, zucchini, sunflower, basil; of cereals: millet, cotton, Sudan grass, mogara, sesame, soybeans, etc.

Short-day plants flower when the night lengths exceed their critical photoperiod. They cannot flower under short nights or if a pulse of artificial light is shone on the plant for several minutes during the night; they require a continuous period of darkness before floral development can begin. Natural nighttime light, such as moonlight or lightning, is not of sufficient brightness or duration to interrupt flowering [1].

In general, short-day (i.e. long-night) plants flower as days grow shorter (and nights grow longer) after 21 June in the northern hemisphere, which is during summer or fall. The length of the dark period required to induce flowering differs among species and varieties of a species.

The third group of plants is neutral cultures (buckwheat, cyclamen, watermelon, asparagus, and most types and hybrids of crops grown and adapted for medium latitudes). They grow, bloom and bear fruit not vividly depending on the duration of the day and night.

The sensitivity of plants to the proportion of day to night can vary depending both on the ambient temperature, humidity, intensity and quality of lighting, and on the mineral nutrition of plants. Both plants and their seeds can react to the duration of lighting. Germination of some cultures is possible only in the dark, others require alternation of light and darkness, or germinate only in the light.

Knowing this feature of plants, we can easily regulate the fruiting of long-day or short-day crops and collect several crops over the summer period. It is enough to ensure shading or additional lighting for them.

The illumination of plants can be either natural (sunlight or moonlight) or artificial (electric lamps and various radiators). We must not ignore the different effects of the spectrum of light rays, depending on the wavelength of their

waves. The most important are the red and blue-violet zones of the spectrum. They affect the metabolism and the process of plant growth. Short-day plants perceive blue light as darkness that stimulates their flowering.

Long-day plants similarly react to the light of the red spectrum which contributes to a quick harvest. Blue-violet color provokes their growth slowing and inhibiting functions of fruit formation.

The most neutral is the light of the green spectrum. It does not cause any tangible changes in the growth and development of plants.

Thus, in order to successfully grow different plants, it is necessary to take into account the conditions of photoperiodism. Managing these factors, it is possible to regulate the growth processes and the yield level in order to increase the productivity of crops.

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THE ROLE OF PHYSICAL TRAINING IN DEVELOPING JUMPING ABILITY FOR BASKETBALL

One of the most important elements in the game of basketball is jumping. The nature of muscles activity jump belongs to the group of speed-power exercises with icicle structure of moves in the main link – push efforts to develop maximum power with reactive explosive. Speed-power abilities manifest in different modes of muscles contraction and provide a rapid movement of the body in space. The most popular expression is the so-called «explosive» strength, i.e. the development of maximum stress in the shortest time jump.

There is general jumping ability, which refers to the ability to perform a jump (up, in length) and special jumping ability – the ability to develop a high speed repulsion which is the main link in the education of jumping, combination of run and jump.

Thus, the jumping ability is one of the main specific physical qualities which is determined by the speed of movement in the final phase of repulsion. The faster the kick is – the higher the initial velocity of the take-off.

To perform a jump you must have a highly developed skill. Also for effective implementation of the leap in height and length you must possess good speed and power. Leap is a core element of many sports, especially in sports with ball (basketball, volleyball, handball, etc.).

Of course, when a person requires supernatural speed, he has to overcome considerable external resistance (tension, weight and inertia of his own body, etc.). In these cases the magnitude of the attained speed depends essentially on the power of human capabilities. The relationship between force and speed in the number of movements with different external resistance will depend on the individual characteristics of the human body. If the level of the maximum force is in the zone of large and external resistors, it leads to an increase of the speed of movements. If the external load is small, the increase in the force practically does not affect the growth rate. On the contrary, the level of the increased maximum speed will lead to an increase in speed and power capabilities only in the area of small external resistance and virtually no impact on growth speed, if the external resistance is sufficiently large. And only while increasing the maximum speed and power the speed increases throughout the entire range of external resistances.

To achieve a significant increase in the level of the maximum speed is extremely difficult therefore to increase the level of speed you need to use strength exercises. Their efficiency here is the greater the resistance you have to overcome during movements. For example, the indicators of jump from the place directly depend on the relative strength of the legs (and this is one of the main in the selection of children in groups of initial training as well as test long jump from place to the basketball section).

The rate of jumping is very important for basketball. The jumps are used in the game when you push off with both feet and one foot in different game situations, for example, when you get the ball under the basket. If the player is good at jumping and knows how to sit during a fight under the backboard, we can say with confidence that he will get the ball. Picking up the ball is carried out both on the shield and the ring of the enemy. Dennis Rodman had this ability. Statistically he was the best at it. Although D. Rodman is not very tall (he is not two meters high) and getting was done by taller players than he is.

Also jumping ability is required for shot performance as all experienced players do it in the mid-air. Take high percentage shots can be performed with

space – in the vertical repulsion (or with deviation of the body backwards) push two legs and in motion – repulsion can be two legs, but in most cases one foot (depending on the game situation). Michael Jordan had invented this phenomenal jumping ability. He could «previsit» in the air one or two players and then calmly made the shot. The most effective throw in the ring is considered a basketball «dunk» – when the ball goes into the basket above the rim. Against this kick there is practically no opposition. So that the throw is performed high above the ring and the power invested in it. Such kicks are used by all players in the NBA. Even with height which is below 170 sm, some players can easily score the ball on top.

Also speed-strength characteristics are used in the game with covering the ball during a throw around the ring. Here the player should be able to jump high to execute this technique. Most of jumps in the game are fatigue. Time player has to do several consecutive jumps in terms of resistance. All this puts high demands on jumping players.

Thus, we can conclude that speed-strength qualities are important for a basketball game.

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INTERACTIVE AUDIOVISUAL TRAINING MEANS

The modern lesson cannot be realized without the usage of interactive audiovisual training aids. The correct usage of all information components which now widely implemented into a program technical aspect, educational and methodical aspect, means of a gain score, processes of search, exchange and information processing, preparation and usage of educational and methodical materials, training and monitoring, the solutions of educational and application-oriented tasks will promote successful and effective teaching any discipline in technical training college.

Audiovisual means are the special group of training aids, which is used for transmission and perception of the information recorded on different storage devices (compact disks, memory sticks, the flash-memory etc.) and on printing bases (diagrams, tables, charts, diagrams etc.).

Interactive audiovisual means markedly affect on forms and methods of training, make educational process more creative, stimulate self-education. Traditional forms of education are gradually added by the latest technologies, which leads to forming of the skills and abilities, which are corresponded to advancing statuses of science and technology.

At the present stage of information and computer technologies development there is no doubt in necessity pupils' training guided in the information space. Interactive audiovisual training aids shall promote the active involvement of pupils into educational process, understanding and assimilation the material, maintaining the cognitive activity. Modern teacher should implement and use them in the professional activity. Training aids always appear as resources of implementation of teaching and educational activities, structural and arranged interaction of which creates conditions for successful achievement of the goals of training and education.

Thus, there is a problem: how to comprise everything, how systematize and integrate interactive audiovisual means into educational process without serious consequences for the educational environment, how to provide integrity and continuity in training. It is obvious that estimation of the didactic principles of educational information, drilling of specific technologies and pedagogical techniques of training with use of interactive audiovisual means is necessary.

There are different classifications of training aids. One of them – classification, based on didactic function:

- information means (textbooks and manuals);
- didactic means (tables, posters, videos, software, educational assignment, demonstration examples);
- technical means of training (audiovisual means, computer, means of telecommunications, video computer systems, multimedia, the virtual reality).

The following types of electronic means of didactic directions are distinguished:

- pedagogical software;
- library of electronic visualization;
- electronic book of tasks
- multimedia course,
- programme and methodical complex;

- the educational software for teaching and a study of a subject;
- distant course,
- the integrated electronic complex;
- electronic atlas;
- electronic manual.

Complex usage of audiovisual training aids at lessons could meet the following requirements:

a) accounting of cognitive regularities of pupils' educational activities, their readiness to perception and assimilation of educational contents by audiovisual means;

b) supporting of the organic combination of teacher's speech and also with other training aids;

c) observation of contents and educational tasks of a lesson;

d) consideration of different methodical receptions application, which are aimed at the development of cognitive interests of pupils and supporting of knowledge assimilation.

Thus, interactive audiovisual means allows the teacher to rearrange accents in a technique of teaching a subject, to increase pupil's interest to the subject, allows to identify strengths and weaknesses in student's learning.

Today necessity in innovative teachers, capable to upgrade the content of the activities are increased, which stops being only the information transmitter, and assumes a role of the organizer of educational process, actively participates in search of the original career.

We think that interactive audiovisual means will never replace the teacher, but they can be the effective assistants allowing to increase quality of training and efficiency of monitoring.

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METHODICS OF ORGANIZING INDUSTRIAL PRACTICE AT VOCATIONAL TRAINING ESTABLISHMENTS OF THE BUILDING PROFILE

In the process of training many mass professions at the vocational school, the educational process is very difficult to implement because it is impossible to reproduce the appropriate working conditions. In particular, for most construction professions in the workshops, it is possible to arrange only the processing of individual types of work. Therefore training high-skilled workers is possible only directly in the production process, when the study of individual operations alternates with the implementation of more complex works of an integrated nature.

Industrial practice is a part of the educational process, which involves strengthening theoretical knowledge in the process of mastering practical skills in the chosen specialty. It combines theoretical and production training [1].

During the period of industrial practice, students work in different organizational forms, participate in the implementation of production plans of the enterprise in those workplaces where their further work is planned after the end of the vocational school. The type of practice and the timing of its implementation are determined by the curriculum of the corresponding specialty. The organization of students' production practices involves the use of methods and means of training that are consistent with the principles, goals and objectives of the training and allow the active forms of teaching and production activities of students to be realized (practice in a training shop, consisting of student teams, composed of skilled workers teams). In this regard, industrial practice serves as a special discipline, based on a dialectic combination of educational and production activities, where students can carry out both educational and labor functions. Outdated methods and means of production practice do not allow for the rapid adaptation of graduates to the realities of production and service sectors. But to implement active methods of training (solving production and technical problems, problem industrial situations, etc.) can only be provided with the appropriate technical and methodological support [3, p. 4].

Vocational-technical educational establishment of the UPU 15 conducted a questionnaire to determine the status and quality of practice in the vocational school. The survey was attended by 15 students.

After conducting a questionnaire for students of vocational schools, it was found that practice in the workplace is focused on the transfer of students knowledge and skills in the finished form, which forms in them reproductive thinking, intellectual passivity and lack of initiative, consumer attitude to learning. All types of control are directed exclusively to the verification of the volume of acquired skills and abilities. In this case, teachers pay insufficient attention to the development of the student's personality, his inclinations and needs. The traditional scheme of production practice does not include the teaching of students to the methods of analysis of their own educational and production activities, the basics of a creative approach to fulfilling their labor functions and, as a consequence, does not educate future professionals of the propensity to creativity in professional activities [3, p. 6].

As a result of the study, it was found that the effectiveness of the educational process increases significantly when during the production practice everything happens, as in the production; students are prepared not only for work in the chosen profession, but also for future productive relations, which include moral and material incentives. Thus, they are able to realize the social and personal meaning of educational, production, and labor [2, p. 7].

Consequently, obsolete methods and means of production practice do not allow for the rapid adaptation of graduates to the specific conditions of production and service sectors. Therefore, we propose the following ways to improve the organization of production practice:

1. Development and introduction of production innovative technologies of teaching and production activity;
2. Research of perspective directions of professional-practical training of specialists taking into account the requests of employers;
3. Accelerating the process of adaptation of young specialists at different stages of vocational education;
4. To involve specialists of enterprises in the development of state standards of vocational education, review of textbooks, manuals, etc.;
5. To organize the training of teachers, masters of production training of the VET for their familiarization with new equipment and technologies of enterprises;
6. Designing a new content of practice based on modern pedagogical and industrial approaches to vocational training that ensures the achievement of the goals of vocational education;
7. To expand the network of vocational education and training institutions at the regional level;

8. Updating material and technical and methodological support;
9. Organization of international cooperation;
10. To create educational and practical centers with workplaces for students and appropriate equipment;
11. To use the possibilities of work on the Internet;
12. To provide advanced training of teachers of specialist disciplines and masters of industrial training by organizing appropriate courses;
13. Introduction of dual training in professions.

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APPLYING INNOVATIVE APPROACHES IN PROFESSIONAL EDUCATION TEACHERS TRAINING IN THE EAST EUROPEAN COUNTRIES

Innovative processes in the higher education system in Ukraine are closely connected with the modernization of the educational process to bring it in line with European and international standards, which in turn, increases demands on the quality of education and training of teachers capable of applying innovative approaches in the training of teachers of vocational education.

Ukraine's accession to the Bologna process necessitates a careful study of European approaches to updating the content, forms and methods of training of future teachers of professional education.

Analysis of scientific sources testifies to the presence of scientific works devoted to studying the problems of preparation of future teachers in higher educational institutions abroad: N. Abashkin, N. Avshenyuk, L. Balmas, V. Lashchihina, N. Makhynya, T. Osadcha, N. Palchuk, A. Polosenko, L. Pritula, L. Puchovsky, A. Sokolov, A. Turchin, etc.

In most European countries, the master's degree is the first step in professional education of future teachers in higher school. Participants in the process agree with the definition that a Master's degree in the field of European higher education should consist of 300 credits, of which at least 60 must correspond to the level of technician in the chosen specialization. This will create the possibility to distribute the load, thus: 180 bachelor credits + 120 master's credits, 240 bachelor credits + 90 - 120 master credits (of which 30 - 60 can be transferred from previous courses in the last year degree of the bachelor, providing the minimum number of credits - 60 specialist level); 300 master credits (integrated programme) [2].

The credit system has already been implemented or are still being implemented into society in European countries and there is a clear trend towards the use of the international system of measurement and comparison of results (ECTS).

Professional pedagogical training of specialists in universities of Sweden has become a subject of study of many researchers, among them N. M. Karpenko (Marginson, 2008).

Training in Sweden according to researchers is practically oriented, has a solid fundamental basis and is interdisciplinary, effectively contributes to the formation of a professional outlook and a holistic perception of objective reality. The formation of the content of pedagogical education is based on the principles of humanization, humanitarization, fundamentalization, integration, differentiation, historicism and practical orientation. Content integrity is ensured through comprehensive training of future professionals, which provides the integration of three components: educational-cognitive, scientific-research, educational and practical activities [1].

Academic degree available in the field of "Education" in Sweden, is considered to be professional. All graduates who are studying for the updated program of pedagogical training, receive the degree "Lärarexamen".

The form of training scientific personnel of higher qualification is doctorate, which is usually at universities. Today most of universities give the degree of Phd (intermediate degree between master degree and doctorate) after 2-2,5 years of doctoral studies. The scientific work of Phd, which is no less than

60 credits, is protected at the seminar. Later, the scientist can continue their education to doctoral level [3].

The basis of the professional education of teachers is a scientific-oriented teaching. This is possible through the creation of a reflective environment, the essential features of which are a problem situation, collaboration, relationships, entailing the use of experience from one person to another. Activation of educational-cognitive activity of students is provided using a large number of educational alternatives, a combination of various forms and methods of work [4].

Consider the features of preparation of future teachers of professional education in the universities of Germany. According to the adopted classification in Germany, all higher education institutions are divided into three groups:

a) universities (classical, technical schools, and specialized institutions of University level, higher pedagogical, theological and medical schools). Most universities have a classic structure. The main task is research and the training of highly qualified personnel;

b) higher vocational schools with specialized training, specialists in engineering, business, management, etc.;

c) higher school (college) of arts and music.

Interactive technologies are quite popular in German universities, in particular the use of electronic interactive whiteboards (SMART Board).

Prospects of further research are to study foreign experience for the creative implementation of innovative ideas in the country taking into account national peculiarities and interests.

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TRAINING SKILLED WORKERS IN THE COUNTRIES OF THE BLACK SEA REGION IN THE CONTEXT OF EDUCATIONAL PROCESSES GLOBALIZATION

The current stage of human society development in the field of teacher training in the countries of the Black Sea Economic Cooperation (BSEC) is characterized by global changes. They are updated as all structures of national systems, modernizing the content and methods of training teachers, developing new forms and links between teacher training institutions and school. The Black Sea Economic Cooperation (BSEC) was created in 1992 to coordinate economic and political development of the Black Sea, whose members are 12 countries: Azerbaijan, Albania, Bulgaria, Armenia, Greece, Georgia, Moldova, Russia, Romania, Serbia, Turkey and Ukraine. It is headquartered in Istanbul (Turkey). Further integration of Ukraine into the European community is enhanced by relationship and interaction between national teacher training systems of different countries. This is due to the planned introduction of each country own recovery strategy of teacher training, and here you can not ignore the impact of the Black Sea region on the educational processes that takes place in Ukraine [1].

The aim is to highlight and analyze the main teacher training trends in the Black Sea region.

Scientific research of the processes is an important task in light of the prospects of Ukraine's integration into European educational space. Theory and practice of foreign educational process has been the subject of the leading Ukrainian scientists' scientific researches (N. Abashkinoyi G. Alyekseyevych, B. Vdovenko, G. Funnels, A. Gluzman, G. Egorov, A. Kovyazinoyi T. Koshmanovoyi T. Krystopchuk, L. Brass, B. Tapes, E. Moskalenko, A. Ovcharuk O. Oleksjuk T. Osadchy, T. Manor, L. Puhovskoyi etc.).

In order to improve the system of education degree it is necessary to investigate its complexity, consider the position of system approach to distinguish structural components that existed in the past, exist in present and are available to determine in future. Thus, identifying reasons for example, you can proceed to describe the persistent trend of the phenomenon. It should be noted that the

methodology of the researched systems allows considering the objects that really exist not only in space and time, but independently, at a certain angle, highlight the properties of objects and their relationships.

The paradigm of modern education degree primarily involves the total model of the system. World experience of higher education makes it possible to distinguish two generalized models - state-authoritarian and socially independent. For the authoritarian model of leadership role in addressing issues of science and education by the state, which determines the purpose, content, structure and functions of higher education. Independent model assumes autonomy and relative independence of higher education, government based on democratic and collective management [2].

Comparative analysis of the stages of education degree in the Black Sea region created conditions for determining trends of education degree. First, it was revealed trends regarding public-authoritarian model of higher education. In most of these countries, except Bulgaria and Greece, which operates public and autonomous management system of higher education by the Ministry of Education (Council on Higher Education of the Ministry of Education), which not only finances the activities of higher educational institutions, but also offers each of them licensed volume of enrollment of students adopt national standards of training, monitors the quality of training and so on. The leading trend in Ukraine and other countries of the Black Sea region is the governance and financing of future teachers with appropriate management functions and control that significantly affects the organizational structure of higher education.

Modern education degree is characterized by a tendency to form regional education system as a set of business education degree of specific countries. The difference of education degree in the studied countries, reflecting their national, cultural, social, political, religious and economic features - the legacy that requires a deep understanding and proper attention. Countries – BSEC members give their citizens the opportunities to acquire quality higher education, facilitating access to their country students to educational resources of other countries.

The study content and methodological support of educational process in the Universities of Black Sea regions revealed a tendency to raise the contradiction between the demands of society to modern high level of professional readiness of future teachers and insufficient equipping educational process of pedagogical universities.

In most countries of the Black Sea region there is significant under-funding of educational institutions that adversely affect the level of logistics and

the level of training students for professional work in modern conditions [2, p. 356].

The basis of education policy is a coherent theory of higher education in a modern system of education degree in the Black Sea region. Its features include a system of higher education institutions; main directions of modern reforms in higher education; operation leading universities that train teachers, their types, characteristics structural units of students.

The trends are considered as «mehatrendy education degree» (G. Zimiryev) [1] and characterize repeatability and variability of the overall process of education degree. Identifying trends of education degree in the Black Sea region enables dynamic approach to forecasting changes in higher education and educational offer provided for educational policy plan of the Black Sea Economic Cooperation.

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THE ESSENCE, STRUCTURE, CRITERIA AND LEVELS OF FORMING PROJECT COMPETENCE IN THE PROCESS OF PROFESSIONAL TRAINING

Social situation in Ukraine related to the current development of society democratization raised a range of problems for pedagogical science. Especially noteworthy is the problem of higher pedagogical education modernization, providing science-based changes in strategies and structure of education in general, the search for new content, methods and forms of education and technologies intended to implementing these changes in the course of future teachers' training, establishment of professionalism in the educational system.

Changes in education require teachers' abilities to transform, complement and integrate the existing learning material, which, in its turn, is impossible without teacher's project competence.

The specifics of professional competence forming at higher educational institutions was outlined in the research works by T. Isayeva [1], N. Kuzmina [2], L. Semenets [3], S. Skvortsova [4], A. Uman [5], L. Shcherbatiuk [6], N. Yakovleva [7]. It should be pointed out that scholars do not define a unified approach to distinguishing the structural components of professional competence in general and teachers' professional competence in particular. For example, T. Isayeva identifies the following components of the professional competence: adaptive-civilizational; social-organizational; subject-methodical; communicative; axiological [1, p. 17]. In the structure of teacher's professional competence L. Semenets distinguishes a number of competences: project, conceptual, axiological-personal, didactic, psychological, managerial and special subject-matter [3, p. 183–186]. Review of the psycho-pedagogical literature has shown that the problem of forming future teachers' project competence requires more detailed consideration.

The purpose of the paper is to develop the model of future teachers' project competence forming in the course of professional training at the higher educational institution.

In contemporary pedagogy, projection is correlated both with regulatory procedures of algorithmic nature and with teacher's techniques of creative activity. A significant contribution to the development of principles of technological projection was made by A. Uman; his research works covered the didactic category of learning activities. He found that the basis for developing projection methods of learning process was the relationship and interaction of the technological characteristics of all didactic categories [5].

The structural projective component as one of the most significant among the components of professional readiness of a teacher was distinguished by N. Kuzmina: "It includes actions related to anticipating, "getting ahead" – forecasting the system of consequences of solving the system of tasks during a definite planned period of time" [2, p. 37]. Structural projective abilities are defined as "a system and a sequence of teacher's actions, which is associated with solving pedagogical problems on constructing the object of educational and cognitive activities of a learner, in accordance with the goals of his/her educating" [2, p. 102].

Thus, teacher' project competence is an integrative professional and personal quality based on knowledge, skills, experience and personal value

orientations of a teacher that contributes to effective preparation and implementation of educational projects.

The following elements in the structure of teacher's project competence were distinguished: motivation and targeted-oriented, cognitive, operational and reflexively-personal. In accordance with the definition and structure of the project competence, the following criteria (motivational-evaluative, cognitive-active, reflective-evaluative) and levels (reproductive, productive and creative) of its forming have been identified.

In the context of the requirements of competence-based approach to the educational process, the model of future teachers' project competence in the course of training has been developed. The developed model is composed of target-oriented, content-related, technological and analytically-productive units. Each block of the model is aimed at forming the corresponding component of project competence. The interrelation between them provides the integrity of the competence system as a result of model's functioning in the system of future teachers' professional training. Efficiency of the model's functioning is provided by a number of conditions: targeted forming students' emotionally positive attitude towards professional activities; regular involving them into project activities and purposeful forming project abilities; students' engagement into creative project activities.

Prospects for further researches involve conducting experiment aimed at testing the developed model of forming future teachers' project competence.

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PECULIARITIES OF CONCENTRATION OF ALLERGIC PLANTS' POWDER SEED IN HLUKHIV

Aerobiology is the study of living organisms in the atmosphere. For the most part, it studies the species composition and changes in the concentrations of pollen grains and spores of mushrooms in the air throughout the year. Of all the particles causing an allergic disease - pollinosis, - pollen is the most common. The period of acute respiratory infection coincides with the period of flowering of certain plants. Therefore, the study of the types of allergenic plants of the urboecosystem of Hlukhiv, improvement of monitoring of the composition and direction of the air due to the implementation of the monitoring system of pollen is relevant.

The object of the research – peculiarities of concentration of allergic plants' powder seed in Hlukhiv.

The topic of the research is a plant species that has a potentially allergenic pollen and its content in the air of the studied region in the spring-summer period.

The purpose of the research – to determine the peculiarities of the seasonal dynamics of allergenic plants' pollen grains concentration in the air of the studied region and factors influencing the spread of (allergenic) pollen.

In the course of the work we worked out and synthesized theoretical and practical experience of observing the state of biological pollution of atmospheric air by allergenic pollen of plants. Using volitometric method we investigated the varieties and features of the distribution of allergenic pollen of plants in the atmosphere in Hlukhiv. We determined the spectrum of dominant aerogenic flora in the atmospheric air of our town; created a flowering calendar of plants depending on meteorological factors; analyzed the influence of meteorological factors on the time of pollination of plants and the spread of pollen in the air of Hlukhiv; created a taxonomy map of vegetation of allergenic species throughout the town and the outskirts, which makes it possible to study the movement of pollen, to know the probable location of certain species of trees and weeds that release allergenic pollen in the town and surrounding areas.

The main pollen producers in Hlukhiv are black alder (*Alnus glutinosa*), silver birch (*Bétula péndula*), holm oak (*Quércus róbur*), European hornbeam (*Carpinus betulus*), aspen (*Populus tremula*), goat willow (*Salix caprea L.*), common hazel (*Corylus avellana*), Scots pine (*Pinus sylvestris*) and weeds: wormwood (*Artemisia absinthium*) and ragweed (*Ambrosia artemisiifolia*). Active paling of alder and hazel producing pollen is the first, observed from the middle of March to April. From the middle of April there are high concentrations of birch pollen in the air, the activity of which lasts until mid-May. An aspen, a hornbeam, a willow pollen at the same time with a birch, being followed by an oak and a pine which remain active until the beginning of June. In the second half of July, activation of the wormwood occurs and continues until the end of September. From the end of July, August and September there are small concentrations of ragweed pollen observed in the air.

The report of the doctor of Hlukhiv Central Hospital and the information of the department of statistics of the hospital were used in the study. During a conversation with a physician therapist, Andriy Ivanovych Berest, it was noted that the patients come with allergic diseases of the respiratory tract such as: bronchial asthma, pollinosis, allergic rhinitis, allergic skin diseases (atopic dermatitis, hives, edema of the tissues of the larynx), etc. He said that during the past years, the registration of patients with pollen allergy was not conducted in Hlukhiv region. The sociological method (questionnaire) helped to assess the severity of the symptoms of seasonal allergies by the eyes, nose and lungs among pupils of school №6. Having conducted questionnaires among pupils, we have the following results. Of the 810 students, only 27 (3,3%) know precisely that they are allergic to plant pollen. 137 students (17%) often suffer from SARS during the spring/autumn period.

Today, there is a need for a detailed study of aerial allergic flora in the atmosphere and mapping the vegetation of allergenic species across all regions of the country in order to reduce the impact of allergenic pollen on human health.

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METHODICS OF USING GAME DURING THE STUDY OF THE TOPIC «WORK ON SOWING AGGREGATES»

Nowadays vocational education is the basis for further continuous education and self-education in modern conditions. Studying in a vocational educational institution should instill the students' ability to set the goal at the beginning of their activities, to find the rational ways to achieve success in this activity. Therefore, along with solving typical tasks, the teacher should provide students with knowledge of the creative approach to the implementation of actions. In the educational process, it is not the teaching method, but the studying activity of students that is being activated. Each method is as much active as how it stimulates cognitive and educational activity of the students. Among such methods there is a game that is used in professional training of the students. Using of the game as an active method is particularly relevant nowadays because the vocational educational institution should prepare its graduates for life, for achieving success in it, for correct behavior in nature, society, country, in production.

Currently, besides obtaining a profession, modern vocational education is intended to ensure social adaptation of students and promote their professional, social and civil self-determination. The issue of using the game is important, as it concerns the development of education, its orientation not so much for obtaining specific knowledge but for forming professional competence, abilities and skills of mental activity, development of abilities of the person, among which special attention is paid to the ability to study, the ability to process huge masses of information, the ability to behave optimally in different situations, to differ in the clarity of action in times of crisis. Therefore, together with the forming the professional culture of students in the process of studying today, activation of educational activities in the process of vocational training is actual. Using game at the lessons of manufacturing education is one of the most effective

approaches to teaching, because the game approach facilitates the acquisition of rather complex information for the student, activates its attentiveness, and, in addition, teach “the ability to study” on their own.

At the beginning of the topic the teacher should involve students in vocational training through the motivation of their activities not only during the lesson but also during future work. Among all of the topics, students may also indicate the importance of preparing an aggregate for work in the field.

At first, students are asked to set a goal. When updating background knowledge students should, with the help of other simple game exercises (unraveling crossword puzzles, working in pairs, etc.), recall the purpose, structure and principle of the operation of the sowing aggregate (for example, seeder SUPN-8), special attention should be paid to the structure and working process of sowing aggregates, methods of regulating grain and tuna seeding rates. Also, it is necessary to pay attention to what a tractor driver should do before sowing (with the machine-tractor aggregate) in the field, that is, to inform about everyday maintenance of the tractor and the drill.

It should always be remembered that the main thing is to work with the students and work for them, to find contact, to create an atmosphere of benevolence and active creative work. The result of using various games in the process of vocational training is the positive atmosphere of work, the desire to get a good grade, to study something new, to expand one’s knowledge on the topic.

So, studying the problem of using the game during the study of the topic “Work on sowing aggregates”, it became clear that the opportunity to show creativity in work requires from the teachers deep and solid knowledge of the methodology of conducting various types of games in the classroom. Depending on the skill of the teachers, the ability to apply different game situations, the lessons on the topic “Work on sowing aggregates” are conducted at a high level, students are active and interested.

During the study it was noted that using games at the lessons helps to form certain skills of the students, develops language skills, and teaches the ability to communicate.

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PERSPECTIVES ON THE USE OF SYSTEM EFFECTS OF A MULTI-RADAR SYSTEM WITH SMALL BASE

From the analysis of the experience of armed conflicts in recent years, especially in the network wars, it is known that one of the trends in the development of modern air attack means is increasing the number of small-sized air objects [1; 2]. The main difficulty in surveillance in such conditions is the detection of airborne objects belonging to the class of unmanned aerial vehicles with small radar cross section [3].

The main trends in the development of modern surveillance facilities for detecting small-sized air objects are a qualitative increase in the informativeness and reliability of the interpretation of radar reflection, shortening the time of inspection, researching and introducing new technologies [3]. The effectiveness of radar surveillance and informativity in the processing of primary information can be increased by a more optimal using the system energy. This is achieved by combining individual radars into a single multi-radar system (MRS) [3; 4].

The goal of the work is to analyse the possibility of using additional system effects when combining observation radars into a synchronous MRS.

The system effects are considered as the effects that obtained in the MRS but not in one radar.

The development of information technology, the use of special high-speed processors in signal processing of signals and a new element base extends the functionality of surveillance facilities. This enables the implementation of new solutions to improve the quality of detection of airborne objects [3; 4]. It is

known [3] that the available surveillance system requires increasing number of radars and compacting of the radar tracking field in the case of a complication of the airspace. This is due to the introduction of additional radars into a certain area. In this area, a larger coefficient of multiplicity of overlapping detection zones is created and a lower bound for the detection of airborne objects is reduced. However, the energy of the entire radar system is not fully used. Each separate radar receives only its echo. In the work, available survey radars are suggested combining to improve the detection of airborne objects.

MRS is a system that uses more than one radar source and has the capability to process and display integral data from all involved radar sources. Synchronous MRS with spatial coherence with the integration of information at the level of primary processing of echo signals has significant advantages. The potential resultant of radar information (RLI) that can be obtained in such system is more accurate than that of monostatic radar which is not integrated into the system [3].

In order to ensure the possibility of implementing multi-location methods for detecting and determining the location of targets when combining monostatic observation radars in the MRS with a complex reception, the simultaneous observation of airborne objects by several radars of MRS is necessary.

As an example, small base MRS is being studied. It is formed from one-position two-coordinate survey radars (type of domestic radar-meter range). The radars make observations by sequentially scanning the space in the azimuthal plane according to rotation of the antenna system. Base will be considered as small one if its size is much smaller (one order or more) than the range to the target.

Two radars with a narrow antenna beam forms an area with synchronous rotation. The area of this zone depends on the size of the base and the width of the antenna beam of each radar. The size of the detection zone of the MRS is calculated in accordance with the procedure outlined in [4]. The area of the MRS detection zone, where the overlapping of the monitoring zones of individual radars is ensured, should be maximized. There are no overlapping areas in this area and a radar can be used only in monostatic mode. The MRS parameters were calculated. It has been shown that the best possibilities for using multiposition radar techniques are provided if the radars are located at a distance of no more than 2 km. This result will be obtained by combining two autonomous radars. An increase in the distance between autonomous radar systems leads to a significant reduction in the size of the area or an increase in the lower boundary of the MRS detection zone with a complex processing echo.

In addition, this MRS provides the capability to use system effects. Range-gauge method was used to determine the altitude of air objects. The use of this method enables obtaining an accurate detection of the target coordinates. In this case, the accuracy of determining the angular coordinates on each radar does not change. This enables to using regular mode radar which is not designed to calculate the altitude of the airspace for insuring high-accuracy combat information. From the above the accuracy of determining the range to the object in the MRS depends on: angular measurement errors σ_α , values of the base, position of the target in the zone relative to the normal to the base and distance to the target.

At long distances, errors σ_r may be up to 10% of the distance to the object.

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TO THE ISSUE OF DETERMINING EFFECTIVE METHODS OF MANUFACTURING TRAINING

Methods of manufacturing training are the ways of the joint work of the master of manufacturing training and the pupils, as a result of which the pupils acquire certain knowledge, skills and abilities, the pupils' worldview is being formed [1].

Methods of manufacturing training have their own characteristics that distinguish them from the methods of theoretical training. They are determined by the peculiarity of the nature, content and organization of the pupils' educational and vocational activity and production activities of the pupils in workshops, workplaces of enterprises, etc.

If at the lessons of theoretical training the frontal forms of organization of the pupils dominate, when the teacher reports the educational material to all the pupils of the group, in the process of manufacturing training, it is often necessary to conduct classes with separate subgroups, links and individually.

When choosing teaching methods it should be based on the fact that the main sources of information in any educational process is the word, that is, oral and written language, sensory image, i.e., visibility and practical activity. In this regard, it can be stated that during the manufacturing training there are verbal, visual and practical groups of methods used in interaction [2].

Let us turn to the short characteristics of these groups. Verbal methods include story-telling and explanation, conversation, work with technical literature, oral and written instruction, etc. [2].

Visual methods are the master's demonstrating the labor process, techniques, demonstrating various objects, manuals and tools, independent observation of the pupils, etc. [2].

Practical methods are exercises in the course of labor, labor tasks, works etc., independent practical activity of the pupils [2].

Taking into account the peculiarities of educational work, it is possible to distinguish in a special group such methods as the solution of industrial and technical tasks, laboratory and practical work, the independent performance of production problematic tasks, as well as training with the help of simulators [1].

Our research is aimed at determining the effective methods of manufacturing training for future tailors, cutters.

Taking into account the peculiarities of their professional training, we have developed and in the educational process tested the methodological provision of manufacturing training lessons on the topics of a typical program.

In particular, at our lesson of manufacturing training on the topic «Choosing a model according to the age categories and fabrics pattern. Taking measurements, making a construction» it is offered to use the following methods:

- Verbal: story-telling, explanation, problem conversation.
- Tutorial.
- Practical methods: exercises, independent work of the pupils.

- Visual: demonstration of the objects and processes studied in natural form (samples of women's pajamas models); demonstration of images, including symbolic, conditional (drawing of the basis of women's pajamas, samples of drawings for the design of pajamas, technological cards).

- Interactive methods: the game «Microphone», «Be attentive», contests and competitions.

The effectiveness of the developed techniques allowed us to conclude that pupils learn and perform their tasks much better if a set of teaching methods, including interactive ones, is used at the lesson.

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DESIGNING AND MAKING A CROCHET DRESS

The modern content of labor training is based on the design and technological system on the basis of flexible organization of the process of teaching pupils, where the priority belongs to the means of active training and modern pedagogical technologies, which, in turn, requires the development of an appropriate methodology, a review of some issues of conducting lessons of labor training.

V. Kurok, E. Megem, A. Kobernyk, N. Matiash and others investigate the peculiarities of the future teacher's training for introduction into the educational process of design and technological activities.

Among the many activities that students do at the lessons of labor training, the important place takes working with textile materials, in particular - crocheting.

Studying folk traditions of crocheting, using them in modern life, producing traditional knitwear, are researched by N. Erenkov, N. M. Kul'ska-Kravchenko.

The works of H. Voytelovyy, I. Voronetsky and of others are devoted to improving the method of teaching crocheting.

The history of knitting is hundreds of years and is a distinctive phenomenon of decorative-applied and folk art of Ukraine. The oldest woven monuments, both Ukrainian and European, are difficult to access, since their analysis is based on archaeological finds, archival and historical materials.

Knitting, weaving are some kind of handiwork, which is characterized by manual manufacturing of various clothes and interiors of threads on wires (two or five) or by means of a thole pin.

Knitting refers to a textile machine, such as twisted threads, clay spindle, parts of wooden spindles of the Trypillian period of culture (Age of the Anelolite V - IIV BC - III millennium BC) which were found on the territory of ancient Ukraine.

The history of Ukrainian knitting attracted the attention of our scientists only in the second half of the twentieth century. I. Kodlubay, A. Nohy tried to reproduce the clothes of the ancient Ukrainian population, analyze the material, raw materials, tools for making, consider ways of decoration [4]. S. Vasin provides sufficiently good information about ancient weaving (mainly as a technique) [2]. Data on the clothes instruments, including thole pins and knitting needles, are dictated by our authors, mainly in works related to the ancient archeology of Ukraine [1, 3, 4, 5].

Nowadays knitting remains a popular form of decorative arts, thanks to which you can do any things: from a napkin to a coat.

Creating any knitted product before writing a project on this product determines the choice of the future product, requirements to it, technical documentation, helps to create the product in the correct sequence and calculation, which allows us to determine the feasibility of creating a product. It is precisely the production of a product in accordance with the project that protects against possible future mistakes and organizes work.

Knitting as one of the varieties of arts and crafts is widely spread in Ukraine since IV BC. and today. Knitted crochet products create a sense of comfort, love, because for their creation handiwork and a large gap of work were used. This is a project activity that helps to make a choice of products and solves a number of problematic issues that arise in the process of manufacturing the product.

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DEVELOPING CREATIVITY OF THE STUDENTS OF TECHNICAL-VOCATIONAL EDUCATIONAL INSTITUTIONS IN THE PROCESS OF PROFESSIONAL TRAINING (ON THE EXAMPLE OF MODELING WOMEN'S CLOTHES)

Fashion is a fleeting process of domination of certain tastes, basic directions, silhouettes, lines, proportions, variants of designs, that cover and dominate in society. To follow the fashion, means to catch its main direction, characteristic color combinations, principles of matching, variants of designs within a fashionable direction.

Modeling should teach skills and abilities of the practical application of knowledge, develop observation, imagination and the ability to imaginative thinking, teach the rules of the composition of clothes to make it at the pace of a comprehensive fashion or create it on one's own. But this is impossible without the development of creativity, it is a constant companion of art, constant generation of the new ideas, moving away from traditional and adopted schemes, creating new directions and their expansion. Its development, which is accompanied by clothing simulation lessons, is a personal resource of forming the professional competence of a specialist developing on the basis of individual-personal and social preconditions in the educational-professional, and self-education activities and ensures the success of professional creative

development. The development of creativity of each pupil in the art activity takes place on the basis and in view of his personal goals, as the deep innate quality of a person, which ensures productive activity and self-realization and the need for coherence of awareness of the goals of creative work, both as by a pupil and a teacher, and manifested in their coordinated actions at the stage of the development of goals, the selection of content, the correction of the process of professional training and mastering ways to solve creative professional tasks. Pupils' creativity is possible only in the conditions of free choice of the elements of creative activity. The greater the degree of inclusion of students in modeling their own creative potential is, the more fully individual creative self-realization of each as a self-personality is manifested. The role of the teacher in this case is to optimize the choice of forms, tools, methods of learning, how to perform their subject better that is fashion design, that leads to achieve the best results in the most economic expenditure of time and effort. At these classes pupils get acquainted with various technical means of modeling, a variety of compositional laws, proportions, rhythms and visual illusions, using various motives and ensembles, all of this is the initial step in the development of creativity.

One of the main tasks of the pedagog is to encourage pupils to deepen their knowledge, to reveal their potential, look at things more deeply, invent something new and beautiful, perhaps even completely incomprehensible to others. Variety of techniques can be used to develop creativity at fashion design lessons:

- method of «brain storm» or «brain attack» or brainstorming (collective generation of solutions for creative tasks);
- the method of focal objects (the properties of randomly selected words are transferred to a key object that is located in the focus of these properties),
- the method of free associations (the transformation of subject, abstract and psychological associations into graphic searches for object decisions);
- bionic method (analysis of specific objects of bionics in order to obtain extraordinary solutions of constructive nodes, new properties of surfaces and invoices),
- inversion method (focused on finding ideas, solving creative tasks in new, unexpected ways, often opposite to traditional views and beliefs) and many others.

The most famous developer of the idea of creativity in the world is the American researcher Torrance, who has developed a whole program for the development of creative thinking, the essence of which can be briefly articulated as The basis of his methodics is the idea of

- overcoming stereotypes of thinking;
- determining of necessary and sufficient conditions for solving the problem;
- developing the readiness to abandon the standard solution of the problem;
- developing the ability to perceive non-standard and multifunctional things;
- the ability to connect opposing ideas from different fields;
- developing the ability to understand the polarization idea and release from its influence.

So, modeling clothes is not only a subject taught by future tailors and cutters, but also a way of revealing the creative potential of the individual, there is a variety of methods that can awaken the future specialist's non-standard, creative thinking.

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APPLICATION OF MATRIX CALCULUS AND STATISTICAL ANALYSIS FOR DYNAMIC SPECTRA PROCESSING

Today we observe the fast development of the low frequency radio astronomy (10 – 300 MHz). The stage of the fast growth of the interest to

this science began less than twenty years ago and it was connected with building the giant (effective area – square kilometers) low frequency radio telescopes LOFAR (Europe), LWA (USA), MWA (Australia) and GURT (Ukraine) [1]. It was planned that those instruments will provide record sensitivity. But such sensitivity may be reached only in case of overcoming the obstructive factors.

The obstructive factors in the low frequency radio astronomy are a high level of interference and the influence of the environment on the light of sight (the ionosphere of the Earth, the interplanetary plasma). The environment influence on the light of sight manifests itself as variations of received signal intensity or scintillations. Until now the problem of weakening the obstructive factors hasn't been fully solved. Furthermore, the propagation effects and their influence on low-frequency radio astronomy data have not been well studied.

During radio astronomy observations so-called dynamic spectra are frequently obtained. Dynamic spectra are matrices. To find environment influences it is necessary to use matrix calculus and statistical analysis [2].

The experimental data used in our work were recorded during the observations of space radio source scintillations in a period from 11.01.2016 to 17.01.2016 with the radio telescope URAN-2 (Poltava). Two space radio sources 3C274 and 3C144 were observed. The radio emission of the first source scintillates only on the irregularities of Earth's ionosphere while the second radio source shows scintillations both on the irregularities of Earth's ionosphere and on the interplanetary plasma [1].

The first stage of data processing was consisted in reading of dynamic spectra from data files with a specially developed mathematic algorithm and a computer program. The primary dynamic spectra frequently contained interferences. They were found and eliminated with an interference cleaning algorithm that was contained the estimation of standard deviation in every row and column of a dynamic spectrum. If standard deviation overcame 3σ , appropriate row or column of matrix-image was changed on row or column with a standard deviation less than 3σ .

The second stage of data processing consisted in smoothing of the signal intensity in the operational frequency band of dynamic spectra (21 to 28 MHz). It was done as the amplitude characteristic of the radio telescope URAN-2 isn't constant. The efficiency of the radio telescope decreases with increasing of operational frequency and, in accordance, the intensity of the

signal on the receiver's input decreases too. For elimination of this "apparatus" effect, all rows in matrix multiplied by a coefficient, that was equal to the ratio of the difference between the minimum and maximum elements of the first row and difference of elements of the current row, and after carrying out normalization of all rows by the maximum element of the first row.

The following stage of work with the matrix-images of scintillation process (dynamic scintillation spectra) consisted in statistical analysis of matrix elements for estimation of the intensity fluctuations spectra, the correlation coefficient in the operational frequency band, frequency cross-correlation function and probability density function.

The intensity fluctuations spectra for the radio sources 3C274 and 3C144 have appeared to be different. Unlike spectrum of 3C274, the spectrum of 3C144 consists of two parts. One of them describes the ionosphere scintillations (on the fluctuation frequencies less than 0.05 – 0.06 Hz), the other part describes the interplanetary scintillations (on the fluctuation frequencies more than 0.05 – 0.06 Hz). The correlation coefficients in the operational frequency bands, cross-correlation functions and probability density functions have appeared to be similar, that proves the strong influence of Earth's ionosphere on the data in the day (12.01.2016) of the observations.

So, mathematic algorithms and computer programs, which have been developed using the programming language MATLAB, allow one to carry out effective interference cleaning, smoothing of the dynamic spectra in the frequency band and also to carry out statistical analysis of dynamic scintillation spectra.

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DESIGNING AND MAKING A SET OF KITCHEN NAPKINS

The reform of the educational industry in our country is aimed at raising the humanistic upbringing to a higher level, mastering the fundamental values of mankind, among which the national priorities of the regional crochet take the leading place.

General fundamentals of labor training were studied by H. O. Voyitelyeyeva, O. S. Blahosmyslov, R. O. Zakharchenko, H. V. Ihnatenko, Yu. V. Kyryl'chuk, V. P. Kurok, V. K. Sydorenko, D. O. Tkhorzhevs'kyi. However, there are not enough scientific developments regarding the specifics of the teaching methodology of individual variation modules.

The design-technological approach makes it possible to implement the variability in the content of labor training, that is, to avoid strict regulation of the content of the pupils' educational activities.

Crocheting is one of the types of arts and crafts that is relevant in Ukraine. The crochet technique is very simple and addictive. The pedagogical value of the knowledge of decorative-applied art is explained by such important reasons: the works of this kind of art provide the opportunity to educate the pupils in the appropriate culture of perception of the material and spiritual world, contribute to the formation of aesthetic attitude to reality, help to deeper understand the artistic means of other types of art, promote the development of creative abilities.

The art of knitting makes it possible to form national consciousness among pupils of a secondary school, its using is a combination of national and traditional regional technologies of the area. It is the preservation of tradition that can decide the using of knitted items at the lessons of labor training for the forming the 7th-9th grade pupils' national consciousness.

The significance of modern lessons of labor training depends to a great extent on the level of the teacher's preparing for them. Rational planning of the educational activities of the 7th-9th grade pupils', effective demonstration of visibility (including electronic), the use of innovative forms, methods and techniques of work, etc., give the teacher the opportunity to optimize and maximally productively implement each stage of the lesson in the making of

crocheted things. As a result, we have not only productive lessons in labor training, but also a formed, conscious desire of the pupils to create, make useful things themselves and test their own opportunities in different areas of technology-oriented professions.

One of the most important tasks facing a secondary school is to improve the education of the pupils – forming their sense of beautiful, high aesthetic taste, ability to understand, appreciate the beauty of not only art but also of the surrounding reality, which is reflected in crochet things.

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UPBRINGING AS A PART OF EDUCATIONAL PROCESS IN VOCATIONAL COLLEGES

Tasks of upbringing at VTHS are realised in the process of studying and in special educational work with students in extra-curricula school and out-of-school activities.

Many students, who entered the VTHS do not understand that the process of studying is not an easy thing. They did not used to obey and carry out their own duties. They desire to satisfy their own needs. To overcome these contradictions, the tutor needs to start his educational work from the first day of studying and constantly influence the students' consciousness.

Ensuring high efficiency of the educational process means creating a clear functional and organizational structure, developing a concrete plan for organizing and conducting educational work of all components of the structure, and determining functions of each component.

The educational system at the VTHS requires understanding psychological and pedagogical conditions of its organization, creative approach to youth education and deep knowledge of the content and forms of educational work.

The most important components of upbringing are labor, moral, physical and aesthetic education. Professional education is also an integral and important part of education. It is carried out in the process of curricula and extra-curricula activities, which are ensured by the pedagogical orientation of the educational process and focusing students on choosing and mastering their profession [4].

The result of VTHS educational system must be a person with a junior specialist diploma, who is well conscious of educational work to be an essential component of his future professional activity and professional development.

Emphasizing importance of defining education goals and objectives, K. Ushinsky wrote: "... trusting education with pure and vulnerable souls of children, ..., we have the absolute right to ask the educator about purpose of his activities, demanding a clear and categorical answer" [3].

"As for me, the purposes of education are the program of the human person, the problem of human character, and by the concept of character I understand the individual content of a person, that is, the nature of external manifestations, and internal conviction, political education, and knowledge, and the whole picture of a human; I consider us, teachers, to have such a programme of a human person, to which we must strive" - said A. Makarenko [1, p. 20].

A person, with all his/her social roles, should become the center of the educational system. The development of a personality is its formation, which takes place as dynamic mastering the system of social roles in such spheres of life as family, labor collective, society, world with its external and internal, social and natural factors. The most important task of the educational system at the VTHS is educating a citizen and highly skilled specialist.

The essence of professional education is in the influence on a personality that forms his/her skills, morality, interests, promotes mental and physical development, raising the general cultural level. It covers the entire set of

training and educational elements. Professional education can also be defined as the process of forming students' needs for work and professional activity.

The final aim of educating the individual is preparing him/her for a set of roles that are necessary for social life: a citizen, a worker, a public figure, a family member, a comrade. Preparing for the role of a citizen means building an individual with an active civic position, a sense of social duty and responsibility.

The role of the worker includes both the ability and desire to work actively, to create new material and spiritual values. The implementation of the public figure role means the active participation of an individual in public life. A person should be prepared for the role of a family member, that is future father, husband, mother and wife already at the educational institution. Each student, as a comrade, must be able to understand another person, to sympathize, to regret, give in, share, etc.

The specifics of a vocational teacher activity involves organizing and implementing an educational process, combining it with employment training and productive work without harming the educational process.

Such work is aimed at forming a person, able to be effectively realized in employment, capable of implementing all professional functions [2].

Thus, socio-historical experience can determine the main goal of education as forming a harmoniously and comprehensively developed personality, prepared for the initiative social and professional activities in industry and in modern society, capable of dividing and multiplying its values.

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ACTUAL QUESTION OF FUTURE MATHEMATICS TEACHERS INFORMATIVE TRAINING IN THE CONTEXT OF THE NEW UKRAINIAN SCHOOL

Ukraine integrates into the worldwide information space nowadays, that's why it aspires to raise the level of information culture of its citizens. In this regard, the importance of forming the ICT-competence of teachers of all profiles, including mathematics, is increasing, which is not only a guarantee of the younger generation successful information culture forming, but also a key to the introduction of new information technologies in various fields of society.

The key competencies defined in the concept of the implementation of state policy in the area of reforming general secondary education "New Ukrainian School", among others, are mathematical literacy, information and digital competence, and the ability to study throughout life. Their implementation requires thorough preparation of teachers for new methods and learning technologies, in particular, information and communication technologies [1].

We will analyze how the mentioned above tasks are implemented in the process of preparing future mathematics teachers. For this reason we will consider the curricula and determine the share of educational disciplines of the informatics direction of the students of the specialty 014 Secondary education, specialization 014.04 Secondary education (Mathematics). Informatics. Physics. Economics of full-time education at Oleksandr Dovzhenko Hlukhiv National Pedagogical University.

Bachelor's curricula for admission on the basis of complete general secondary education (4 years) includes the following disciplines of informatics direction: in the cycle of general training, in normative of educational disciplines – «Informatics» in the amount of 4 ECTS credits (1 course), in selective academic disciplines (at student's choice) – «Innovative Technologies in Education» in the amount of 3 credits (3 courses); in a cycle of professional training, in a selective academic discipline (at student's choice), a student can choose one of the blocks from «Informatics», «Physics» or «Economics», compulsory for all students in practical training is a computational practice in the amount of 3 credits.

When student chooses the «Informatics» unit he will study the following disciplines of informatics direction: «Informatics» – 6 credits ECTS (2 courses), «Informatics: the Basics of Programming with the Workshop» – 4 credits ECTS (2 courses), «Informatics: Selected Questions» – 3 credits ECTS (3 courses), «Informatics: Information Systems and Databases» – 4 credits ECTS (3 courses), «Informatics Teaching Methods: School Course of Informatics» – 5 credits ECTS (4 courses) and «Informatics Teaching Methods: Selected Question» – 3 credits ECTS (4 courses). When student chooses the «Physics» block, the discipline «Informatics (special physics)» will be taught in the amount of 6 credits ECTS (2 courses). When student chooses the «Economics» block, he will study «Informatics (special economy)» in the amount of 6 credits ECTS (2 courses).

Depending on the student's choice, they can study from 6 to 25 credits ECTS of informatics direction disciplines from the total of 240 ECTS credits ECTS for 4 years of study. When the block «Physics» or «Economics» is chosen it is 2,5% - 3,75% in accordance, when the block «Informatics» is chosen it is from 9,2% to 10,4% of the total load.

The curricula of the bachelor's degree at the entrance based on the OSR junior specialist (3 years) includes the following disciplines of informatics direction: «Informatics» in the amount of 4 credits ECTS (1 course) in the cycle of general training, in normative educational disciplines; in a cycle of professional training, in a selective academic discipline (at the student's choice) a student can choose one of the blocks among «Informatics», «Physics» or «Economics».

When student chooses the «Informatics» block, he will study the following disciplines of informatics direction: «Informatics (Special Informatics)» in the amount of 6 credits ECTS (2 courses), «Informatics: the Basics of Programming with the Workshop» – 4 credits ECTS (2 courses), «Informatics: Elective Questions» – 3 credits ECTS (2 courses), «Informatics: Information Systems and Databases» – 4 credits ECTS (3 courses), «Informatics Teaching Methodology: Computer Science Course» – 5 credits ECTS (3 courses) and «Methodology of Computer Science Education: Selected Questions» – 3 credits ECTS (4 courses). When student wants to study a block «Physics» it is provided studying the discipline «Informatics (special physics)» in the amount of 6 credits ECTS (2 courses). «Economics» block provides studying of «Informatics (spec. economy)» discipline in the amount of 6 credits ECTS (2 courses).

So, depending on the student's choice, they can study from 3 to 17 credits ECTS of informatics directed disciplines from the total of 180 credits ECTS

for 3 years of study. This is 1,7% of the total load when the «Physics» or «Economics» block is chosen and 9,4% when the «Informatics» block is chosen.

The curriculum of a magistracy at the entrance based on the educational degree of a bachelor, an educational qualification level specialist (1 year 4 months) includes disciplines of the informatics direction only in the cycle of professional training. Student can choose one of the blocks among «Informatics» or «Physics» in selective academic disciplines (at the student's choice).

If student chooses the «Informatics» unit, he will study the following disciplines of informatics direction: «Electronic Computing and Automation» in the amount of 3 credits ECTS (2 courses), «Methodology of Teaching Computer Science in High School» – 4 credits ECTS (2 courses), «Specialty Laboratory Informatics Workshop»– 4 credits ECTS (2 courses) and «Modern Programming Tools» – 4 credits ECTS (2 courses). In case of choosing the «Physics» block the study of the disciplines of the informatics direction is not provided. But all students of the magistracy pass the state certification and make an examination on discipline «Informatics and Methodology of Computer Science Education».

Depending on the student's choice, they can study up to 15 credits ECTS disciplines of informatics direction from the total of 90 credits ECTS or not to study at all. When the block «Physics» is selected it is 0% of the total load, when the «Informatics» block is selected it is 16,7%.

In our opinion, the share of the training load devoted to studying of informatics directed disciplines is insufficient for the realization of the tasks formulated in the concept «New Ukrainian School».

Our research has shown that computer science training is also being carried out in the process of studying mathematical disciplines, which is usually done at laboratory lessons. Therefore, we will find out, which particular disciplines of mathematical direction provide the laboratory lessons.

In the curriculum of bachelors based on full secondary education (4 years) and on the basis of education level junior specialist (3 years) it is provided the studying of the following disciplines: «Methods of Calculation» in the amount of 3 credits ECTS (14 labs) and «Mathematical Logic and Theory of Algorithms» – 3 credits ECTS (6 labs). Also in the block «Economics» it is provided the studying of the discipline «Mathematical Methods in Economics» in the amount of 3 credits ECTS (12 labs). If a block «Informatics» or «Physics» is chosen for bachelors on the basis of FSE (4 years) it is 0,8% of the total classroom load from 2548 hours; in case of choosing «Economics» block it is 1,3%. And if a block «Informatics» or «Physics» is chosen for

bachelors on the basis of education level junior specialist (3 years), it is 1% of the total classroom load from 1942 hours; in case of choosing «Economics» block it is 1,6%.

The discipline study «Methods of Optimization and Operational Calculations» in the amount of 8 credits ECTS (10 labs) is provided in curriculum of a magistracy based on the educational degree of a bachelor, an educational qualification level specialist (1 year 4 months) it is 1,5% of the total classroom load from 644 hours. As we can see, it is a tiny fraction in relation to the entire classroom teaching load.

Thus, the current situation in the informatics training of future mathematics teachers needs to be changed and further explored.

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MEDICINAL PLANTS OF SEYM AREA IN PUTIVL’ DISTRICT

Among 6 086 species of vascular plant flora of Ukraine (including native, introduced, adventive, and some cultivated), 2 223 species contain biologically active agents and are, or can, be used for medicinal purposes [1].

Phytopreparations refer to many pharmacotherapeutic groups of drugs and often have no equivalent synthetic analogues [4]. The development of the market for medicinal plants is promising, as it is evidenced by the high level of profitability [2].

Today in Ukraine there is a shortage of raw materials of many medicinal plants due to the reduction of areas of natural phytocoenoses, anthropogenic loading on phytocoenoses, prolonged uncontrolled exploitation of wild medicinal plants, lack of information about the places of growth of specific herbs.

Optimization of the use and restoration of the existing phyto-raw material base is of national importance, inventory of plant species with therapeutic properties is one of the urgent tasks of implementing the strategy of sustainable development. It is necessary to conduct a qualitative assessment of the state and monitoring of natural plant resources in Ukraine and a resource survey of medicinal plants [4; 3].

Putivl Seym area is perspective in terms of studying medicinal plants. This is the territory of Putivl district along the floodplain of the Seym River. The researched region is located within the Middle Russian high-rise region of the Forest-steppe zone. The main aim of our research is to establish the species composition, the characteristics of the distribution of medicinal plants of the Putivl Seym area and conduct a complex floristic analysis of plant species with therapeutic attribute.

For 2015-2017, we have established an increase in the number of 191 species of medicinal plants belonging to 166 genera and 63 families. Magnoliophyta is dominated by 186 (97.3%). Among them, Magnoliopsida consists of 173 (90.5%) species, Liliopsida - 13 (6.8%) species.

In the spectrum of leading families in the first position Asteraceae – 23 (12%) species. In the second place – Rosaceae 18 (9,4%) species. Less numerous families: Scrophulariaceae, Lamiaceae and Fabaceae contain 8 (4.2%) species; Apiaceae, Polygonaceae – 7 (3,7%) species. The family Brassicaceae, Poaceae contain 6 (3,1%) species. Completes the spectrum of leading families Ranunculaceae: 5 (2,6%) species. The spectrum of the leading families of flora of medicinal plants corresponds to the location of the region in the northern part of the forest-steppe zone and indicates links with the Ancient Middle Earth.

Analysis of habit revealed the domination of perennial herbaceous plants – 82 species (43%). In the second place – one-year and two-year grasses with the number of species 66 (34,5%). The third position of the tree is 27 (14.1%) species. The bushes make up 14 (7.3%) species, the bush – 1 (0.5%), half-bush – 1 (0.5%).

Among climamorphs, high positions are occupied by hemicryptophytes – 70 (36.5%) species, terophytes – 53 (27.6%) and phanerophytes – 42 (22%) species. The analysis of medicinal plants under such biomorphological characteristics has been carried out: the type of above-ground shoal – prevailing plants without rosette leaves with the number of species 129 (67,5%); type of root system – the first position in species with taproot system (84; 44.9%). Dominated species without underground shoots (122; 63.9%). The obtained

numerical indices of biomorphs and climamorphs correspond to the location of the region within the Forest-steppe zone.

Medicinal plants of the region are found within the limits of 9 ecocentric groups, among which the most numerous are forest (33, 17,4%), ruderal (27, 14,1%) and meadow (26; 13,7%).

The therapeutic value of medicinal plants is determined by biologically active substances that can affect the processes occurring in the body – active substances [5]. The chemical composition of certain medicinal plants for the 16 most common types of active substances was analyzed and the most numerous groups of plants were determined according to the types of active substance: tannins contain 127 (66.5%) species, 126 (66%) vitamins, essential oils – 93 (48.6%), flavonoids – 90 (47.1%) species, glycosides – 59 (30.9%) species, saponins– 50 (26.2%), alkaloids – 48 (25.1%) species.

Active substances determine the pharmacological effect of a medicinal product made from medicinal plant material. Our analysis is dominated by plants with the following pharmacological effects: anti-inflammatory effects (99; 51.8%), diuretic (98; 51.3%), wound healing (85, 44.5%), analgesic (58, 30.3%), antibacterial (57; 29.8%), choleric (56; 29.3%).

It is established that the greatest number of types of medicinal herbal raw materials is given by two species: *Prunus spinosa* L. and *Sambucus nigra* L. (5 types). 4 types of raw materials for the manufacture of medicinal products give 7 (3.6%) species. This indicator shows the special value of the above-mentioned types of medicinal plants and indicates the possibility of reducing waste in the manufacture of medicinal forms, and therefore more rational use of plant resources.

3 (1.5%) species that are found in one or two locations and 19 (10%) species that are rarely found in the studied area are needed additional conservation and protection measures in terms of biodiversity conservation.

Two species: *Nuphar lutea* (L.) Smith and *Nymphaea alba* L. are included in the relic plant communities of the *Nupharetalutae* and *Nymphaeetaalbae* formations listed in the Green Book of Ukraine [6].

Thus, the flora of medicinal plants of the Putivl Sejm area is represented by valuable species that require further study, preservation in natural habitats and resource research with the prospect of use in medicine.

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TO THE ISSUE OF DRESS CUTTERS' PROFESSIONAL TRAINING

The current state of light industry demands from the experts maximum productivity. This is due to a number of factors of the XXI century. In particular, the activity of specialists in the garment industry is directly aimed at satisfying the needs of the population, which grow year by year in connection with technical progress.

The task before the education system is to not only traditionally prepare future specialists of the sewing profile, to form their standard knowledge, skills and abilities, but also that, in our time, it is especially important to develop the creative abilities of future specialists. This approach will provide students with a broader understanding of the content of special technologies, set tasks and problems.

Nowadays, people's requirements for clothes are growing, as they should be fashionable, functional and of high quality. The cutter, as a qualified specialist, must take into account all the wishes presented to him and provide for technical solutions. Non-standard approach to work will enable not only to do something new, but also to simplify the given standards in the manufacture of sewing products and their drawings [2].

The subject of our research is aimed at improving the method of professional preparation of the cutter of the 4th level.

At the first stage of the study, we analyzed the State standard of professional-vocational education by the occupation 7435.2 «Cutter» - 4th level (DSPTO 7435.2.D18024-2006).

The main activity of the cutter is the development of clothing patterns, as well as the implementation of all operations preceding the sewing of the product: customer consultation on styles and trends of fashion, taking of measures, drawing a sketch of the model, making patterns, selection of fabric, cutting of fabric. One can conclude that the cutter is a highly skilled worker in the garment industry.

Analyzing a typical curriculum for training skilled workers by profession - 7435.2 «Cutter», we have determined that professional and practical training takes 396 hours. The content of the process of vocational training of the cutter of the 4th level is aimed at forming pupils' skills and abilities needed for the studied profession.

During the lessons of labor training, such pupils' skills must be developed that will be further improved and brought to automatism.

The conditions for that are:

- Labor receptions and operations and methods of work must comply with the program of labor training.
- The content and scope of the work should contribute to the consolidation of labor tasks, abilities, skills in different conditions.
- The process of manufacturing products should give pupils the opportunity to master new technique, technology and advanced methods of work.

In the process of learning, it is necessary to stimulate the activity of the pupils, develop their abilities, and upbringing perseverance in achieving the goal [1].

During the research process, we have developed and tested plans for labor training lessons. It is offered to use multimedia presentations, card-tasks, schemes, and samples from core processing to complex-methodical support. To activate cognitive activity, the lessons include crosswords, elements of the business game. The game allows to simulate real manufacturing conditions. For example, during the game, the 1st pupil is a cutter, she must perform taking measures; the 2nd pupil - entrepreneur - monitors the implementation of the requirements of taking measures and records their dimension; the 3rd pupil - customer - reports about her wishes of the future model.

The process of labor training takes place taking into account the interrelation of theory and practice.

During the lessons of labor training, knowledge of such disciplines as: designing of clothes, technology of making clothes, equipment, materials science is fixed.

At the stage of introductory briefings, a number of methods are used, in particular, the story-telling, the frontal questioning, actualization of reference knowledge with the elements of the demonstration, conversation-discussion of the studied material, etc.

In the process of practical work, the pupils perform the selection of designing elements in relation to the drawing and the properties of the basic fabric of the future garment product, taking into account the features of the cutting of non-standard width fabrics, choose models, make the necessary calculations and cutting the products.

Conducting lessons of labor training according to the proposed methodology increases the efficiency of the educational process.

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