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Section One

UNSOLVED PROBLEMS IN LINGUISTICS AND LITERATURE

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EUPHEMISM AND DYSPEMISM: THE DEFINITION OF TERMS

In modern linguistics, studying the linguistic representation of the inner world of man, in particular his emotional sphere is one of the important places. Man is deeply emotional, which cannot but leave a mark in the language, because emotional states that predetermine the cognitive processes of a person directly interfere with its nominative-communicative activity. Human emotion directly affects the formation and consolidation in the language of euphemisms and dysphemisms. After all, euphemism is a continuous process of replacing some nominations by others, which is based on the constant evaluation and reevaluation of man's forms of expression for

the sake of successful communication. The phenomenon of appearing of euphemisms and dysphemisms and their consolidation in the language can be explained by their very nature – they are able to form new social guidelines, which determine the relevance of this study.

Euphemism is regularly becoming the subject of linguistic research, so now there are several definitions of euphemism that emphasize aspects important for further consideration.

Euphemism is understood as:

1. “soft, indirect expression that is used instead of offensive, rude or harsh” [6, p. 68];
2. “collective designation for softening, deceptive, hiding expressions that hide the direct designation for various reasons: social conventions, politeness, superstition, cynicism, the intention to mislead” [3, p. 47];
3. “the indirect names of what is not acceptable in the direct designation from the point of view of the norms of morality accepted in society” [2, p. 193];
4. “emotionally neutral words or expressions used instead of synonymous words or expressions that appear to the speaker indecent, rude or non-tactical” [5, p. 59].

The diversity of data and the multitude of existing definitions indicate the absence of clear criteria and boundaries of the phenomenon. In addition, they do not clearly spell out the peculiarities of euphemisms currently appearing: for example, the fact that modern euphemism are caused not so much by traditional taboos as by the pragmatic intention of the speaker in a particular situation.

Nevertheless, the analysis of the above definitions allows us to identify the main characteristics that make up the working definition of euphemism. Euphemism is a lexical unit or expression used to replace such a name, the use of which seems to the speaker indecent, rude or tactless in this particular situation.

Speaking about the definition of dysphemism, it should be noted that, in accordance with its initial interpretation as a type of euphemism, dysphemism was defined as a euphemism, expressed by stylistically low units [2, p. 6].

Currently, dysphemism is not seen as a specific concept within the generic category of euphemism, but as a separate means of expression, which is functionally contrasted with euphemism.

In contrast to euphemisms as less strict expressions, dysphemism is much more cruder, sharper. It serves as a deliberate replacement of neutral words and expressions in order to express neglect, hatred, irritation [4, p. 172].

Foreign linguists defined dysphemism as an expression with offensive connotations for the listener, replacing a direct nomination or euphemism [1, p. 27].

Lexical units get a dysphemistic function when they give a shade of contempt to the description of something, make it doubtful. With the help of dysphemism, a certain state of affairs or a characteristic of a person is presented in a negative perspective, a disapproving attitude is expressed. The word begins to be used as dysphemism, if it is pronounced with the intention of offending someone, showing disrespect. Using dysphemism, the speaker wants not only to show his negative attitude, an assessment of what is happening, but to have a “pejorative effect” on the listener, provoking his reaction [7, p. 391].

In conclusion, dysphemism is a low lexical unit compared to the original nomination, which the speaker prefers in order to express his negative attitude to events, actions, people etc.

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FEATURES OF STYLE AND PROBLEMS PAULO COELHO'S CREATIVITY

The beginning of the twentieth century is characterized by the advent of literature in new eras and postmodernism. This direction is the post-industrial period's product is the collapse of a holistic view of the world. Postmodernists, thanks to the bitter experience, were convinced of the vanity of attempts to improve the world, believing that the man was not only able to change it, but also would fail to comprehend it. The principle of repetition is converted to style artistic thinking with his inherent gravity to styling, quoting, re-engagement, and allusion. The artist does not deal with «pure» material, but with culturally mastered one, with the need of a creative complement.

Creativity of one of the most popular contemporary artists P. Coelho critics also refer to the era of postmodernism. Literary recognition and glory of a Brazilian writer brought him first to create «Diary of the Magician» and «Alchemist». The artist's novels are translated into 52 languages and published in millions of copies in one hundred forty countries in the world. The Brazilian has taken the second position in the list of the most readable authors. Nowadays, Paulo Coelho has become one of the most popular and most famous contemporary writer. The mystery of the writer remains his frantic success. The urgency of our study is determined by the insufficient study of P. Coelho's work in contemporary literary criticism.

The purpose of the article is to describe the stylistic peculiarities of P.Coelho's literary works and to study the problems of his romanticism.

Regarding critical sources, it should be noted that their number is limited, since the work of the writer remains poorly investigated. However, his works are of interest to such critics as: A. Shestak, H. Arias, A. Dnistrovsky, M. Glovinsky, N. Fateev, and others.

«When I write a book, I'm talking with the only person I really know – with myself, so every book for me is a process of self-knowledge», said P. Coelho in an interview. This process took place in such works as: «Alchemist», «Veronica decides to die», «Warrior of Light», «Devil and Monsieur Prim», «Fifth Mount», «Bride», «Near the River Piedra, I sat down and percolated», «Eleven minutes», «Valkyrie», «Zair» and others.

A. Shestak in the article «The secret of the popularity of P. Coelho» wrote: «The style of Coelho is sometimes called «pharmaceutical» [2, p.10], motivating and a definition of uniformity «recipe» of each of its bestseller, a simple plot, the main characters – young people, attractive externally and spiritually, besides wise and religious, well-discovered myths and parables, once again encountered «elegant dialogues with a taste of philosophy», and, of course, mandatory happy end. It turns out that P. Coelho invented the universal formula of the bestseller, which is consistently adhered during writing his books» [1, p. 33]. P. Coelho appreciates his

creativity: «I am and I hope to remain a pilgrim forever. The writer, who, according to the old tradition, reads through the stars and maps, draws stories from a variety of sources, has the courage to dip into the depths of the incomprehensible ocean to the Spirit and is able to share all this with people. I am a Catholic and believe in miracles. Literature is a testament to the imagination of both the author and the reader» [1] .

Paulo Coelho is a versatile person whose formation was influenced by various factors. As a writer, he occupied a remarkable place in the literature of postmodernism and was the most popular writer in the world. In his artistic work, the reader of any age was able to find for himself wise guides and advice that left no one indifferent.

Characteristic stylistic peculiarities of Paulo Coelho's Romanticism means interpretation of biblical tales; Philosophy of works; minimum psychology; concise language, lack of landscapes, portraits, expanded characteristics of heroes; the similarity of plots with the works of the artists of world literature; parable character of works; the richness of works with aphorisms, verbal expressions of famous people, proverbs, proverbs; autobiographical works.

In his works, the author invites readers to reflect on the most painful themes of our present, including love, friendship, betrayal, choice spiritual development etc. In his works the author attracts the experience of other artists of the artistic word, which is the most important feature of his style. However, he does not do so in order to voice things that nobody has said to him, but in order to say them in the language of his time, that is, the modern era of postmodernism. P. Coelho`s characters are ordinary people with everyday worries. They are born, evolve, live, and die. However, the only thing that distinguishes them from really existing people is their «profession». «After all, all his characters are just travelers who are looking for tests of their spirit. Perhaps reading the works of the Brazilian artist, some readers will know the prototypes themselves.

«Brazilian phenomenon», as P. Coelho is called by American press, many researchers are interested in his bestsellers, even those who have never held his book.

Today we read that P. Coelho has become a fashionable trend, but ignoring his creative achievements is an example of a bad tone.

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PROBLEME UND SCHWIERIGKEITEN DER LITERARISCHEN ÜBERSETZUNG

Die Übersetzung von Literatur unterscheidet sich grundlegend von anderen Übersetzungstypen. Dies liegt daran, dass das Hauptprinzip von literarischer Übersetzung das Übermitteln poetischer Inhalte ist. Das bedeutet, dass literarische Übersetzung nicht nur Information an den Leser vermittelt, sondern zusätzlich ästhetische Funktionen erfüllt. Die im jeweiligen literarischen Werk geschaffene Darstellung (sei es die Darstellung eines Charakters oder der Natur) hinterlässt mit Sicherheit einen Eindruck beim Leser. Aus diesem Grund kann literarische Übersetzung einige Abweichungen von den üblichen Regeln mit sich bringen. Literaturübersetzung zeichnet sich durch diesen speziellen poetischen Fokus aus und hebt sich somit deutlich von Übersetzungen rein informativer Texte ab. Wenn wir eine Geschichte, ein Gedicht oder eine andere Art von Literatur in einer Fremdsprache lesen, erleben wir den Text mit seiner Bedeutung, seinen Gefühlen und seinen Charakteren [1]. Die Aufgabe, ein bestimmtes Bild für den Leser zu schaffen,

stellt eine Herausforderung dar. Aus diesem Grund kann literarische Übersetzung einige Standardabweichungen mit sich bringen. Eine wortgetreue Übersetzung kann die Tiefe und Bedeutung des literarischen Werks nicht wiedergeben. Ein literarischer Übersetzer erzeugt eine nicht literale Interpretation des Originaltextes. Alles hängt davon ab, wie der Übersetzer das Werk versteht. Man schreibt den Text vom Beginn bis zum Ende neu. Häufig wird ein feststehender Ausdruck durch ein Synonym ersetzt oder die Satzstruktur wird verändert.

Künstlerische Übersetzungen spielen eine wichtige Rolle, denn durch die Herangehensweise an den Originaltext kann man höchste Qualität beim Übertragen des poetischen Textes bieten. Die Arbeit wird nach einem konkreten Verfahren durchgeführt. Der Übersetzer liest zunächst den Text durch, dann werden einzelne Begriffe zugeordnet und der Text wird in logische Sektionen unterteilt. Schließlich werden die Sektionen eine nach der anderen übersetzt. Der übersetzte Text wird in mehreren Schritten verarbeitet.

Literarische Übersetzung erfordert viel Geschicklichkeit und Expertise. Der Text angemessen sein muss und außerdem müssen wir dafür sorgen, dass das übersetzte Dokument dasselbe Bild schafft wie der Originaltext. Ausgezeichnet ausgeführte Übersetzungsarbeiten machen den Übersetzer oft berühmt. Die Innung der Experten für literarische Übersetzungen ernennt jedes Jahr die besten Übersetzer. Sicher könnten Computer auch bei der Übersetzung literarischer Sprache als Hilfsmittel verwendet werden, genau wie bei der Übersetzung anderer Texttypen. Auch ist es wohl möglich, dass Computer in einzelnen Fällen sogar recht gute Übersetzungen von Gedichten erzeugen können. Wir wollen aber behaupten, es würde dabei um Zufälle gehen, auch wenn sie sogar vielleicht nicht so selten vorzukommen bräuchten. Damit aber die Frage auf einer prinzipiellen Ebene beantwortet werden kann, muss gefragt werden, ob literarische Texte eine besondere Kategorie der Texte bilden, und zwar ob diejenigen Eigenschaften, die eine derartige Dichotomie der Texttypen motivieren, besondere Übersetzungsprobleme verursachen [4].

Die Fokussierung der Mittel ist allgemein gesehen nicht so deutlich in literarischer Prosa wie in der Dichtung, und deshalb spricht man ja auch häufig eher von Nachdichtung als von Übersetzung von Gedichten, denn die sprachlichen Mittel können natürlich nicht übersetzt werden, vgl. Coseri, Neubert. Ein Beispiel wäre das ausschließlich aus Konsonanten bestehende Gedicht "schtzngrm" von Ernst Jandl. Durch die in verschiedener Weise variierten Anhäufungen der Konsonanten des Wortes Schützengraben, also eines normalen deutschen Wortes mit semantischem Inhalt, werden die verschiedenen Laute, die man im Kriege in einem Schützengraben hat erleben können, akustisch-ikonisch abgebildet. Diese Abbildung kann höchstens nachgeahmt werden, der sprachlich-textuelle Inhalt kann dagegen prinzipiell übersetzt werden, wobei das Gedicht, wenn alles gelingt, eine "Nachdichtung" erhalten kann. Um eine Nachdichtung von "schtzngrm" erzeugen zu können, müsste der Computer zuerst das "Wort" schtzngrm semantisch interpretieren. Eine Voraussetzung dabei wäre, dass er das Wort Schützengraben aus dem nichtexistierenden Wort schtzngrm ableiten kann, was zu bezweifeln ist. Wenn aber dies gelingen würde und somit einige grundlegende Bedingungen der Übersetzung vorliegen würden, müsste der Computer ausgehend von zielsprachlichem Material eine Nachahmung der Lautmalerei im Ausgangstext erzeugen, vgl. "schtzngrmm / schtzngrmm / t-t-t-t/ t-t-t-t/ grrrrrrrrrr / [2]. "Konkrete Poesie" wie "schtzngrm" bildet natürlich eine Art "Extremfall", aber durch Dichtung dieser Art wird eine wichtige Eigenschaft literarischer Texte deutlich. Die Ästhetisierung durch Fiktionalisierung ermöglicht Abweichungen von sprachlichen und anderen kommunikativen Regeln und Normen, die sonst nicht möglich wären. Die einzige Grenze wird durch die Kreativität des Textproduzenten und Rezipienten gesetzt, wobei natürlich auch die Bereitschaft des Rezipienten, sich mit dem Text auseinanderzusetzen, eine nicht geringe Rolle spielt. Dies hat auch eine Bedeutung für die Interpretation metaphorischer Rede. In nicht-literarischen Texten können kreative Metaphern der Vermittlung neuer, noch nicht sprachlich fixierter und in dem Sinne sonst nicht ausdrückbarer Erkenntnisse dienen. Dies setzt aber voraus, dass die

Metaphern eine bestimmte Interpretation haben. Metaphern in literarischen Texten können auch in dieser Weise interpretiert werden, aber es kann nicht davon ausgegangen werden, dass dies der Fall sein müsste. Die Fiktionalisierung als Instruktion, “interpretiere wörtlich”, setzt eher voraus, dass keine Festlegung einer besonderen Interpretation vorgenommen wird, sondern dass das ganze Angebot an Interpretationsmöglichkeiten aktualisiert und “betrachtet” wird oder werden kann. Was als Verletzung der semantischen Valenz als Mittel der metaphorisierung in nicht-literarischen Texten zu betrachten wäre, braucht somit in der literarischen Interpretation nicht als Regelverstoß aufgefasst zu werden. Im Hinblick auf die “reale” Welt dient der ganze literarische Text als eine Art “Metapher”, indem durch ihn ein Ausdrucksdefizit überwunden wird, genau wie durch Metaphern sonst lexikalische Lücken gefüllt werden können [3]. Der ganze Sinn literarischer Kommunikation ist, dass literarische Texte nicht das bedeuten, was sie bedeuten, d.h. was sie in einer nicht-literarischen Interpretation bedeuten würden. Darin besteht die prinzipielle Schwierigkeit der Übersetzung literarischer Texte.

Der Computer kann zweifellos ein Hilfsmittel bei der Übersetzung von literarischen Texten sein, genau wie bei der Übersetzung anderer Texte. Dass es dagegen einmal möglich werden würde, generell literarische Texte maschinell zu übersetzen, scheint uns äußerst unwahrscheinlich. Die Formgebundenheit literarischer Texte in dem Sinne, dass sie “autoreflexiv” ihre eigene “Welt” erzeugen, spricht eigentlich für die Möglichkeit maschineller Übersetzung – alles ist in gewissem Sinne im Text schon da. Da aber literarische Texte verwendet werden, um ein “Ausdruckdefizit” der “normalen”, mehr oder weniger “algorithmischen” Sprachverwendung zu überwinden, während der Computer nur algorithmisch operieren kann, besteht hier eine grundsätzliche, nicht zu überwindende Schwierigkeit. Die Tatsache, dass die 104 reine Form an sich als “Inhalt” dienen kann, vor allem in Gedichten, stellt eine weitere Schwierigkeit dar.

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TYPOLOGY OF MISTAKES MADE AT FORUM COMMUNICATION

People often allow a lot of writing mistakes in forums, but it does not always indicate a low level of education. They are often a result of rapid typing messages on the keyboard, which makes it difficult to avoid mechanical errors without checking the message. Our analytical study made it possible to distinguish the following types of mistakes:

- *spelling mistakes:*
 - «**Hai** Ismae! I'm doing well thanks for asking! How about you?» – BeMoe: «Reply on: 05.10.2016, 04:24» [1].

○ «**I** ive in hope, as in something really awful happens to him. I am going to be severely disappointed if it doesn't involve a possible amputation or brain surgery (if they can find a brain, of course).» – diamondcat: «Reply on: 29.09.2018, 20:06» [2].

- grammar mistakes:

○ «I want to buy some bits and bobs for somebody how **haves** Maitreya body. But first I want to see how it is actually looks..». – Derekmate: «Reply on: 01.29.2018, 13.02» [3].

○ «... I have made small vehicles before but I don't think I had learnt about the switch to convex hull, or if I had i **had forgotton**.» – Aquila Kytori: «Reply on: 26.07.2017, 16.45» [4].

We think word abbreviations that must be apostrophic, but used without it, to be also grammar mistakes. We noted the following cases of apostrophy absence:

- in shortened verb tense forms:

Present Simple:

○ «**Its** being relaunched this month, they are calling the first issue 'a pilot' ahem..» – Thorney: «Reply on: 11.10.2018, 11:20» [5].

Past Simple:

○ «i **didnt** get an error message. i **didnt** get anything. it would just show up like it normally would..» – XMiaX0: «Reply on: 12.01.2018, 13:08» [6].

Present Perfect:

○ «My name is Jazz. **Ive** been on second life for about three months..» – miilkhoney: «Reply on: 05.02.2018, 04:35» [7].

Future Simple:

○ «**Ill** try to redo it with what you said, right now I have to leave and **Ill** update if everything works out ^^» – Squaloo: «Reply on: 28.10.2018, 16:43» [8].

- with modal verbs:

○ «**Couldnt** see a thread for this funny show so thought I'd create one. Has anyone seen this?...» – Funk You: «Reply on: 02.03.2017, 11:53» [8].

- in the possessive case of nouns:

○ «Happy (Dog) **Mothers Day!**» – Caitlin Tobias: «Reply on: 13.05.2017, 14:01» [9].

• *technical mistakes:*

«I'm sure **theres** a word limitation» – snmboy007: Reply «on: 24.01.2018, 21:47» [10].

Thus, a characteristic feature of forum communication is a large number of various mistakes caused by rapid typing of messages, determined by the desire to save time.

Spelling mistakes are the result of non-compliance with the rules of writing, grammar ones are caused by incorrect use of verb tense forms and possessive nouns, technical are mechanical mistakes at the process of typing messages.

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APPROCHES DE DÉTERMINATION DU PHONO STYLE

La Phonostylistique en tant qu'une science linguistique traite de l'étude des possibilités fonctionnelles et stylistiques de moyens phonétiques segmentaires et super-segmentaux dus à des facteurs linguistiques et extra linguistiques pour l'organisation phonétique de textes de différents styles du langage en fonction de la situation et du domaine de la communication. Par conséquent, l'enregistrement sonore de l'émission est conditionné socialement et en fonction de la situation, ce qui

permet de parler de la variabilité phonétique aux niveaux segmental et super segmental, ce qui se réalise dans les phono styles.

Les problèmes de définition du «style de prononciation» («style phonétique»), leur classification et la connexion avec les styles fonctionnels sont parmi les principaux problèmes de la phonostylistique.

T. Barkhatova, E. Belohourova, indiquent que le terme «phono style» en tant qu'une définition de la «stylistique sonore» a été introduit dans la littérature scientifique de Ch. Balli et développé par M. Troubetski [1, p. 12; 2, p. 60]. De plus, le phénomène de cette notion est reflété dans les écrits de L. Chtcherba, A. Iefimov, M. Panov, D. Rozental, L. Boulanin, P. Leon, R. Avanesov, K. Barychnikova, S. Hajdouchyk, G. Majnhold, L. Bondarko, L. Verbytska, M. Hordina, L. Zinder, V. Labov, A. Seljakh, R. Kaspranski, N. Portnova, T. Barkhatova, K. Saparova, O. Prohvatilova, S. Perepitchkina, O. Velyka, V. Karp, K. Cheremetieva, I. Tchernysh et d' autres.

Bien que la question des styles de prononciation remonte à la période hellénistique, aujourd'hui les problèmes liés à l'unification de la sélection, de la définition, de la classification et de l'interaction des styles phonétiques et fonctionnels sont controversés. De plus, nous retrouvons les équivalents nominatifs quant à la définition du «phono style», surtout: «style phonétique», «type de prononciation», «style de prononciation», «degré de prononciation», «type de proclamation», «style intonation», «style contextuel», «ton»; dans les travaux de linguistes français (P. Pasi, J. Strak, P. Leon, R. Riho) les termes «style», «niveau», «type», «variante» sont rencontrés [3, p. 14]. Cela implique l'analyse du concept de «phono style» et l'élucidation des approches linguistiques sur lesquelles son interprétation et sa classification sont fondées.

Les origines historiques du style de la prononciation sont la doctrine de trois styles (haut, moyen, bas) dans la rhétorique et la poésie de l'époque romaine, et plus tard dans l'époque médiévale et modernes temps. Au système stylistique du langage littéraire, M. Lomonosov a adapté la théorie des trois styles, qui a décrit leurs

différences phonétiques, grammaticales et différences de vocabulaire et de phraséologie. Ses recherches ont évolué vers une intelligence linguistique plus poussée.

L'analyse des sources littéraires a montré l'existence de telles approches de la définition et de la classification du phono style en tant que: fonctionnel-prosodique, fonctionnel, fonctionnel-psychologique / socio-psychologique.

Ainsi, L. Chtcherba, V. Dressler, J. Khjufhard, P. Passi et D. Djoounz ont confirmé que, sur la base d'une approche fonctionnelle-prosodique, il était possible de connaître les principaux facteurs de variabilité stylistique des unités phonétiques dans la parole. Ces facteurs sont la corrélation du rythme de la parole et le degré de clarté de l'articulation, en tenant compte des conditions sociales de la situation et de la nature de la stratification. De ce fait, il existe des styles phonétiques complets et complets (parlé) styles phonétique (L. Chtcherba); lent («lento»), modéré («andante»), rapide («allegro»), très rapide («presto») (V. Dressler, J. Khjufhard); très lent, lent, librement lent, décontracté rapide (P. Passi); style familial rapide, style parlé lentement, style d'appel à un large public, style de scène, style utilisé dans le chant (D. Djons).

La plupart des spécialistes interprètent les styles phonétiques du point de vue *d'une approche fonctionnelle* (R. Avanesov, M. Panov, R. Kaspranski, K. Barychnikova, S. Haidoutchyk, H. Majnhold, L. Boulanin, O. Prokhvatilova, M. Sokolova et O. Velyka, la base de laquelle est le critère d'exécution phonétique de la parole en fonction de la sphère et de la situation de la communication, de la finalité de la communication, du statut social du locuteur et des fonctions exercées par la parole dans le processus de communication. Dans ce cas, il s'agit de la corrélation de phono styles avec les styles fonctionnels, après tout, pour mettre en évidence ce dernier car la sphère de la pratique sociale et linguistique des personnes est l'une des plus importantes. De ce fait, il existe de telles classifications de phono styles: 1) neutre, élevé (livre), parlé, spacieux (R. Avanesov, M. Panov); 2) déclamatoire, oratoire, narratif, parlé, indifférent (K. Barychnikova); 3) solennel, scientifique et

affaires, officiel, ménage, parlé (S. Hajdoutchyk); 4) élevé: niveaux élevés et moyennement élevés, parlé: élevé et négligent (H. Majnhold); 5) complet, neutre, parlé (L. Boulanin); 6) neutre, affaires, publicité, informationnel-journalistique, prédication religieuse, réclamation prononcée (O. Prokhvatilova); 7) informationnel (formel), scientifique (académique), déclamatoire (artistique), journalistique (oratoire), parlé (informel) (O. Velyka, M. Sokolova).

L'approche fonctionnelle-psychologique / socio-psychologique de la compréhension de phono style est décrite dans les travaux de U. Labov, N. Portnov, Ia. Doubovski et O. Krjukova selon lesquels la facilité et la diligence de la parole constituent des critères pour la classification des styles phonétiques. Ce critère est à la base du «style contextuel – tonalité», qui est le paramètre de la société (A. Chvejtser) [3, p. 20]. Certains changements phonétiques sont causés par la gamme de tonalités des styles fonctionnels et la «tonalité est due au niveau d'attention extrêmement important pour la réalisation du niveau phonétique: clarté ou réduction, assimilation et harmonisation, qui sont déterminés par le degré d'attention, la maîtrise de soi de son propre discours» [3, p. 20]. Par conséquent, la personne semble être le sujet de la communication avec ses qualités socio-psychologiques individuelles qui révèlent son statut.

L'aspect fonctionnel de l'approche définie est le facteur social (sphère et situation de la communication, statut social et nature des relations entre les locuteurs; la fonction communicative de la langue et les styles qui se contribuent à se réaliser), et psychologique – le ton ou le degré d'attention qui est directement en corrélation avec la composante sociale. Compte tenu de ce qui précède U. Labov isole les styles phonétiques de discours prudent et facile: N. Portnova – journalistique (haut, moyen, bas), scientifique (haut, moyen, bas), ménage parlé (moyen bas); O. Krjukova distingue officiel, neutre et parlé; Ia. Doubovski – habituel informel, formellement neutre, formellement officiel, informel-familier, oratoire. Nous pensons que pour la classification de phono styles proposée par O. Krjukova et Ia. Doubovski, l'interprétation des styles de prononciation à partir des positions de *l'approche socio-*

psychologique sera plus correcte. Parce que les savants s'appuient sur les conditions sociales de communication et sur la nature des relations entre communicants, en particulier sur le critère du degré de formalisme/familiarité de ces relations.

À notre avis, l'interprétation, la définition des caractéristiques différentielles, les critères d'attribution de phono style sont basés sur le système stylistiques de la trichotomie, c'est-à-dire haut, moyen, bas et leurs différences au niveau phonétique sont prises en compte.

En conséquence, l'une des tâches de la phonostylistique est de clarifier les modifications phonétiques dues à des facteurs extralinguistiques de type socio-situationnel, socio-stratification, psychologique (le domaine et la situation de la communication, le statut et les relations des locuteurs, les fonctions du langage dans le processus de communication), dont la solution est reflétée dans le concept «style de prononciation» («phono style»).

Compte tenu de cela, *le phono style* – c'est le fonctionnement de l'ensemble des unités de segment et des niveaux super segmentaires dans la situation de la parole en fonction de facteurs extra linguistiques.

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PROFESSIONAL TRAINING THE BACHELORS OF FINANCE THROUGH BILINGUAL EDUCATION

Globalization of modern world require new approaches to professional training in the Ukrainian higher educational establishments. So some scientist (Titone, Deshays, Baker) emphasis on importance of using bilingual education methods during the lessons. That is why this publication provides a theoretical perspective on professional training the bachelors of finance with a special focus on the engaging bilingual education in educational process.

We must admit that there are different concepts in bilingual problem. It is impossible to find one definition that can satisfy all the types of combinations of languages, nationalities, grammar rules, political and cultural environments, and all other variables that make bilingualism such a complex and delicate field.

Through linguistic, pedagogical and social researchers, we can define *bilingualism, bilingual, bilingual learner, bilingual education programs*. Firstly, *bilingualism* is the ability of understanding and speaking two languages [4]. The Cambridge Dictionary gives a classical definition of *bilingual* as to be able to use two languages equally well, or using or involving two languages [1]. Skutnabb-Kangas and McCarty also assist the concept of additive language learning. «A new language is learned *in addition to* the mother tongue, which continues to be developed. The learner's total linguistic repertoire is extended» [5].

Meanwhile a '*bilingual learner*' is, in its broad sense, a student who uses their first language (L1) at home or in the community and learns through a second language (L2), for example English, at high school. Their learning may take place in a variety of educational contexts. They may be learning all subjects through the L2.

On the other hand, if they are on a ‘bilingual education’ program, they may be learning only some subjects through the L2. Many scientists therefore use ‘bilingual learner’ instead of ‘second or additional language learner’ to highlight the value of two languages. However, others use ‘bilingual learner’ to refer only to students on bilingual education programs [2].

In contrast, some researchers use a definition ‘circumstantial bilinguals’ as «those who are required to learn another language, most often because their first language (L1) is not the language of the wider society in which they currently live. These circumstantial bilinguals, the majority of whom are immigrants or speakers of minority languages» [3, pp.3-4].

It is important to note that several types of bilingual education for postsecondary education are used. Mainly we adopt the definition of *bilingual education* where involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model. Bilingual education refers to the utilization of two languages as means of instruction for students and considered part of or the entire school curriculum. Some bilingual programs are designed to develop full bilingualism. It means the ability to use two languages proficiently; others use the native language to facilitate the acquisition of English.

According to our point of view, the best programme for Ukrainian higher educational establishments is *Dual Language Bilingual Education*. It is also called *two way*, and occurs when approximately equal number of the L1 and the L2 students are in the same group and both languages are used during the lessons. The aim is to produce relatively balanced bilinguals, which means efficient in both languages. The two languages are to be used in a balanced way in the classroom [4, pp.178-179].

The other type of program that might be adopted is *Immersion Bilingual Education*. It consists of teaching the curriculum in the L2, with the aim of producing efficient bilinguals. This type of bilingual education derives from a Canadian educational experiment in the 1960s. For the higher schools it is better to use *late*

total immersion in case the students have already been fluent speakers in the L2 [4, pp.178-179].

In the conclusion, we may say that career opportunities for Bilingual Bachelor of Finance graduates fluent in both of English and Ukrainian languages are varied. It provides them with professional development points and increased national flexibility. The future financiers might have a particular advantage in government, large business or professional organizations with national or international presences or in any field relating to national or international finance, accounting, business economics, business law or marketing.

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THE PROBLEM OF SELF-REALIZATION OF A WOMAN CREATIVE PERSONALITY IN «TWO DAYS OF LIFE» BY LUBOV YANOVSKA

The problem of self-determination of a woman`s talented personality, her right to self-realization in a patriarchal society has repeatedly become the subject of artistic research in Ukrainian prose. It was inherent not only for literature of the late XIXth and early XXth century but it is still topical. O. Kobylianska, L. Yanovska, Uliana Kravchenko, M. Koltsuniak and others Ukrainian writers on the border of XIXth and XXth centuries appealed to the problem of woman as a creative personality.

L. Yanovska's creativity is scantily explored. But, in our opinion, it is her prose which revealed in the proper way the gender problem of woman creative self-realization in the contemporary society. L. Yanovska, as we got to know from her correspondence, was rather hesitant in case of solving literary affairs. Suppose not the least role her private life was meant. For a long time she lived in the countryside, led a housekeeping, looked after her husband, raised children. Her creative nature could not submit the fact that there was so little time left for literary activities. «I did not have a single minute I could devote to myself for five months...», wrote L. Yanovska in a letter to Hrinchenko in 1906 [1].

That is why it can be argued that the story «Two Days of Life» (1905), shows the need for talent realization, its proper appreciation by society and has an autobiographical character.

In this work L. Yanovska with other women writers of that period O. Kobylianska, L. Yanovska, Uliana Kravchenko, M. Koltsuniak claims that before becoming a mother, a woman must realize herself as a personality.

The story consists of graphically separated two parts, which describe two days from the life of the wife of a wealthy landowner. The distance between these days and the described events is ten years. Such architectonics contributed to the full realization of the artistic design of the writer.

Tragedy of her heroine – the unique, talented artist Anna Mykholayivna – L. Yanovska seeks through the prism of family conflicts, aggressive harassment from her husband, who had grown into domestic despotism. The writer emphasized dramatical situation with the contrast of the natures of the main characters – a gentle, talented, penetrating wife subjected to an infamy and brutality man of cynicism.

From the conversation of the couple in the first part of the story we understand that the decision of the talented painter Anna Mykholayivna to study in St. Petersburg was carefully thought out. However, her husband does not like it, because he needs «funny, mobile, satisfied with everything, grateful young woman with a simple psychology of an obedient wife» [2, p. 218]. The husband speaks irreverently about her enthusiasm in drawing, he always reminds her of women's duties in the family. However, Anna Mykholayivna is not satisfied with the traditional gender roles of a married woman: «But what to do when I can not overcome myself, I have not got power to restrain my dreams when, instead of reality, I am attracted by magic dreams. I do want to be only a woman, a mother, a housewife» [2, p. 222]. Indeed, the desire of self-realization, the development of a talent in that society, was only «a magic dream» for women. Finally, unreasonably accused of adultery, deprived in the case of disobedience the right to bring up a small daughter, the heroine can not withstand psychological pressure and stays with her family, she makes a sacrifice of her talent in favor of married life.

L. Yanovska in the second part of the story does not detail how exactly her heroine has been living for ten years. Depicting her very sick on dryness, on the deathbed, the writer makes shows that in Anna Mykholayivna`s life there were few happy days. She became lonely in her own family. After all, her daughter was indifferent to the mother's sufferings.

But Anna Mykholayivna dares not to give up before her death, to show herself as a free person, she refuses to go to Italy for treatment with her family, despite the persuasion of her husband and daughter.

So, in the story L. Yanovska violated the gender issues of marriage relations, in which the will of a husband prevails, and a woman remains depressed and has no right to prove herself as a person, the tragedy of a creative and a talented woman is in society and family, her self-realization, in the destruction of her dreams. L. Yanovska depicts her heroine in the existential situation of loneliness, isolation. The autobiographical features are noticed in her image.

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FOREIGN LANGUAGE TEACHING METHODOLOGIES FOR PRESCHOOLERS

Early learning of foreign languages causes interest in the linguistic diversity of the world, fosters a tolerant attitude to representatives of other cultural preferences, activates the development of speech abilities of the child, promotes knowledge of the environment.

The purpose of teaching a foreign language to preschoolers is to promote their timely development, enrichment of intellectual, emotional, moral, volitional sphere in the process of formation of elementary foreign language communicative competence. The process of learning English should be a means of preschoolers' socialization, help to reveal their personal potential, taking into account the individual

characteristics. This is indicated in such documents as the European Recommendations on Language Education [3], the Law of Ukraine» About Preschool education», the Basic Component of Preschool Education in Ukraine [1].

In the English lessons at preschool educational institutions, the preschool teacher (*leader of club*) constantly performs the role of the organizer and the lead of the game. Correctly selected games help to form the necessary speech skills in children, to avoid their physical and intellectual overload, promote the assimilation of speech material in situations close to real.

There are a variety of methods for teaching preschoolers English, e.g. : *the game method, the method of full physical response, suggestive method, communicative method, Glen Doman's method, the method of associative symbols, the method of eidetics.*

The theory of the *method of full physical reaction* proves that children easily learn a foreign language when mastering the language begins with the study of commands and physical actions that are performed by them. This method is extremely effective at an early stage of learning a foreign language, because it takes into account the peculiarities of children's physiology, natural abilities of the child. Training by this method is a real game, because when it is used by all participants of the educational process, visual, auditory, motor analyzers are actively involved [2].

Suggestive method of learning a foreign language can be attributed to alternative approaches. L. Lozanov made a huge contribution to the development of suggestive method. He developed such basics of this method as training large units and complexity of tasks. The essence of this method is properly configuring of children's psychological, putting them into a state of complete relaxation. In this state, the memory works much better, and can occur the process the so-called memory over *hyperthymesia*. [4].

Communicative method involves minimal using of the Ukrainian language in English lessons. In principle, the communicative method is not a holistic system

technique. Rather, it is a set of techniques designed to teach effective communication in a language environment. The effectiveness of this method is quite high.

Glen Doman's method is a unique method that allows to develop English speaking abilities of children at early stage. Training in this technique is designed for visual memory: that the pictures and the words written on them will be remembered and will simplify learning to read and write in the future. These cards you can make independently. Glen Doman gave clear recommendations in his books. Cards can be used not only with infants, but also with children up to secondary school age [6].

The *associative symbols method* is a game method, it is the language of movements, gestures, facial expressions, it is the language of our body. This is its main advantage over traditional forms of education. Learning based on the game and fantasy does not burden the child at all, since imaginative thinking is dominant at this age. This means that the child is resting. She tirelessly rethinks a large amount of information. So, the child learns English playing. *Associative symbols method* develops creative thinking of the child, enables complex educational material to turn into a simple, and the most boring to make interesting. This method greatly facilitates the work of the preschool teacher, because it is possible to minimize using of visibility, because all the lexical material is represented by movements, gestures, facial expressions.

Therefore, the specificity of learning a foreign language in the preschool period is that children master it as a means of communication, memorizing phrases and sentences, but do not study the individual components of speech. Methodically correctly organized by the preschool teacher process contributes to a more successful acquisition of educational information by children. Therefore, the role of foreign language preschool teacher is leading in the preschool educational institutions. From the level of his professional training, as well as theoretical, methodological and practical skills will depend primarily on the preschoolers' interest in a foreign language, the degree of mastery by foreign language and, in general, their communicative foreign language competence.

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TEACHER'S THEME IN DMYTRO MAKOHON'S PROSE

Dmytro Makohon (1881–1961) is a talented poet, prose writer, publicist, civil figure and a teacher who worked hard for cultural development and national revival natal nation. His prose (essays, short stories, novel) left rather noticeable trace in the early 20th century for literary process. D. Makohon's creative work is known for a small coterie specialist in literature and readers. It was investigated by O. Prysyzhna, S. Todoryuk, S. Khronyuk who tried to understand his level of literary skill. However, the artist's prose, devoted to the difficult teacher's destiny, is not properly understood by native literary criticism.

Pedagogical work of D. Makohon identified the main theme in his prose. In the collections «School offences» (1911) and «Teachers' merits» (1911), the writer realistically portrayed the lives of rural teachers and school life in condition of the tsarist Austria. Public teachers were one of the most numerous categories of intellectuals in Ukraine and socially exposed. «In his stories, the prose writer sharply condemns the status of public education, writes about teachers rightless, hard working conditions under the protection of an uninterested local government on education development» [2, p. 90].

In his work «First position» D. Makohon depicted lack of money by the example of hero who does not receive a salary for several months. The teacher received a letter from his father who cursed his son for the lack of gratitude because of his promise to help his family with money and it is reinforced the tragedy of situation.

In addition to material difficulties and unsettled household of rural teachers, teacher's life was also complicated by school inspector and country government. These conflicts often ended with transferring teacher to another school. For instance, a teacher from work «Happy way» had been working for ten years in twenty schools but had to change his twelfth place of employment. Educational campaign for awaking national consciousness with the work by T. Shevchenko was the reason his frequent work move. It was the government who kept dark people. Therefore, libertinism was even punished by deprivation of rights to teach. In particular, the character of the work «Getting away!» who «taught people sense» lost his job [1, p. 36].

D. Makohon depicted teacher conflict with members of country government which found a reason to punish «disobedient» teacher, («Deputatsiya», «Konskryptsiya»), tried to humiliate, once again emphasize his rightless («School authority»).

According to the genre features there is no detail characteristic of characters in the works. Still, from dialogues, some feature details, laconic author's words he

presents the image of the teacher, who is honest, frank and dedicates himself to his work. He tries to improve education conditions («Demanding master»), he is an attentive person who is indifferent to peasants and their problems («Deputatsiya», «Konskryptsiya») and full of energy for working to people («Happy way»).

He also paid attention to the relationship between teacher and pupils. In the stories «Love», «Lushe zahrilasia», «By heart » D. Makohon emphasized to the importance of establishing a psychological contact with schoolchildren, bringing out images of prudent, patient, gentle and sensitive teachers for children.

In the best works by D. Makohon the image of nationally conscious national teacher, his relationship with schoolchildren, their parents and government, is the main and a significant part of Ukrainian literature devoted to the teacher's topic.

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GENRE-COMPOSITION AND STYLISTIC PECULIARITIES OF «OUT OF LIMITS OF PAIN» BY O. TURYANSKY

The events of the First World War are presented in prose of many writers from west Ukraine, in particular O. Kobylans'ka, B. Lepky, D. Makogon, I. Sadovy, V. Stefanyk, M. Cheremshina, etc. Osyp Turyansky (1880–1933) in the story-poem

"Out of limits of pain" (1917) exposed the tragedy of prisoners of war. The story-poem is created on the basis of the vital impressions of the author of a stay in the Serbian captivity in the days of the First World War.

In the process of analysis of this work there is a problem of determination of his genre. Z. Huzar, M. Il'nycky, N. Maftin, S. Pinchuk, R. Fedoriv and many other scientists, were engaged in the study of this question. Some researchers called the work of O. Turyansky a novel (M. Il'nycky, N. Maftin) [2, p. 4]. In fact histories of seven prisoners of war are presented in it. Getting in the world of deliriums, each of them remembers the life before the war. However, the work describes several last hours of life of characters, and the plot of the novel reveals the events that are taking place, as a rule, over a long period of time.

Leaning on the thinking of other scientists (R. Plen, S. Pinchuk) [2, p. 4], we can consider the work "Out of limits of pain" of O. Turyansky a poem, because in this genre "...epic (events, subjects, characters) and lyric elements (author experiencing, lyric retreats, lyric hero) join together" [1, p. 332]. From the text of the story-poem we find out about the family, captures, dreams of seven people, doomed on death in the Albanian mountains. But the lyric beginning in an image considerably prevails above epic descriptions. Almost every sentence is framed by poetic rhythmic prose, begins with a paragraph and has the form of verse lines. The storyteller Roman Ohlyadivsky, author's alter ego, can be considered a lyrical hero. Therefore, the genre "Out of limits of pain" is often defined as a poem in prose in the critical literature. The author himself called the work a story-poem.

There are features of expressionism in it: increased emotional expression of feelings, experiences, psychological stress, attention to crisis situations in human life, hyperbolization, metaphorical image. There are many symbols in the work: the sun is life, the higher unattainable power, the center, the tricked power, the act of the "resurrection" of Ohlyadivsky, symbolic birth for a new life, etc. Events are presented through author's perception, the tensions of emotions, and violent reactions to the manifestations of dehumanism in the war.

The composition of the story-poem is fragmentary. The story-poem of O. Turyansky consists of an introduction and five parts. There is a compositional frame in it: the composition begins with requiem for the dead and ends with the thought of the dead brothers. O. Turyansky skillfully included descriptions, reflections, delusions, dialogues and monologues of characters, inserted episodes in the text of the work.

The story-poem consists of microparticles: "Way of death" – the display of a column of sixty thousand prisoners moving on snow-covered Albanian ridges; "Dance of death" is an episode in which seven prisoners dance around the bush to full exhaustion, to burn the fire from the clothes of the dead; "Country of the Sun" – the delusions of disadvantaged warriors about a happy country and harmony in the world; "Christmas holidays" – a picture-vision of the character who finds himself near the house, watching through the window, as a wife with children meets Christmas Eve; "Song of eternity" – a song-hymn of violinist Strantsinger for the victory of humanity over the madness of hunger; "Journey of the dead" – a picture in which the exhausted captives flow into the irregular dimensions of the world [4].

The plot of the story-poem is one-line and concentric, unfolding with profound psychological tension and credibility, which gave the author the opportunity to trace the stages of hero's struggle for life, the victory of the humane on the anti-human world. For the writer, not the plot as a combination of events is more important, but the impression of the speaker.

The work clearly portrays the image of war as a global evil, the road from life to death, both physical and spiritual: "Military hell all turned into ruin ... Man became a beast to man" [3, p. 110]. O. Turyansky violated the problems that were, are and will be topical: war and human life, good and evil, indifference and power of spirit in extreme conditions, superiority of the spiritual over material, etc. The idea of the work is to condemn the war as an absurd bloodshed.

Thus, the component of expressionism is decisive in the story-poem "Out of limits of pain". O. Turyansky deploys the compositional plot of the work through the

prism of the acute subjective worldview of the narrator, revealing the stress of emotions of the characters, their violent reactions to dehumanization of the world during the war, and so on. The author's position is a protest against the war and the collapse of spirituality in the world.

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THE INFLUENCE OF THE LATIN LANGUAGE ON THE MODERN LANGUAGES

Latin belongs to a very broad family of languages which we call "Indo-European", and which we assume spread prehistorically from the emerging cultures of India and the Middle East. It has some affinity with Greek (which was the language of one of the most important Mediterranean cultures of classical times), and as it grew from the distinct language of the district of Latium, it would have absorbed elements of Etruscan and the Celtic languages of ancient Italy [2].

Generally newer languages are seen to be degenerate versions of older ones. But English has often been called little more than a dialect of French. More convincingly it has been called a creole or pidgin of Anglo-Saxon and Norman French. Sometimes, in the development of the languages such as Italian, French, Spanish, Portuguese, Romanian, Romansch, and possibly Walloon, we can spot historical events which influenced them. They are called Romance languages because they derive from the Roman language, i.e., Latin. Cultural influxes and population shifts generally account for the formation of new languages. Latin grew out of the clash between Osco-Umbrian invaders and the indigenous Etruscans nation that we now call Italians. You might, with some justification, call English a "new" language, for the Anglo-Saxon invaders of Britain spoke a language that you would not recognize, but they called it English (or maybe *Anglisch* – the tongue of the Angles). A lost language that linguists call Aryan was the source of a "new" language, called Gothic. That one was the ancestor of German, Dutch, Swedish, Icelandic, English, Norwegian, Frisian, Franconian, and Danish. We call this group – Germanic languages [1]. Let's see the influence of Latin on the English language. Naturally, most of these influences cannot be detected in current English. Nouns now have only two cases, and adjectives no longer agree with their nouns in number, case and gender. Verbs have very few forms and the subjunctive is extinct in all but a few instances [3]. The invasion of the Danes played a substantial part in the neutralization of the Latin influence because their language was not so unlike the language spoken in England at the time of their encroachment as to be unintelligible. Words such as *mother, father, town, tree, grass* were common to both languages. However, though the languages were similar, the endings were different. As the roots of the words were more or less the same in both, Saxon and Dane found that they could understand each other better if the inflected endings tended to be leveled to the same form. Ultimately, they were dropped altogether. It is because of the Danes that English speaking people nowadays say *eggs* instead of the Saxon *eyren*. An examination of

the vocabulary of modern English will show that approximately fifty percent of the words are of French or Latin origin [4].

The languages that these invaders spoke all belonged to the group commonly termed in etymology as the "West Germanic" branch of the Indo-European languages. Whereas each of the three conquerors respectively spoke a distinct language, yet there was a reasonable degree of mutual intelligibility. They did not however, overwhelm the linguistic influences of Latin. On the contrary, it can be said that the two major language groups coalesced into what is frequently termed "Old English". There is no doubt that their major influence was felt in the area of lexis. However, Latin structural precepts can be detected. Old English was an inflected language although not so highly inflected as the former [2]. Thus there were five cases of nouns – Nominative, Vocative, Accusative, Genitive and Dative; strong and weak declensions for adjectives (each with five cases); there was a full conjugation of verbs – even including the subjunctive – and there was a system of grammatical gender. Thus in Old English, *fot* (*foot*) was masculine, yet *hand* was feminine and *headfod* (*head*) was neuter. Nevertheless, despite this tremendous French element, English remains fundamentally Anglo-Saxon, for though it is easy enough to make sentences on ordinary subjects without using a single word of French or Latin origin, it is practically impossible to make even a short sentence without using Saxon words. So, in spite of the great Latin/French influence, it is possible to evidence that the English language is basically Saxonic [1]. Latin is the origin of some European languages, e.g. French, Italian, Spanish, etc. (the Romance languages). However, Latin is closely related to other Indo European Languages and shares many words with the majority of present-day languages.

In conclusion we can say that Latin has been called a dead language, because nobody speaks it conversationally anymore. Latin is more like a ghostly language. It's technically dead, but we use it nowadays. Latin played a major role in European history. It was, for a long time, the primary language of the Western world. It was

one of the first great literary languages of Europe. It was spoken by millions, and influenced the rise of other written languages [5].

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IMPLICITNESS AS A LINGUISTIC CATEGORY

In modern linguistics there is no general view on the conceptual definition of such category as “implicitness”. Mariam Webster Dictionary gives the following interpretation to this notion:

- 1: *a*: capable of being understood from something else though unexpressed;
b: involved in the nature or essence of something though not revealed, expressed, or developed;
- 2: being without doubt or reserve: *an implicit trust* [3].

The linguists understand implicit as: the role of the hidden inlanguage functioning (V. Baghdasaryan), the type of conceptual relationships based on the reflection of real dependencies in mind (M. Nikitin), understanding additional

meaning or emotional value (V. A. Kukhareiko), formal blandness of deep statement elements, which can not manifest itself with words, morphemes or phrases (S. Katsnelson), manifestation of asymmetric dualism of language signs (T. Spilman), a universal category of language and speech, the meaning of which is realized through links with corresponding explicit units (N. Ivanyshyn), the hidden or deep layer of second-guessing content, which is understood in communicative processes due to explicit context and other factors (V. Dolbina), the expressing of different information by indirect explicit meanings, which is second-guessing by native speakers in communication process (L. Nevidomska).

There are different approaches to the definition of implicitness as a linguistic category. Researchers focus on the inter-paradigmatic study of latent meanings in linguistics. Scholars interpret implicitness in linguistics differently, emphasizing its various aspects:

- grammatical – implicitness is studied in connection with studying morphology and syntax;
- linguistic-multilevel – implicitness is projected at different levels of the linguistic system;
- text-discursive – implicitness is considered as a structural-semantic connector of text segments;
- communicative – studying representation of latent meanings in the perspective of interactions between communicators;
- logical and linguistic – qualifies implicitness as a special way of expressing opinions by language means [2].

Yu. Ilchuk identifies the following features of implicitness as a linguistic category: non-obligatoriness of its identification, secondary character of its meanings, a special way of expression, presence of main sources of identification such as subtext, implication, presupposition, discourse implicature, the ability to be a semantic link in the text [1].

The classical means of expressing the implicit also must be noted, among them: reduction, abbreviations, allegoric meaning of words, using common nouns in singular content, pronouns, logical stress, questions, partial sentences, entememes (deduction in which one of its judgments is implicit); examples given to confirm another opinion, and the diplomatic language.

So, implicitness as a linguistic category is connected with the explicit expressing a linguistic unit, meaningfully “processing” within the framework of certain lexical, morphological or syntactic means. Its ability to acquire “a form” within the explicit meaning indicates the integration of superficial and underlying levels of its measurement which are not contrasted, but syncretized within a single language value, coexisting in parallel, in dichotomy. Subtext, implication, presupposition and discourse implicature are the media of connotational information. This information promotes the disclosure of deep text content, identification of encoded ideas, forms conflicts, progress in plot development, creates images and microforms.

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**FEATURES OF IDENTITY CATEGORY INTERPRETATION IN THE
LITERARY WORKS OF THE MODERN JAPANESE WRITER HARUKI
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Every person is born and lives in a certain cultural, economic, social, and professional environment. The process of relating oneself to a certain group of people for one reason or another is an identification, the result of which is identity. Identity expresses the idea of constancy, similarity, individual's continuity and self-consciousness, the result of one's own self-awareness and self-assimilation to the society where other people live. Throughout time, writers treated the category of identity in their creative writing.

For centuries Japanese literature was generally unknown in the world. There were serious reasons for that: language learning difficulties, cultural barrier, differences in mental and artistic traditions, etc. Themes and motifs that appear in the literature at the beginning of the 21st century destroy misunderstanding between existing literatures, regardless of traditions, languages, cultures, and mentality. We mean, first of all, the category of identity, which has united both Latin-American, Western European and Japanese literatures. Haruki Murakami (born in 1949) is a strong supporter of bringing East and West together.

The translator, I. Dzyub, adapted Haruki Murakami to the Ukrainian cultural space. However, literary and historical comprehension of Murakami's work is mostly the prerogative of Russian researchers D. Kovalenina, T. Kasatkina, H. Chkhartishvili, E. Yermolina.

Haruki Murakami is a prose writer, who prefers two polar artistic forms: narration and novel. The skill of writing each of them is originally underlined. He prefers both puzzled intriguing plots and extremely simplified narrative techniques.

The central theme of his works, which became the leading one, is the theme of loneliness as a natural state of man in certain periods of life. The loneliness in author's interpretation has different manifestations, causes and consequences. For example, the story «Tony Takiya» tells about loneliness and fatality. In the post-war Japan, the hero remained in complete isolation due to his father's strange whim, who gave the son an English name. Loneliness since the very childhood, was a constant dominant, despite of all Tony's efforts.

Particular attention should be paid to the novel «Wonderland Without Brakes and the End of the World», which is based on a small story «City with a ghost wall», written five years earlier. The novel subject had a great impact on the author, but for a long time he was unable to find a version of its true representation. The author makes the reader think about the existence of another world within our body. We, people, are constantly dependent on both the interior consciousness and the outside world. This double dependence that makes us to be sick, to suffer, to destroy our precious «ego». The heroes of the fascinating and strange author's novels do not correspond to the stereotypical image of modern Japanese as «inexhaustible laborers». These are dreamers, introverts, whose preference is classical and pop culture. They «strong inclinations to mysterious women and participating in netherworld intrigues» [1].

As the writer admitted, «the return to the origins», that is to the specifics of the Japanese way of thinking, began in the period of his four-year stay in Princeton, when the «Chronicles of the Flock Bird» were being written. In addition to the impressive progress in mastering English, his stay in America gave Haruki Murakami a huge emotional charge, which he could not describe even now, when the time passed after his return to Japan.

Murakami is a writer who uses the international form of narration, but fills it with his personal fantasies, his own material [2, p. 341]. Traditional genre in Japan was the «Siso-Setsu» - a kind of diary notes, «a novel about oneself» [3, p. 23]. Murakami's stories were different from the «Siso-Setsu». Only a few critics

recognize him as a writer. But the Japanese literary reformer is pleased that he has found his reader. Haruki Murakami writes mystical stories, although he is a realist.

Lately Japan and the fate of its «little man» is urgent for the writer. The majority of his heroes are lonely people. However, they have their own style and desire to survive. They do not know what for they live and what their goals are, but they know that they must live. It is a peculiar stoicism, that is, to survive only at the expense of their obsession. Sometimes this position is associated with a postmodernist view of life, that is, to live a meaningless life strictly to their own taste, in their own style.

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LEXICO-SEMANTIC FIELD AS A STRUCTURAL ELEMENT

The semantic field is a system through which semantic changes in language are studied. The field theory is more than a hundred years old, but this does not diminish the curiosity of scholars to its research. At the end of the nineteenth and early

twentieth centuries some scholars wrote about the regularities of semantic relations between language units and the systemic nature of vocabulary (O. Potebnya, M. Pokrovek, R. Meyer, G. Ipsen, etc.).

Such features as interdependence of elements, structural organization, and the ability to intersect with many lexico-semantic fields and other structured lexical groups (subject fields, etc.) indicate the systematic character of lexico-semantic fields.

A detailed analysis of literature on the theory of lexico-semantic field proves that today in linguistics there is no unanimous opinion about its definition. However, among a large number of interpretations of this rather complex linguistic phenomenon we, following many scholars, define the lexical-semantic field as a collection of lexical units that are united by the similarity of the content and reflect the conceptual, substantive or functional similarity of the phenomena [3, p. 380; 2, p. 265; 1, p. 99; 7, p. 20].

According to N.O. Mech, three types of meaning can be distinguished among the LSF components: 1) semantic features, which form elementary, non-integral semantic units (differential lexical values); 2) the main lexical meanings, which represent a combination of semantic differentials; 3) additional lexical meanings (semantic differentials of the word-formation) [4].

Different views on the theory of LSF led to the existence of a number of terms with ambiguous interpretation. Thus, in addition to the term "lexico-semantic field" in the scientific literature there are such terms as: lexico-semantic group, the thematic group, and it should be noted that there is still no clear distinction between them, since, according to some researchers they are used interchangeably [3, p. 381].

The semantic field is characterized by the following basic characteristics:

- 1) existence of semantic correlations between its parts;
- 2) systemic character of these correlations;
- 3) interdependence of lexical units;
- 4) the relative autonomy of the field;

- 5) the continuity of the designation of its semantic space;
- 6) the interconnection of semantic fields within the entire lexical system.

In addition to the syntagmatic, paradigmatic relationships (relationship of identity, opposition, inclusion and intersection) that exist in the LSF, hierarchical organization that involves the separation of the core structure is also characteristic of it. According to J. Sternin, nuclear elements of the field are consolidated around the dominant component (the words of the representative of the LSF) and are more used in comparison with the peripheral elements [6, p. 38]. Speaking about the periphery, it is more numerous and has a zone division by the degree of remoteness of its elements from the core [5, p. 182].

Consequently, in the structure of the semantic field, one can distinguish the following parts:

- 1) the core of the field represented by the generic sem, the component around which the field is expanding. Since the kernel is a lexical expression of meanings or semantic features, it can replace each of the members of the paradigm, being the representative of the whole paradigm;

- 2) the center of the field consists of units that have an integral, common with the kernel and with each other meaning;

- 3) the field periphery consists of the units that are most remote in their meaning from their core. They detail and specify the main meaning of the field. Typically, peripheral elements are in application with other semantic fields, while forming the lexical-semantic integrity of the language system;

- 4) the field fragments are vertical nuclear and the center-peripheral structure, which in its semantics forms a separate hyper-hyponymic structure of the same type / varied type.

Consequently, in modern linguistics, the lexical-semantic field is defined as a hierarchical structure, which consists of a large number of lexical units, which are united by common values. The basis for combining words in lexical-semantic fields are verbal associations that reflect the connections between objects in the surrounding

world.

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LINGUISTICS AND GENDER STUDIES RELATIONSHIPS

Gender today is a recognized social and cultural phenomenon and its relations are reflected in the language. Linguistic gender studies are a rapidly developing field of science investigating the complex of biological and linguistic characteristics, social roles, peculiarities of psyche and behavior formed in the socium that distinguish men

and women. It actively uses data from sociology, psychology, cultural studies, anthropology, intercultural communication, etc. Language is an important part of human consciousness, so linguistic gender studies focus not only on gender influence the communicative behavior and language use, but also on the language tools for creating gender identity.

Having analyzed the concept of gender, linguists found out that it has long gone beyond the scope of grammar. This phenomenon is widely regarded as a sociocultural, discursive and psycholinguistic phenomenon.

Linguists became interested in gender issues since the 1960s. Ernst Bornemann, Fritz Mauthner and Otto Jespersen explained the gender differences in language by their social and historical reasons. There was a theory of contrasting “female cooperation” with “male competition” in linguistic behavior. Dale Spender in her “Man Made Language” acknowledged that “Language is our means of classifying and ordering the world: our means of manipulating reality. In its structure and in its use we bring our world into realisation, and if it is inherently inaccurate, then we are misled. If the rules which underlie our language system, our symbolic order, are invalid, then we are daily deceived”. But the language, she emphasized, “is that of the male-as-norm” [4]. Researchers note that all levels of the language system are gender-labeled [2].

Studying language and gender relationships and peculiarities in male and female verbal behavior they distinguish between three main approaches [1]:

- a merely gender-based approach is limited to the interpretation of exclusively social nature of male and female language and is aimed at identifying the semantic differences that can be explained by the redistribution of social domination in society;

- the second approach scientifically reduces “female” and “male” language to the peculiarities of woman and man linguistic behavior.

- the third approach emphasizes the cognitive aspect of these differences. In the framework of this approach, it is more significant to find out the features that are difficult to explain, because they go beyond the standard than to determine frequency of differences and operating its indicators [3].

Gender linguistic studies are divided into two groups of questions:

1. Gender rendering in a language: a nominative system, a vocabulary, a syntax, a category of gender, etc. The purpose of this approach is to explain and describe linguistically existence of people of different sex, to identify linguistic mechanisms of this process.

2. Language and, in general, communicative behavior of men and women: means and contexts of gender constructing, social factors and the communicative environment affecting the process [1].

There is a general agreement that a typical man is aggressive, enterprising, independent, dominant, has business skills, makes decisions easily, keeps his emotions in check. These characteristics determine the purpose of male communication.

A woman as a participant in social communication is by nature an actively verbal personality, traditionally attributed to talkativeness. She has an urgent need to communicate at any age. The higher verbal activity of women scientists tend to explain by physiological features. Linguistic talent of women is in their quick learning the language, they can quicker perceive and respond the said [2].

1. There is a number of phonetic and phonological differences between male and female speech. Women are considered to be more expressive and emotional, they often express their emotions through intonation often express their emotions through intonation. Men prefer lexical means. Their voice, due to a wider range and strength, sounds weightily and forcefully.

Thus, the communicative behavior of men and women is different because of gender stereotypes, which are based on different value systems, typical of a particular society at a certain time. However, these differences make it possible to speak only about language styles – male (masculine) and female (feminine), which do not always correspond to the biological sex of the speaker. But the society actively instills the individual with rules and standards of man and woman behavior, and we

must know these peculiarities and take them into account in the process of communication.

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IDENTIFICATION OF SCIENCE WORK AUTHORS

The author of a scientific text is a person who meets three criteria: design work on a scientific text, including the collection of material, analysis and interpretation of data; writing a scientific manuscript, or part of a manuscript; approval of the final manuscript. All described features of the author of a scientific text were formed in the paradigm of the author-creator, but because the author of a scientific text is theoretically determined quite easily – who wrote and signed a scientific text is the author, the further development of the category of scientific text author occurs in the paradigm author's legitimizing – in practice, the definition of the author is complicated by the mutual assistance of scientists to each other. The author of a scientific text, in contrast to the creator of a work of art, works with factual material — not a place of fiction, reflection — the author is a real person, but doesn't show

anything; the focus is on the material of the text, the importance of the author is determined only when submitting research material to print. Therefore, the possibility of determining the author of a scientific text is possible by referring to the authorization category — the author's manifestation through the lingual indicators of the author's presence.

In scientific publications of the late Middle Ages and the Renaissance period, authorship, as a rule, was anonymous and collective, it turned out in the development of the anonymous author and collective author's paradigms with assigned sponsors (church or king). In the Modern Age – the twentieth and twenty-first centuries, the category of the author of a scientific text has evolved significantly [2] – the author of the scientific text is legitimized, the author performs the work independently or in a team and develops accordingly within the author-creator and the collective author. Readers of scientific publications want to know not only who sponsored the research, but who did the work. Transparency (that is, full disclosure of information) is now considered a moral responsibility, and many scientific journals introduce mechanisms to increase transparency in specified authors, co-authors and sponsors of scientific research for a more productive exchange of information among scientists and to establish authors' responsibility for the data provided.

With the definition of the concept of the author of a scientific text, there appears a wide range of problems – about the necessary qualifications for the author of a scientific text, as well as the procedure for listing the authors, if there are several of them. Not a single question is more omnipresent and controversial than the question of authorship of a scientific text – authorship is often abused in the scientific literature. The definition of the authorship of a scientific text is important – leading to grants, a workplace, and a scientific reputation.

The author's repression paradigm, characterized by a decrease in authorization, also works for a scientific text – the author of a scientific text is personified, as if trying to distance himself from the text, giving greater objectivity to the message. The representation of authorship in scientific discourse depends on the level at which

scientific intelligence takes place: it is known that many scientists in scientific texts avoid using even the academic author's "we" by choosing passive constructions.

Modern scientific text requires the author [3, p. 172], but there are various types of scientific authorship, which is important when presenting the final material. The author of a scientific text can be represented individually, impersonally, as an organization or team. Collective authorization is reflected by collaborators, who are responsible for specific parts of the work. All persons who have contributed to the work, but are not authors should be named in the part of gratitude with an indication and description of what they did. All those who are listed in this way should understand this. Some scientific journals (mainly in the United States) require the enumeration of all the named persons [1, p. 33]. The list of authors is consistent, there is a correct order in which the authors are listed.

So, the author of a scientific text is represented by the main (individual) and collective type. The individual author of a scientific text is easily determined through his participation in the study and presentation of the final material in print. Collective authorization is manifested in the texts with the participation of co-authors, who perform certain scientific work and are united in the presentation of the final scientific text.

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Section Two

NEW CHALLENGES IN TEACHING METHODS

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USING INTERNET DURING THE PROCESS OF FORMING FUTURE PRIMARY SCHOOL TEACHERS' ENGLISH SPEAKING COMPETENCE

Our rapidly changing world is influencing the way we use technologies in all spheres of life including education. It becomes natural to introduce Information and Communication Technologies (ICT). There are numerous types of ICTs and sometimes their choice might seem difficult for teachers and learners. However, nobody would disagree that technologies are helpful in an educational process, especially in learning a foreign language as they are highly motivating, always at hand and can provide extra language practice (Chinnery, 2014).

Today we can hardly imagine a language learning lesson without the use of a certain type of ICT. This all makes sense because we live in the 21st Century when technologies change at a lightning speed and sometimes our ability to get information depends on how skillfully we use new technologies (Motteram, 2013).

In addition, it is worth mentioning that over the last couple of decades, learning has gradually been moving from a teacher-centered approach to student-centered

(Mullammaa, 2010), which is topical for a Ukrainian teaching context. The development of ICTs in ELT creates the possibilities for both teachers and learners to use such ICT tools as platform learning, VLE, e-learning, etc. that allows them to combine the principles of blended learning with the traditional mainstream teaching.

The integration of ICTs in a teaching and learning process has been widely discussed by many researchers, including education practitioners in ELT (Bax (2011), Warschauer and Healey (1998), Dudeney and Hockly (2012), Fereshteh and Davood (2017), Walker and White (2013), Ur (2012), Stanley (2013)). They notice that ‘developments in technology since the 1980s have directly affected ELT materials and practice in a number of ways’ (Dudeney and Hockly, 2012, p. 541).

In language learning ICTs allow using combinations of text, graphics, sound, video and animation controlled, coordinated, and delivered on the computer screen. They make users actively engaged in the presentation of information, not only remain passive observers. The possibility to use the Internet expands the classroom context and provides access to current, up-to-date authentic materials, bringing more variety into the classroom and stimulating interest in the culture of people whose language they study.

Dudeney and Hockly (2012), Healey et al (2008) as well as Tomlinson and Whittaker (2013) suggest several advantages of ICTs in ELT. Among them are the abilities for teachers and learners to get access to a large number of language learning materials online, take part in online communities and produce their own online content. In addition, teaching a language with ICTs is also flexible. It is obvious that it can create a multimedia language environment for the purpose of conducting language teaching. Students who are having problems in understanding materials in class can use technologies to contact their teachers in social networks, receive answers by email (Shyamlee and Phil, 2012, p.150) or have constant access to online materials for their individual support.

Language education is an area where various online courses, open-access resources, virtual platforms and social networking sites based on ICT are being

increasingly used to provide learners with an access to information, promote their interaction and communication as well as improve their digital literacy skills, to train language skills, e.g. listening, writing, reading, speaking, and to scaffold vocabulary acquisition. The development of the Internet and various types of ICT leads to introducing different forms of online language education varying from online and/or blended courses (e.g., MOOCs), platform learning and e-learning (e.g., Moodle) to providing special software (e.g., language games, quizzes or dictionaries). Many researchers admit that ‘the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many’ (Shyamlee and Phil, 2012, p. 151).

Since English language teaching has been constantly evolving it is crucial for teachers to be aware of technologies that have had an impact on the teaching and learning process in recent years. In this case, online technologies allow teachers to develop professionally. For instance, Chia Suan Chong who was blogging from the live-streamed ELTons awards in 2016 (www.britishcouncil.org) made the list of the latest innovations in ELT. The below mentioned ICTs give the opportunity for students and teachers to think, create and reflect on their collaborative work. The abundance of resources might seem striking:

- Digital platforms (e.g. Edmodo) can help to create learning environment for teachers and learners.
- Google Docs became indispensable for collaborative writing.
- Online corpora can help to get access to text collection as well as authentic texts and speech.
- Online CPD (continuous professional development) meet learners’ and teachers’ need to form online communities similar to global staffroom for sharing ideas.
- Mobile learning and BYOD (bring your own device) enable us to get access to various apps on the go and (e.g. WIBBU, Luke’s English Podcast, EFL

Talks) allowing learners to practice language skills at any time in any place.

- The IWB (interactive whiteboard) helps to control the classroom activities (e.g. presentation software, listening, saving and printing activities).

Apart from opportunities, such fast development of various tools might present a number of challenges. That is why it is important that the use of ICTs should be introduced and supported in a pedagogical approach that best caters for the needs of a language learner.

Based on the literature review, I might highlight some of main advantages of using ICTs in the classroom which are the following:

- learners engagement
- novelty and creativity
- improvement in academic ability
- a paradigm shift in teaching and learning
- an assessment shift
- collaborative learning enhancement.

With the help of ICT teachers and learners can create their own interactive materials meeting their own needs and interests and they may have constant access to them providing more flexibility for learning.

Computer based concept mapping with automated scoring can be used for summative assessment of critical and creative thinking about complex relationships.

Enhanced learning through social interaction facilitates a platform for discussion and brainstorming, collaborative writing, shared reading, peer teaching and problem solving.

Additionally, technologies in ELT can offer ways to present, engage, express, and assess student understanding and acquisition of language as well as literacy skills (Sharndama, 2013). The benefits of adding computer technologies into the language classroom may include: the fun factor, variety in the available resources, large amounts of language data and ‘real-life skill-building in computer use’ (Warschauer and Healey, 1998, p. 58). What is more important, ICT is helpful in

learning vocabulary (Walker and White, 2013).

However, the integration of technology into the language classroom cannot be devoid of problems. Thus, before implementing ICTs in the daily ELT practice it is important to take into account the disadvantages they may have. There are some concerns about integrating ICTs into the language classroom. The most common ones which were admitted by (Walker and White (2013), Min Pun (2013), Jarvis and Szymczyk (2010), Stanley (2013)) are:

- lack of access and hardware
- lack of time for training
- lack of effective training
- teacher's attitude
- student's attitude.

The lack of computers and software can seriously limit what teachers can do in the classroom with regard to ICTs. On the one hand, lack of access to ICTs entails poor teaching practice but, on the other hand, teachers need more ICT training. Sometimes they should be trained more effectively because most of their students are skillful with ICTs.

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GAMING ACTIVITY AS A MEANS OF SENIOR PRESCHOOLERS' INTEREST RAISING TO LEARN ENGLISH

Current integrating processes, Ukraine's entering into the European educational space, international exchange of information in various fields of knowledge largely affect the improvement of the status of a foreign language as an important means of communication and educational subject, which requires the reform of language education at various educational levels.

An important result of the introduction of changes in the system of language training at the nowadays was the transfer of foreign language learning from adolescence to preschool age, as a sensitive period for mastering foreign language communication. To start English language training is advisable only when the child has mastered his/her native language and is interested in English lessons. Otherwise, it is advisable to postpone the beginning of learning English for a certain time. It should be taken into account that the end result (*competence*) of mastering English by preschoolers includes the following components: *speech* (ability to listen, speak); *language* (knowledge of phonetics, vocabulary, grammar and skills of operating them

in oral speech); *socio-cultural* (basic knowledge of the country of native speakers, as well as the features of their language and non-linguistic behavior in certain situations of communication).

In the study of a foreign language by preschoolers there are a number of specific difficulties, because preschoolers still lack the actual and actual motives of mastering a second language. The formation of such motives is hampered by the fact that the natural language environment stimulates the processes of mastering the native language greatly, while mastering a foreign language remains an insufficiently motivated type of cognitive activity. The educational process of the learning English by preschoolers is built internally as satisfying educational, games, personal, psycho-physiological needs and capacities of the child [2].

Scientists believe that the only way to form interest of preschoolers and the desire to learn English should be a game as the game activity in preschool age is leading.

O. Nehnevyytska is sure that every English lesson will be interesting, exciting, productive, if it's carried out in the form of the game [1]. In order to raise interest of senior preschoolers to learn English there should be used forms and methods based on the use of various components of gaming activities in connection with implementation of various exercises and techniques such as questions, demonstration of a variety of concepts, indication, explanation, etc. The basis of the game plot is life experience, specific activities with objects-toys, actions in game situations, improvisation of children. The solution of didactic tasks should be associated with the implementation of subject activities, movements, training pronunciation, speech, listening to music.

When using game techniques language material is absorbed unnoticeably, and with it there is a sense of satisfaction. An outstanding researcher D. Elkonin emphasizes that the game is social by nature and designed to be a reflection of the adult world. «When using game reception, the character of a child, his/her views on life as well as ideals are revealed» [2, p. 14]. The structure of the game reception as

the process includes: the role taken by players; game actions as a means of implementing these roles; game use of objects, i.e., replacing real things with game, conditional ones; real relationships between the players; plot (content) i.e. the area of reality, conditionally reproduced in the game.

Pedagogical conditions for improving the efficiency of educational activities of preschoolers at English lessons by means of gaming activities are: taking into account the age and the individual characteristics of preschoolers; performing by the preschool teacher the role of an organizer and leading participant of gaming activities; accounting for children's experience of participation in the role-playing, theatrical games, games with the rules (didactic, mobile, musical, folk, computer, etc.); preventing the transformation of English lessons to the game entertaining.

Therefore, in order to raise and form the interest of preschoolers to study English by means of play activities the preschool teacher must: to choose the necessary game, to organize children's play activities taking into account age characteristics and requirements of the program, to avoid direct learning and management of gaming activities, to get children interested into the plot of the game.

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FORMATION OF ENGLISH COMMUNICATIVE COMPETENCE OF ELEMENTARY SCHOOL PUPILS BY MEANS OF SMALL FORMS OF ENGLISH FOLKLORE

Foreign language communicative competence is an integral characteristic of professional activity and involves as activity component and communicative. Therefore, foreign language communicative competence of students is derived from the set of key competences: linguistic, discursive, strategic, cultural, pragmatic (social), linguopolitano, social-informational, personal (personal, individual) [5, p. 16].

Primary school pupils shall be laid the foundations of communicative competence . It is necessary and sufficient for their further development in the course of learning a foreign language in high school [4, p. 13].

For children, the language of the hythmic poems, backed up by appropriate movements, can be fun and help to speak. For example, songs like «Hands up», «Nick and Andy», «One, One, One», «Anna Elise» counters. For example:

Anna Elise, she jumped with surprise;

The surprise was so quick, it played her a trick;

The trick was so rare, she jumped in a chair;

The chair was so frail, she jumped in a pail;

The pail was so wet, she jumped in a net;

The net was so small, she jumped on the ball;

The ball was so round, she jumped on the ground;

And ever since then she's been turning around [7, p. 15].

Folktales are available in different lengths with different levels of language complexity but it is very rare that we can find folktales that are ready for use and do not require any modification [6, p. 12]. This is because folktales were not created to be used to teach languages.

The communicative competence of younger schoolboys is an ability of the student to cognitive, practical, motivational, reflexive and behavioral lexical activities

based on the presence of a certain vocabulary within the age period, adequate use of lexical items, appropriate use of figurative expressions, phraseologisms [1, p. 11].

Children are afraid to use the rhyming structure or the folk position. Folk material has to be limited to small genres: proverbs, sayings, tongue twisters, poems and songs of Mother Goose. This material reflects the history, customs and culture of the English sufficiently for elementary school students [2, p. 138, 153].

Stories, in general, and folktales, in particular, bring a holistic approach to foreign language teaching and learning. Through the stories, learners acquire more than just language knowledge and usage and have opportunities to hear and use language in meaningful, engaging ways. Story-based teaching helps children to develop an appreciation as well as an enjoyment of literature and also it supports the development of all of literacy, oral and social skills at the same time [3, p. 3].

Through folktales, which often have happy endings as the good, the honest, the hard-working and the brave win respect and love while the bad, lazy, and dishonest are punished, children develop their own understanding and appreciation for good, positive values and characteristics. Children can enjoy great works of folklore and discover their own role, identity and responsibility through folktales [3, p. 5].

Another type of folklore is a song. Songs and other musical works stimulate monologue and dialogue statements. It which is the basis of development of speech activity of children. Songs can promote the development of prepared and unprepared broadcasting [6, p. 15].

So, folklore is a valuable tool in teaching English as a foreign language to young learners. It provide authentic, rich, meaningful input and facilitate the process of acquiring the target language. Undergoing constant emotional, physical and cognitive growth and with limited living experience and little knowledge about the wider world, children can benefit greatly from stories which provide a context for them to construct meaning from the language used. Moreover, schoolchildren have a great opportunity to enjoy engaging content as well as to

gain knowledge of the language. The use of folklore will help to provide high density and efficiency, and will have an effect on the development of the lexical competence of primary school children.

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THE PROBLEM OF PRESCHOOLERS' CREATIVE ABILITIES DEVELOPMENT BY MEANS OF CREATIVE GAMES NATURAL CONTENT

Quality preschool education today is a process of natural potential actualization and development; childrens' abilities and behavior improvement, creation of favorable conditions for achievement of physical, mental, social maturity. Among the scientific and psychological problems that not only have not lost their relevance throughout the cultural and historical development of mankind, but also acquire special importance in every civilized and progressively oriented society-is the problem of creativity. The modern growth of interest to the problem of creativity is due to the intensive dynamics of socio-economic processes. The changes that take place in the society give rise to new requirements in education to childrens' preparing for schooling.

Now in pedagogical science there is no consensus on the «creativity» definition. Its essence is defined as: *certain individual psychological characteristics of the person and the basis for easy assimilation of knowledge and rapid acquisition of skills* (B. Teplov); *the highest degree of general abilities' development; personal superstructure over the general abilities that arises as a result of reflection of effective and operational abilities and is the basis for development of individual strategies of activity* (O. Muzyka); *integrative property of personality that is conditioned by motivational, cognitive, communicative and reflexive components* (K. Platonov, B. Ananiev).

Childhood, especially preschool, is the only period of life when creativity can become a universal and natural way of human existence. Numerous scientific studies of different times show the endless possibilities of preschoolers, so the leading psychological and pedagogical problem is to create these favorable conditions for the stimulation and direction of personal development. For the preschoolers in order to learn the ways of orientation in the surrounding world, to highlight and fix the

properties and relationships of objects, to understand this or that action, multiple repetitions are necessary. L. Vyhotskyi considered the game as a favorable environment for a child emergence of cognitive forces, as a basis for the transformation of game actions in the mental, leading means of training and education [2]. Didactic game allows to provide the right number of repetitions on different material, in that time maintaining an emotionally positive attitude to the task. Teaching children during the game, a teacher tries to convey the main didactic task, which is the content of the game, and corresponds to the educational purpose of the lesson, is understandable for children, contributes to the maximum activation of mental activity [2]. The game is a natural, free form of activity of preschool children, which is achieved by the environment, offers a wide scope to identify their own activity. The phenomenon of play throughout the history of mankind has attracted the attention of prominent thinkers, philosophers, sociologists, psychologists, teachers. Each stage of the humanity life history has vision on the play activities' influence on the personality development and formation. The scientists emphasized developmental and educational value of a game, celebrated capabilities in the knowledge of man himself, showed influence on the development of a creative personality in the process of play activities, focused on the importance of the game in the process of personality cognition of the abilities.

Creative games contribute to the child's self-expression, individualized reflection of reality, the formation of a holistic picture of the world in his mind. They give preschooler the opportunity to influence the events and phenomena actively, which are interested to him and in which he wants to participate. Such scientists as L. Venher, P. Zinchenko, K. Ushynskyi devoted attention to the influence of the game on the development of preschoolers' creative abilities; they noted that in the game children are looking for not only pleasure, but also strive for self-affirmation through an interesting and important occupation for them. In the game, a child seeks to live, feel and act. The game is a kind of activity that gives a child the keys to understanding his «I», and is also the first stage in the implementation of an

individual approach to the upbringing of a child. Extremely effective means in the process of preschoolers' creative abilities development is a creative game with natural science content. The value of these games is that they will not only develop the children's creative abilities, but also contribute to the consolidation, systematization and generalization of preschoolers' knowledge about nature. In scientific researches of O. Yankivska and L. Artemova it was proved that the didactic games with natural content using, with the appropriate preparation of children and in a certain system allows to form strong knowledge in children, systematize them, bring to generalizations, develop thinking and language [1]. According to O. Jankivska, a didactic game becomes a form of game-based learning only when didactic tasks are given to children not in the direct form but they are closely connected with the game action. A didactic task must be hidden from a child. It makes a game a form of unintentional learning of children [3]. We agree with the opinion of the researcher, but the role of the didactic game with the natural science content is not limited to this. Knowledge, abilities, skills are acquired the more fully, more widely they are applied in practice, in various conditions. We believe that didactic creative games with the nature content must not just fill free time of children, but be purposeful pedagogical means of preschoolers' creative abilities development and the extension of consolidation and systematization of the received knowledge about nature. An example of a natural creative game is the game «Journey to Wonderland». The game is built in such a way that it provides each child the opportunity to test their strength in the competition for ingenuity, survive a situation of defeat or success. E.g., the group is divided into teams that «travel to the Wonderland». They visit Spring, Summer, Autumn, Winter, solve puzzles, perform various tasks (to make guesses in drawings, applications or crafts clay), and answer questions related to seasonal changes in nature. Moreover, it is necessary not only to guess, but also to explain why in one way or another thinks a child. During the journey, children receive additional knowledge about natural phenomena, life of flora or fauna, which is generally very interesting for children. However, creative games

with natural content are not often used and paid attention to in the educational process of preschool educational institutions. This is explained by the fact that preschool teachers are not yet fully aware of the creative game role with natural science content in the preschoolers' creative abilities development and environmental competence formation and therefore can not determine their place in the pedagogical process and mode of the day. In addition, the issues of their selection in accordance with the program of the lessons are not sufficiently covered in the scientific and methodological literature. Therefore, further scientific research will be addressed to the issue of developing methods for their using in the children's creativity development.

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DIDACTIC GAME AS A MEANS OF PRESCHOOLERS' ENGLISH DIALOGIC SPEECH DEVELOPMENT

The formation of foreign language communication skills and abilities of preschoolers presupposes their achieving a sufficient level of communicative competence. Communicative competence is integrated in its content and consists of

three main types of competencies: speech, *language, social and cultural*, which, in their turn, also include a number of competencies. The formation of the English language communicative competence of preschoolers is impossible without mastering basic skills of listening and speaking.

The methods of teaching English to preschoolers emphasizes the importance of the game as the leading form of preschoolers' activity and means of emotional discharge, motivation of educational activities, training in communication and control of knowledge and skills of preschoolers. Scientists (L. Artemova, T. Oliinyk, Y. Protasova, A. Sydorenko, T. Shkvarina) also noted that the game activity is the only way to form children's cognitive motives and interest in learning English, because it is a leading activity at this age.

The purpose of the game activity is to make the lessons interesting and desirable for the child, to activate the reserves of involuntary and the potential of arbitrary memorization and comprehension within the game context, to achieve success in solving communication problems by the foreign language means.

The scientists explore various aspects of the preschoolers' coherent speech development, namely: *the formation and development of speech of young children* (A. Bohush, N. Havrysh, T. Naumenko, O. Saprykina and other), *sound culture of speech education of children* (V. Borova, O. Tryfonova and other); *dialogic speech development* (N. Lutsan, H. Chulkova and other); *learning different kinds of stories* (L. Berezovska, O. Bilan, N. Vodolaha, N. Havrysh, S. Lasunova, I. Popova and other); *the expressive speech development* (O. Amatieva, S. Hadzhyradieva and other).

The most common form of communication in preschool age is dialogic speech. The scientists consider, that the dialogue is the primary natural form of communication and therefore, considering the language as a means of live communication, it is necessary to pay maximum attention to the dialogical speech development at the English language lessons in preschool educational institutions (T. Shkvarina).

In the methodical literature, the term «*dialogic speech*» is defined as a special type of speech activity characterized by situational, the presence of two or more communicants, the speed and immediacy of the reflection process of phenomena and situations of the objective reality, the activity of speakers concerning the expression of their individual attitude to the facts, the abundance of emotional reactions, personal orientation [2]; the process of speech interaction of two or more participants in communication (A. Myroshnichenko) [1, p. 10]; the combined situational-thematic generality and communicative motives combined with oral statements sequentially generated two or three (*trilog*) (*polylog*) (N. Skliarenko).

Scientists note that an important place in the system of means of preschoolers' dialogue speech development is a game. During the game, children have the opportunity to act, specific actions determine the speech activity of preschoolers and at the same time direct the development of the game. This transitional, intermediate between complete dependence of the speech of things and the subject of action and freedom of speech.

Didactic games are designed by their content to carry out training, to carry out educational tasks, the solution of which should be implemented by means of active, exciting gaming activities (L. Artemova, A. Bohush). Here is an example (*briefly*) of didactic games that can be used at the English lessons for the English dialogic speech developing of preschoolers.

Didactic game «Interview». *Purpose:* to motivate children to communicate in English, to develop skills of English dialogic speech. *The course of the game:* fairy-tale hero decided to interview the children. It is advisable to conduct a dialogue on topics familiar to children, using familiar grammatical structures and lexical units. Children answer questions of a fairy-tale hero. At the end of the game the preschool teacher offers the children to change roles and interview the guest.

Didactic game «Pass the Ball». *Purpose:* to motivate children to communicate in English, to develop skills of English dialogic speech. *The course of the game:* children pass the ball to each other. At the same time, the child who passes

the ball asks a question in English, and the one who takes the ball – answers it. It is advisable to discuss topics familiar to children, using familiar grammatical structures and lexical units.

Further our scientific quest raised the question of the dialogical skills' forming technique of senior preschoolers at the English language lessons at preschool educational institutions.

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THE USE OF SONGS AS A MNEMONIC METHOD WHILE STUDYING GRAMMAR AT SCHOOL

Grammar is rules for forming words and making sentences. It needs to be used correctly in daily English speaking and academic writing. The use of grammar for non native English learner is quite difficult. They do not only need to memorize all the formulas but also they have to apply grammar in their sentences. Therefore, there is one easy method for beginner to learn grammar using songs as a mnemonic method while studying grammar at school. This method works by analyzing each sentence in lyric of songs.

Song is popular with its benefits. It is not only entertain the listener but also it can be the tool to learn something for example English grammar. This method is going to be easy because many people especially teenagers love to listen to music. Thus, while enjoying the music or song, they can also memorize the formula of English grammar by its lyrics. It is expected that this research can help English

learners to understand English grammar especially on verb tenses. In addition, this method can enrich the way teacher teaches English grammar to the pupils through English songs.

Mnemonic method is one of the ways that helps to improve the new information learning through the conscious creation of associative relationships through the use of special methods and techniques.

Mnemonic methods, first of all, are used to better absorb complex material that does not have well-defined logical connections between its structural elements. For example: irregular English verbs, time forms of the verbs, etc.

Formed with the use of mnemonic techniques, artificial associations will be assimilated much faster and easier. The use of mnemonic technology helps to improve such indicators as the volume and accuracy of the studying material, the development of associative and cognitive processes, and also helps to learn how to reproduce the new material as accurately as possible at the lessons.

There are three stages of work with song material:

- 1) Pre-listening;
- 2) While-listening;
- 3) After listening.

While studying new grammar rules, pupils can easily recognize the grammatical structures they heard earlier in the song. And it helps to improve the use of new grammatical material.

Foreign songs provide significant opportunities for the children's development, and the lyrics are an effective means not only for increasing the vocabulary but also for securing the learned grammatical material. On a song basis grammatical material is remembered easier and faster, imperceptibly and in a relaxed atmosphere, is absorbed more strongly. Thanks to music a favorable psychological climate is created in the classroom. However, it should be remembered that music is not a mass target and not fun in the English lesson. It should naturally interweave in the lesson plan.

The task of the teacher in teaching English is to capture and not entertain; develop, rather than dryly submit the material.

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FUNCTIONS OF PEDAGOGICAL COMMUNICATION OF A PRESCHOOL TEACHER

Pedagogical communication as a professional communication of a teacher was investigated by many scientists, so there are many definitions of it. Let's refer to some of them.

According to O. Leontiev «pedagogical communication» is a professional communication between a teacher and students in the classroom and outside of it, aimed at creating a favorable psychological climate [2].

I. Zyazyun gives such a definition of a pedagogical dialogue: «Pedagogical communication is the communicative interaction of a teacher with his students, parents, colleagues, aimed at establishing of a favorable psychological climate, psychological optimization of activities and relations» [3].

V. Kan-Kalyk believes that «pedagogical communication» is a system of organic socio-psychological interactions between a teacher and pupils, the contest of

which is the information exchange, the implementation of an educational influence, the organization of relationships using the communication means [1].

The main functions of the pedagogical communication of a preschool teacher are:

1. Information. In the direct interpersonal communication an educator receives the most various information about their students, their abilities, desires, needs, strengths and weaknesses, fears and dreams, about a group of children in general, about the internal processes that take place in it, about the characteristics of the relationships in families of pupils, etc.

2. Cognitive. Direct communication allows us to study a person in the most various conditions and forms.

3. Organization of activities. Any activity that children learn in their preschool age is difficult to imagine beyond the communication, either a game or work, or studying activity children are motivated toward and encouraged through a variety of methods that correspond to the age of pupils. Working with kids an educator prefers playing techniques, moments of surprises.

4. Empathy. This function provides the conditions for understanding another person's feelings, for creating empathy.

5. Self-affirmation. The implementation of this function requires from a teacher to solve the problem, to promote kid's awareness of his «I», the sense of his personality, the formation of self-esteem and prospects of personality's development. This function is primarily to be realized in communication with diffident pupils with low self-esteem.

6. Integrative-compensatory. A child of the preschool age is simultaneously a member of many groups: family, neighborhood, a member of team sports sections, a kindergarten. They all at the same time have different effects on the child. In these conditions the role of communication of a teacher with children is that it integrates these influences, offsets the shortcomings, corrects conflicting influences, minimizes negative, increases positive.

Therefore, the optimal implementation of all the above-mentioned functions of communication helps to determine it as a pedagogical communication, as the highest level of communication which is performed during the educational process.

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THE RELEVANCE OF USING STEM TECHNOLOGIES IN THE EDUCATIONAL PROCESS

Reforming the education system of Ukraine involves the formation a «new generation» of people which would deviate from the outdated standards and stereotypes, would be able to think extraordinarily and creatively, would make decisions on their own, would take active part in the life of the society, would solve current complex problems including professional ones. So, we mean they will be competitive spesialists.

Challenges of modern life, associated with the rapid evolution of science and technology, have made STEM education increasingly popular in the world of learning as well as teaching.

The STEM acronym encompasses Science, Technology, Engineering, Mathematics and defines the features of the appropriate didactics, the essence of which is to combine interdisciplinary, practically oriented approaches to the study of both separate disciplines and modern methods and tools of scientific and technological research [1].

The construction of disciplines on an interdisciplinary basis (integrated training according to certain subjects, rather than separate disciplines [5]), which integrates the key professional and socio-personal competencies of educators, is the main idea of STEM-technologies in pedagogy.

The main feature of STEM is a complex interdisciplinary approach to the development of curricula and programs, and the main goal of such integration is training specialists in some fields.

In methodology of science, interdisciplinary is a synergistic combination of academic disciplines, the interaction of methods, tools for studying and constructing interdisciplinary objects, and obtaining new knowledge. The interdisciplinary nature of modern cognition is due to the fact that science from the «disciplinary» sphere of activity becomes «problem-oriented». For example, the problem of artificial intelligence is studied by engineers, mathematicians, philosophers, psychologists, linguists, etc. Such an approach allows deeper and wider problems to be solved and to find promising and original methods of their solution.

In education interdisciplinarity is regarded as a pedagogical innovation. In the development of STEM-oriented curricula, the key pedagogical problem involves the technology of integration of components, which on the one hand are close disciplines, and on the other – independent, established sciences: Science, as a way of gaining knowledge, helps to understand the world around; Technology, as a means of improving the world, has a sensitivity to social change; Engineering as a way to create and improve devices helps to solve real problems; Mathematics as a way of describing the world or «analysis of the world and real problems with numbers» [4]. Such an integrated approach is natural and actually in demand in the case of solving a

certain real problem. Thus, the basis of the educational STEM program is the combination of scientific method, technology, design and mathematics. The result of integration may be the introduction of a separate STEM subject or the introduction of certain changes to the work program of each of the STEM subjects based on the introduction of innovations, enhancement of the practical component in solving real problems.

The analysis of foreign psychological and pedagogical literature suggests that, depending on the nature of the relationship between disciplines, the following types of interdisciplinary approach are distinguished:

- *the interdisciplinary approach* that involves considering one discipline through the prism of another (for example, the history of mathematics);
- *the multidisciplinary approach*, it compares several disciplines that focus on one problem but do not combine them;
- *the pluridisciplinary approach* is based on a combination of related disciplines (e.g. physics and engineering, physics and mathematics);
- *the transdisciplinary approach* goes beyond individual disciplines, focusing on a particular problem and obtaining relevant knowledge [4].

Depending on the main purpose of the curriculum, an appropriate approach to interdisciplinary integration is chosen, since STEM is education, which from the philosophical point of view, means the methodological unity of the natural, technical and social sciences and the humanities, which manifests itself in the application of a common mathematical apparatus, information and communication technologies, modeling and interdisciplinary interactions [3].

The ideal model of STEM – education has certain features that need to be taken into account in the educational process: from the design of a particular class to the interaction with teachers of related disciplines. Classes must have signs of problem learning, the basics of which are setting tasks with real context, the solution of which involves interdisciplinary interaction, the predominant use of inductive methods of research, etc. [2].

The complexity and versatility of the issues of the introduction of the STEM-direction in the field of reforming the education system of Ukraine prompts scientific research into the scientific and methodological foundations of integration processes in education, further improvement of the normative framework, the creation and implementation of special interdisciplinary educational programs for educational institutions, the introduction of educational innovations into the teaching methodology on the basis of personality and problem-oriented approaches, educational and research and inventive projects, development of main approaches s evaluation criteria and intellectual creativity education candidates.

One of the important factors for achieving the positive results of the introduction of STEM-education and the significant influence on the process of understanding and applying innovative technologies is the means of STEM-training. In turn, STEM-learning tools perform informational, practical, creative and control functions. They are a combination of phenomena, ideas, equipment and methods of action that provide in the educational process the implementation of experimental, design and inventive activities.

STEM training tools are very diverse and depend on the level of development of technology, information technology and science: printed methodical tools, visual aids and technical means of training. Today, STEM education is one of the promising trends in the development of the Ukrainian education system. Therefore, it is possible to implement integrated and project approaches to the educational process, the formation of key competencies in education applicants. New technology enhances the role of research and project activities; promotes the development of critical, innovative and creative thinking skills; provides activation and development of intelligence, intuition, reflection, analytical and synthetic skills and skills taking into account the individual opportunities of education applicants; promotes the integrated assimilation of scientific and technical knowledge and skills, more conscious formation of professional self-determination or the choice of profession; leads to productive activities.

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THE ROLE OF THE STIMULATING TECHNIQUE IN DEVELOPING PRESCHOOLERS' INTEREST TO LEARN A FOREIGN LANGUAGE

In recent decades, the problem of teaching foreign languages is an object of close attention of scientists, teachers, psychologists, parents. Preschool education is recognized by the state as the first self-valuable link, that has «flexibility to respond

to modern socio-cultural needs, to enrich the knowledge of the child with the necessary quality information, to help children realize their natural potential, to focus on universal and national values». Numerous studies in the field of early English language training of Ukrainian scientists (P. Bech, N. Halskova, N. Klevchenko, O. Kolominova, O. Pershukova, S. Roman, T. Shkvarina) and foreign scientists (M. Biboletova, I. Vereshchahina, F. Hopkins, E. Johnson, K. Hastings) have proved the feasibility and effectiveness of foreign language education of preschoolers, its positive effect on intellectual development and preparing children for schooling.

Teaching preschoolers a foreign language has its own characteristics, which are based on the psychophysiological features of this age children development. Taking this into account, it is impossible automatically to transfer the methods and techniques of foreign languages school teaching to the preschool educational institution. Teaching kids is not an easy task, which requires a very different methodological approach than teaching students and adults.

Some researchers, e.g. O. Nehnevitsky, O. Shakhnarovych, S. Sokolovska, write that in the preschool age has no explanation of doctrine, and need some focused effort to learning in order the cognition has occurred.

One of the important regularities of the learning process is that a full and varied cognitive activity of children, which is the result and condition of their successful learning, is possible only when children show interest in the subject, and when the children are interested in the learning, then the more successful and efficient the learning process will be.

Therefore, the preschool teacher task is to do everything possible to arise children's interest in the English language. A. Disteverg notes: «We are interested in what we are interested in, because the feeling of pleasure is connected with the excitement of one's inner spiritual forces» [1]. Interest is an integral component of the leading personal motives system. A. Markova considered that the interest as a consequence, as one of the integral manifestations of complex processes of the motivational sphere (as another manifestation of the general state of the motivational sphere) [2]. O. Leontiev, N. Dobrynin, L. Bozhovych and others consider cognitive

interest as an important motive of educational activity of pupils. In particular, O. Leontiev emphasized that the interest is nothing more than a phenomenon, the essence and basis of which have yet to be found. The process of cognitive interest as a motive of educational activity, its direction and nature of the course experimentally studied by psychologists and educators: L. Bozhovych, M. Morozov, M. Morozova, H. Shchukina and other. The scientists identify the following main stages of the cognitive interest process forming: *the creation of conditions for the emergence of cognitive interest, contributing to the emergence of the need for this knowledge; the formation of a positive attitude to the subject and to the activity, providing an opportunity to experience success, enjoy productive activities, etc.; organization of activities, in which a genuine cognitive interest.* Thus, interest is a form of emotional manifestation of cognitive needs, that provides the individual orientation to a deep knowledge of reality and new phenomena [3].

Interest is one of the most important motives of preschool education, so for its development it is necessary to use methods and techniques that correspond to the age characteristics of children. We consider, that with the aim of preschoolers' fostering interest to learning a foreign language the preschool teacher must complete the following pedagogical conditions: *to explain to children the purpose of learning a foreign language; to make the content of the learning material attractive and interesting* (to enrich knowledge about the world, about people, different countries, their history, culture etc.); *constantly to diversify the educational process* (a combination of frontal, group, pair and individual work, different types of exercises, creative tasks); *to have a personal interest in the case; to speak the foreign language fluently and correctly; to organize all classes in the gaming form.*

In our opinion, one of the effective means of pedagogical influence, which will contribute to the increase of interest in the study of the English language is the technique of stimulating. Technique of stimulating is a source of satisfaction, joy, pride, inspiration, and desire to learn better, promotes the development of self-esteem, increases credibility in the eyes of the team, is a moral support, contributes to the strengthening of the will [3, p. 241].

There are five main types of stimulating as the technique of pedagogical influence: stimulating by approval, praise; stimulating-award; stimulating-trust; stimulating-satisfaction of certain interests, needs; stimulating by expression of the positive attitude [4, p. 46]. All of these techniques can be used at English lessons in preschool educational institutions.

On the basis of the abovementioned, the subject of our further research will be the features of the technique of stimulating using as the means of raising preschoolers interest to learning English at the preschool educational institutions.

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RESEARCHERS' VIEWPOINTS ON STUDENTS MOTIVATION FOR VOCABULARY LEARNING

Students' motivation for learning English vocabulary is one of the most important problems nowadays. Learning new English words requires a lot of time during the lessons and teachers as a usual give such an important task for students'

self-development. Every time when students see a new list of unknown words, their spirit despairs and they look at the process of learning new words as a hard labour. Students are not well-informed in the area of self-developing that is why it destroys their motivation.

It is known that motivation is one the most important propulsion in the learning of every field not only the English language. Various researchers have classified motivation from different points of view. From a cognitive viewpoint, two types of motivation are recognized: extrinsic and intrinsic. The former is applied by others and involves systems of rewards and punishments, while the latter is self-applied, lying in the affective domain of feelings and emotional responses (Slavin, 2003) [8]. In other words, extrinsic motivation is related to doing an action in order to receive an extrinsic reward or to avoid punishment, whereas intrinsic motivation is about an action that is done for its own sake to experience satisfaction (Dörnyei, 2001) [3].

Although the terms intrinsic and extrinsic motivation have been widely used by many researchers some scholars have identified other motivational patterns based on the contextual features or other aspects related to specific participants or groups of participants. Therefore, required motivation is a term that was first coined by Warden and Lin (2000) [9] because the participants in their research were motivated by certain requirements. In another study in the same setting, Warden (2000) [10] found that social expectations emphasizing standard requirements are likely to be motivating for Chinese students.

As a consequence, there are also many prominent scientists that define motivation as a necessary step toward identifying the factors those affecting students' behaviours and emotion in vocabulary learning. After all, motivation is what activates behaviour and helps individuals persist in given tasks (Guthrie & Wigfield, 2000) [4].

Taking into consideration the above mentioned viewpoints of the experienced researchers on students motivation in learning, there is a need to emphasize on motivation for vocabulary learning in the classroom, to engage in vocabulary instruction, meet vocabulary learning standards to pursue required accomplishment.

What is more, central to understanding students' behaviours and emotions in vocabulary learning activities, students' motivation is a necessary step toward identifying the factors that affect students' behaviours and emotion in vocabulary learning.

That is why, considering Stahl & Nagy's position, it is important to encourage the students' interest and love in learning new English vocabulary and the English language in general because vocabulary learning is a formidable and complex life-long task, at the same time vocabulary knowledge plays a critical role in every students' language skills (Stahl & Nagy, 2006) [7].

To make a conclusion, it is worth stating that motivation is one of the most important factors in improving the efficiency of the study of words at English lessons. From a cognitive viewpoint, there are two types of motivation: extrinsic (to do an action in order to receive an extrinsic reward or to avoid punishment) and intrinsic (an action that is done for its own sake to experience satisfaction). It should be mentioned that motivation is based on the contextual features or other aspects related to specific participants or groups of participants. It activates behaviour and helps individuals persist in given tasks. Motivation is not enough for a long time that is why we have to increase their motivation during every lesson.

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CHALLENGES IN TEACHING LISTENING

Listening is defined as one of the four major language skills, the other three skills are reading, writing and speaking. It is one of the most relevant topics in modern methods of teaching foreign languages, as without listening it is impossible to communicate in speech, because it is a two-way process. In real communication, listening takes 40 to 50 percent of the time. Without mastering this type of speech

activity it is impossible to learn the language and use it at the level that is required at present.

Many works are devoted to the problem of teaching listening (Muller-Hartman and Schocker-V. Ditfurth, Rankin P., Purdy M., Krashen S., Siryk T., Folomkina S. and others).

Despite its obvious importance for language learning, the listening skill was for a long time relegated to a marginal place in foreign language curricula. With the advent of communicative language teaching and the focus on proficiency, the learning and teaching of listening started to receive more attention. However, listening is not yet fully integrated into the curriculum and needs to be given more "prime time" in class and homework.

The aim of our investigation deals with the problem of teaching listening and peculiarities of this process and conditions for raising efficiency of this type of activity.

According to Yagang F. (1994) [6], the problems in listening were accompanied by the four following factors: the message, the speaker, the listener and the physical setting. The problems were believed to cause by the speech rate, vocabulary and pronunciation [2].

The main reasons why the learners feel listening difficult are:

- 1) lack of effort to understand each word while listening;
- 2) being a failure or lazy to build up their vocabulary gradually and this keeps them low spirited in acquiring the language skills;
- 3) listening problem with different pronunciation, accents as they stick to one particular articulation;
- 4) listener's concentration power or listening stamina greatly influences their listening skills, which is not so in the case of acquiring the other language skills (reading, speaking and writing) even when they are carried for a longer period of time;

5) distraction by the physical setting or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confrontation even for good listeners.

Listening activities generally induces the anxiety and stress among the learners as it involves the interpersonal and interpretive modes of communication in which he/she has to participate actively. Since the speaker is not under the full control of the listener in all settings, the reporting of information can be performed at different speeds.

Listening strategies are techniques or activities that contribute directly to the recall of listening input. In the recent days, a number of listening strategies have been formulated to match with every different listening situation and because of this, in teaching listening skills, the language learners are facilitated in getting adjusted to their listening behavior to deal with a variety of situations, types of input, and listening purposes. Listening strategies can be broadly classified as *Top-down strategies* and *Bottom-up strategies*.

Top-down strategies are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened. Top-down strategies are for:

- listening for the main idea;
- predicting;
- drawing inference;
- summarizing.

On the other hand, Bottom-up strategies are text based where the listeners use linguistic knowledge to understand information. Here the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are:

- to concentrate on specific details while listening;
- to recognize word-order patterns.

Listening comprehension is not constrained either to top-down or bottom-up processing, but it should be an interactive, interpretive process where listeners apply both their prior knowledge and linguistic knowledge in understanding messages.

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.

Metacognitive development can be described as conscious development in one's metacognitive abilities, such as the move to greater knowledge, awareness and control of one's learning, selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary [4]. The use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general [1].

The metacognitive strategies train the language learner to cope with the demands of listening [3]. It is quite evident that metacognitive strategies make their learning more effective, hence, they are able to maximize the information received and thus this can be used to improve their listening skills. Wenden A. (1998) [5] argues that learners who use their metacognitive abilities seem to have the following advantages over the others:

- learners become more strategic;
- progress in learning is faster with improved quality and speed of their cognitive development;
- they are confident in their abilities to learn and hence can provide accurate assessments of why they are successful learners;
- they think clearly about inaccuracies when failure occurs during an activity;
- their tactics match the learning task and adjustments are made to reflect changing circumstances;
- they perceive themselves as continual learners and can successfully cope with new situations [5].

To conclude, it can be said, without listening skills, language learning is impossible. This is because there is no communication where there is no human interaction. Also, listening is crucial not only in language learning but also for learning other subjects. But even today, with all the technological advancements in the field of education, learners have problems with listening. The main reasons are: they spend too little time to improve their listening skills; the inappropriate strategies tested on them in a learning setting may be an important reason for their poor listening comprehension. The problems are also caused by the listening material and physical settings. To acquire high level listening skills, more exposure is given to the learners with variety of listening comprehension. The knowing of the context of a text and the purpose for listening greatly reduce the burden of comprehension. Listeners can use both bottom-up processes (linguistic knowledge) and top-down processes (prior knowledge) to comprehend. Teachers should play an important role in teaching learners strategies and how to apply them into the listening task. They can help students develop sound strategies for comprehension through a process approach to teach listening. These are some suggestions to overcome the challenges in listening as well as to upgrade the listening skills of students.

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THE CONCEPT OF COMMUNICATIVE COMPETENCE AND ITS COMPONENTS

There are different approaches to the definition of communicative competence in scientific literature.

In modern scientific literature various definitions of the concept of communicative competence are proposed: in one, it is the level of interpersonal experience formation which is necessary for an individual in order to function successfully in a certain society (T.O.Volfovskaya); in others it is the ability of a person to communicate as a complex multicomponent, dynamic, holistic speech activity, the nature of which may be influenced by various factors (O.P.Petrashchuk); or as the ability to coordinate the interaction of individual components in order to ensure the efficiency and effectiveness of communication (V.M. Topalova).

So, as we see, the concept of foreign-language communicative competence does not have a single interpretation among scholars.

Scientists distinguish the following components of the foreign language communicative competence:

1. Gnostic: a system of knowledge about the nature and features of communication in general; knowledge of foreign-language communication styles, general cultural competence that allows you to catch, understand hidden content, association of the speaker, etc.

2. Communicative: communicative skills that allow you to establish contact with a speaker; to manage the situation of interaction with the subject of foreign communication, the culture of speech; expressive skills, perceptive-reflexive skills, which provide an opportunity to know the inner world of a partner of communication and understanding each other.

3. Emotional: interest in another person; readiness to enter into personal, dialogical relationships, developed empathy and reflection; high level of identification with executable social roles. [1, p.47]

As for the definition of the structure of foreign communication skills, scientists identify the following components:

– discursive competence - the ability to combine individual sentences into an oral or written communication, discourse, using a variety of syntactic and semantic means;

– sociolinguistic competence - the ability to understand and produce phrases and sentences with such a form and values that correspond to a specific sociolinguistic context of foreign communication;

– strategic competence - the ability to participate effectively in foreign language communication, choosing a true strategy for discourse this, as well as an adequate strategy for improving communication efficiency;

– linguistic competence - the ability to understand and produce learned expressions, as well as the potential ability to understand new ones. [2, p.191]

The foreign language communicative competence contains the following components: language or linguistic competence; speech competence; sociocultural competence.

Consequently, on the basis of the analysis of modern psychological and pedagogical literature, we came to the conclusion that considerable attention was paid to the problem of communicative competence, and among scholars there is no single point of view of the interpretation of this concept.

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GAMES AS A MEANS OF ENVIRONMENTAL EDUCATION OF SENIOR PRESCHOOLERS

In recent years, we can see a lot of publications related to the problems of environmental education of people of different age groups. This is evidence that this problem continues to concern many scientists, teachers, representatives etc. The questions of ecological education, formation of ecological culture as adult part of the population, students, pupils of senior classes, and senior preschoolers are considered. There are many aspects of senior preschoolers environmental education and ways to improve their environmental literacy.

Problems of environmental education studied many scientists such as: *L. Ishchenko, L. Drobnokhod, M. Zhalkovska, V. Mozharova and other.* Today, ecology is a multifaceted complex science, the range of tasks which covers almost all issues related to the relationship of human society and the biosphere of the planet, as

well as the harmonization of these relations. After all, humanity has reached such a level of development that, unfortunately, can not continue to exist without changing the natural conditions. Therefore, in the future, people will be forced to do it deliberately, providing for a long-term perspective and use the knowledge of the basic environmental laws, because society has no other ways out of the environmental crisis.

In the highly developed countries of the world, environmental education now covers all segments of the population. Unfortunately, Ukraine lags far behind. That is why the question of finding ways to improve environmental education and raise the level of environmental culture of each person has become so acute.

Environmental education of senior preschoolers is a psychological and pedagogical process aimed at the formation of children's respect for nature and environmental culture in general [2]. Environmental education of preschoolers should certainly be combined with environmental education.

As one of the methods of environmental education, especially among children of senior preschool age, folk traditions of attitude to nature are widely used. For example, you can tell the children about the environment and of folk tradition of relationship to nature through the spoken word (*story, explanation*), written word (*fiction*), visibility (*pictures, natural objects*), practical screening methods activities in nature (*care of plants, caring for animals, etc*). At the same time, children listen, watch, read, observe, correlate new information about natural objects with previously acquired and memorize. Using this method, we bring to the consciousness of children the content, essence and importance of folk traditions of attitude to nature.

It should be noted that for the creative abilities development of children and formation of environmental culture a special place takes the play activities. *Cognitive games* are very useful in the process of children creative abilities development. Their main feature is that didactic tasks are hidden. Playing, the child does not think to learn, learning here happens by itself. Children are fascinated by games with drawings, puzzles about plants and animals, quiz games (*e.g., «What Grows in the*

Forest?, «*Who Lives in the Forest?*», «*Forest landmarks*», etc.), auctions of knowledge on a given simple topic, etc.

Creative role-playing games also contribute to the solution of environmental education issues. It is established that the cognitive and educational effect of the game is achieved in compliance with the methodology, where the organization, the distribution of roles and preparation for the game retain its unique charm, childlike and provide knowledge about the objects of the game, bringing it closer to the real situation. Games forest dwellers, travelers allow each child to appear before their own choice of behavior closest to her interests, feelings, beliefs.

The system of *role-playing games* is based on specific goals at each stage of training. For senior preschoolers the main objective of the game is in mastering specific knowledge and rules of behavior in the natural environment [1, p. 3].

Didactic games is one of the ways to consolidate, systematize and generalize knowledge about the environment. Their extremely important role is to consolidate environmental ideas, awakening in children the desire to do good and not to violate the rules of behavior known to them in nature, as well as in the formation of other universal character traits. In addition, excursions, hiking, expeditions are conducted with senior preschoolers, are not only measures for recreation, but have a deep and serious educational and environmental orientation, also contain a number of environmental tasks that contribute to children's creative abilities development. It is known that V. Sukhomlynskyi emphasized that environmental knowledge is an important chain in the education and upbringing of children. The result of environmental education should be the developed emotional perception, the desire to be actively involved in the protection and conservation of natural objects [3, p. 2]. The creative atmosphere created by the game satisfies the age needs of preschoolers in cognitive activity and is one of the means of children's ecological culture formation.

Thus, skillfully using game methods of training at different stages of the lesson, it is possible to stimulate children's cognitive interest. The content novelty of

of the studied material, the variety of educational forms, knowledge testing and explanation of new material, emotional tone of children, the emotionality of the teacher, mutual support of the teacher and children, competition and encouragement- the presence of all these factors is ensured by the correct using of game material in the lessons.

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BUILDING ENGLISH GRAMMAR COMPETENCE OF THE SENIOR PRESCHOOLERS BY MEANS OF DIDACTIC GAMES

Learning English is an important means of harmonious development of the individual, the formation of life competence. Studying grammar is an integral part of learning English. Without knowledge of grammar a person will not be able fully to understand the speech of others and build their own broadcasting so that it is understood. In other words, ignorance of grammar can become a barrier that will complicate or make impossible the process of communication.

The assimilation of grammar material causes a lot of difficulties, but the game is one of the most effective means of foreign language grammatical competence

formation in preschoolers. Familiarizing preschoolers with grammatical material should be based on cognitive activity, and during training and using should be based on communicative interaction. The methodology of teaching English to preschoolers emphasizes the game importance as the leading form of preschoolers' activity and means of emotional discharge, motivation of educational activities, training in communication and control of knowledge and skills of preschoolers. In particular, the scientists (L. Artemova, T. Oliinyk, E. Protasova, A. Sydorenko, T. Shkvarina) also notes that the gaming operation is the only way of teaching children cognitive motives and interest in learning English because it is the leading at this age.

The game activity purpose is to make the lessons interesting and desirable for the child, to activate the reserves of involuntary and the potential of arbitrary memorization and comprehension within the game context, to achieve success in solving communication problems by foreign language means.

Teaching preschoolers grammar, the preschool teacher should not apply the rules-instructions, special grammatical terms. It is also problematic to use models-schemes of grammatical structures that foreign language teachers use in the classroom, using a variety of geometric shapes, schemes, reference signals. The fact that the best way to preschoolers teaching of grammatical material is the training of grammatical structures and structures in speech samples in their research noted A. Hvozdiev, N. Havrilova, A. Pavlova. According to them, the assimilation of grammatical material in a child begins with a sentence, which is the structural framework of the statement. This conclusion is the theoretical basis of system foreign language teaching grammar, using speech samples [1, p. 40].

A speech pattern is a typical unit of speech that serves as a support for the similar units of speech formation that have the same structure. The special methodological value of the speech sample is that it organically combines various aspects of the language (grammatical, lexical, phonetic) into a ready-to-use (or perception) speech whole [2, p. 2].

It should be noted that preschool English grammar training involves learning only a specially selected grammatical minimum. The grammatical minimum consists of *active* and *passive*. The introduction of a particular sample of speech, containing the grammatical structure, does not require an explanation. It is only necessary to take care of creating an appropriate atmosphere of the game, which is accompanied by an interesting visibility (*pictures, toys, videos, etc.*). For the lexical and grammatical structures acquisition must be used, lexical and lexico-grammatical game, e.g. the «Magic Pouch», «Who is Here?», «Show me», «Who is This?», «Guess», «What Color?», «Dress the Doll» and other [3].

We give (*briefly*) an example of using one of them. **Didactic game «What color?»**. *The aim of the game is to fix the names of colors in English and to train children in the use of grammatical structures «What color is...» and «It is...».*

The course of the game: the preschool teacher offers children to paint paper balls (*children in the process of coloring remember the names of colors in English*). Then a fairy-tale hero comes to visit the children, who does not know the names of colors in English. He asks children: «What color is the ball?». Children respond using grammatical structure: «It is...». Then children change roles with the fairy tale hero to check he remembered the names of the colors in English. Thus, children use both grammatical structures in their speech. The preschool teacher at the same time pays attention to the correct pronunciation of sounds by children.

So, didactic game is the leading methods in the lessons for the development of English-speaking children. In the game, children's actions are regulated by game tasks and game rules. Didactic games are designed by their content to carry out training, to carry out educational tasks, the solution of which should be implemented by means of active, exciting gaming activities. The main requirement for the game is its emotional intensity and educational purpose. Only then the game will perform its main function preschoolers' speech activity stimulator.

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FEATURES OF FORMING OF THE GENDER COMPETENCE BASIS IN OF SENIOR PRESCHOOL AGE CHILDREN

Senior preschool age – a period when a person «sprouts» from an early childhood into a new state, experiencing the beginning of his personality formation. There are changes in the social situation of the child’s development and in the peculiarities of the emergence of the most important tumor of this period – a new level of self-awareness.

Gender competence is a socio-psychological characteristic of a person that allows him to be effective in the system of interpersonal interaction. It includes: 1) knowledge of the existing situations of gender inequality, factors and conditions that cause them; 2) the ability to notice and adequately assess the situation of gender inequality in different spheres of life; 3) the ability not to display gender discrimination in their behavior; 4) the ability to solve their gender problems and conflicts, if they arise [1].

In the process of formation and development of gender competence of the individual three main stages of activity can be distinguished:

I. Stage of the formation of a system of gender knowledge.

II. Stage of skills formation of analysis of phenomena and situations of gender inequality.

III. Stage of skills elaboration of gender-competent behavior.

The first stage – the stage of the system formation of gender knowledge includes the development of basic ideas in gender theory.

The second stage is the stage of forming the ability to analyze the phenomena and situations of gender inequality.

The third stage is the stage of skills elaboration in gender-competent behavior. The main task of this stage is to learn not to show gender bias not only in behavior (in the field of interpersonal contacts and in the process of professional activity), but also at the decision-making level [4].

The decisive factor in a child's acquiring of a gender image of the «I – am a girl», «I – am a boy» psychologists of different schools consider the period of three years, when the nature of the relationship between the child and the adult begins to form more or less stable images of his gender «I». So at this age the child does not yet have adequate knowledge of itself, it spontaneously takes them from the attitude of the closest people. Thus, the source of the primary assessment of their gender behavior is the assessment of adults, who can further be captured in the stable self-esteem attitude to «a good boy», «a good girl» [2].

Depending on how the environment was applied to it, the child makes conclusions to which category of people it belongs to. That was precisely the fact. Ch. Kulya meant when he described the personal sense of personality as in a mirror «I».

The image of «I» is considered as an integrative form of self-consciousness, the result of self-knowledge, the form of a generalized representation of a man about himself. The scientist emphasizes that the «I» – form can be regarded as the result of human testing of their self-esteem, claims, socio-psychological expectations, and an appreciating attitude to the environment in the process of life.

The uniqueness of the family's influence on the gender development of girls and boys is confirmed by examples of these children deprived of parental family. The images of masculinity-femininity are formed primarily because of the inclusion in the household relations of the family, the direct simulation and assimilation of the experience of performing roles by the father-mother, through of the ratio of their behavior to the sex-role requirements.

The strategy of gender ideology in the pre-school education should be aimed at encouraging a person's approach to the child, to its individualized development, regardless of the gender. The leading direction is the inclusion in the state educational standards of the system of gender-oriented programs. Gender education courses should be introduced into the system of propaedeutic work with educators, parents, the administration of children's educational institutions and psychological and pedagogical all-purpose parents' education. To include gender issues in the organization of methodological associations, to discuss them in the form of presentations and the experience exchange between educators on the issues of introducing a gender perspective in pre-school education [3].

Formation of gender competence is a multi-dimensional process that includes gender and competence components. We consider gender competence as a result of applying the gender approach in the upbringing of the younger generation. The competent use of this approach will allow the effective formation of gender competence in children, which in turn serves as a combination of knowledge about the biological peculiarities of a person, socio-cultural relations between representatives of women and men, gender stereotypes of a modern society and the ability to build their personal behavior in accordance with social gender models. At the same time, it is important for children (boys/girls to) learn how to evaluate gender bias, stereotypes critically and could then deliberately choose, follow them or not. The main indicator of the formation of gender competence can be attributed as the readiness of the individual to gender interaction in various spheres of life [2].

Summarizing, we note that gender education is a process of knowledge assimilation about the relationship between genders, the formation of a cultural sexual behavior. The role of an adult in the upbringing of preschoolers is very important. Indeed, from a competently constructed educational process, the assimilation of the role of a man or a woman depends on the sexual difference. The decisive factor in this is the family and the closest social environment of the child, which lay the stereotypes of its behavior.

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PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF HUMILITY OVERCOMING IN THE SENIOR PRE-SCHOOL CHILDREN

The formation of a full-fledged active person must primarily be based on the child's upbringing of self-esteem, awareness of self-worth, respect to oneself, faith in self-esteem. However, fears and anxieties are on the way of this. Concern, anxiety,

fear – these are the same inseparable emotional manifestations of our psychic life, such as joy, passion, anger, surprise. But with excessive tolerance to anxieties, fears, and dependence on them, the behavior of a person changes significantly, which affects the establishment of interpersonal relationships.

As the Basic Program on the development of preschool age child defines, the expectations of a society are connected today with the formation of a viable, flexible, conscious, creative person. The choice of preschool age in the study is due to the fact that it is in the childhood that the foundation for the formation of a full-fledged person is laid, in addition, during this period it is possible in the early stages of the anxiety development to help the child to overcome its negative impact. Moreover, the practice shows that almost every third preschooler has anxiety symptoms [1].

Distribution of the anxiety phenomenon among children, its negative role in the development is the subject of numerous studies of psychologists, teachers, doctors. In particular, the facts of the manifestation of child anxiety as an innate psychodynamic characteristic were studied by O. Zakharov, N. Levitov and others, as well as the conditions and results of socialization were considered by A. Prykhozhan, K. Horni, Yu. Khanin, and others. The connection between the level of intelligence and the experience of fears is proved by I. Ranthburg, P. Popper. The sexual and age differences in the manifestations of anxiety were revealed by V. Kochubei, E. Novikova. The connection of anxiety with the motivation of studying was analyzed by A. Dusavitsky and others, sociometric status by V. Kislovska, E. Panasyuk and others, as well as the success in studying was analyzed by A. Dusavitsky, V. Druzhinin, H. Monina.

The problems of socially confident behavior of children were studied by domestic researchers I. Bekh, O. Kononko, I. Pechenko, T. Ponimanska and foreign ones – N. Klyuev, R. Ovcharova, S. Kozlov. However, as shown by the analysis of the psychological and pedagogical theory and practice, the problems of the prevention development and overcoming of uncertainty in preschool children are still insufficiently studied.

Anxiety – as a personality trait is associated with the genetically determined properties of the functioning brain of a person that causes the constantly increased emotion of emotional disturbance, anxiety emotions.

Anxious children are children who do not know how to interact harmoniously with themselves, with a society, with the outside world. They have inadequate self-esteem, tend to find inevitable obstacles in almost every case, reacting to them by the inadequate behavior. The high level of internal anxiety does not allow them to adapt first to the children's group, then to the school life, later the same problem goes into adulthood [2].

Anxiety is a vague, unpleasant emotional state characterized by expectations of unfavorable events, the presence of bad forebodings, fear, tension and anxiety [4].

Fear is an internal condition that is conditioned by the threat of real or foreseeable disaster. From the point of view of psychology it is considered a negatively stained emotional process [5].

Shyness, anxiety, uncertainty – all these qualities of an individual are determined by one common characteristic of temperament – restraint and in most cases are associated with a low self-esteem [3].

Anxiety often occurs in a child due to anxiety for their own safety. Many parents choose the wrong approach to bringing up the child, reinforcing its timidity and shyness. If the child is constantly criticized, it will never believe in itself. However, the excessive care and constant monitoring will not bring a positive result as well.

For normal development, every child should be in an atmosphere of love and the psychological well-being and security. And if it lacks it, then it pushes for the infantile behavior, to inadequate protective behavioral reactions, forms the social fear.

To assess the level of anxiety in preschool children, one can be guided by the following criteria: intensity of anxiety (permanent or situational); reaction to failure in the activity; the ability to make independent decisions; self-evaluation; the

initiative in communication; an activity or passivity in one or another activity; status in the group; Propensity for bad habits (nails biting, a finger sucking, etc.); ease of adaptation; the presence of mechanisms that «hide» anxiety (fears, fantasies, aggression, apathy).

To study the level of the anxiety in of the senior preschool age, children we organized and conducted a psychological and pedagogical experiment. For carrying out the experimental research the Hlukhiv institution of the preschool education (child development center) «Firefly» was taken.

To determine the level of anxiety in children of the experimental group, a child anxiety test is taking place, developed by American psychologists P. Temmle, M. Dorki and V. Amen. The psych diagnostic material in the method is presented in a series of drawings, which depict different types of preschool children in the typical life situations. During the test children were asked additional questions such as «Why do you think so?» and others. In most cases, they adequately and thoroughly explain why in one or another situation the girl (boy) is fun (sad). But there were also such (for example, Veronica M., Alina K.) that in a situation where the child should experience positive emotions, they saw negative ones.

During the test of the children's responses to the question: «Why did you choose this person?», It was possible to identify the stressful situations that triggered the emergence of anxiety.

As a result of the study, children with high, moderate and low levels of anxiety were identified. The children with a high level of anxiety are characterized by a constant feeling of anxiety, the expectation of the danger. They are very sensitive to their failures, react sharply to them, not resolute in making decisions. They are characterized by undervalued self-esteem, which manifests itself in self-doubt, timidity, and passivity. Such children rarely show the initiative in communication, low-contact. In most cases, the status of such children in a group of peers is unacceptable or isolated. They also have a tendency to harmful habits of a neurotic

character (gnawing nails, sucking fingers, pulling hair). Manipulation with its own body reduces the emotional stress in them, soothes.

Our experimental study made it possible to draw the following conclusions. In different types of activities, the anxiety of children is manifested differently. In particular, in studying anxiety manifests itself most of all, but when listening to fairy tales, signs of anxiety are absent at all.

An important tool for overcoming anxiety in children is a fairy tale. It is an inalienable element in the upbringing of children. She teaches children in an accessible language. Children take from tales a lot of useful knowledge for themselves: the first ideas about time and space, about the connection of a man with the nature, with the subject world. Fairy tales allow the child to feel bravery and perseverance for the first time, see good and evil.

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THE DEVELOPMENT OF POSITIVE EMOTIONS IN THE SENIOR PRESCHOOL AGE CHILDREN

The development and education of the younger generation, forming a harmonious personality – a priority objective of building a new democratic society. It specifies the requirements for the system of preschool education, which should be based on consideration of individual psychological characteristics of the child, including her emotional sphere.

The study of the various components of emotional sphere of personality was the subject of numerous theoretical and empirical studies (B. Ananiev, P. Anokhin, I. Vartanian, V. Vilyunas, V. Deryabin, D. Johnson, B. Dodonov, K. Izard, B. Kennon, E. Klapared, M. Lebedinsky, O. Leontiev, D. Lindsley, I. Makdauhal V. Myasishchev, Y. Petrov, K. Platonov, S. Rubinshtein, P. Simonov, D. Watson, P. Yakobson).

Emotions (soul excitement, soul movement) – is a mental process that reflects the experiences in the form of personal significance and evaluation of internal and external situations for a human life. Emotions are needed to reflect the subjective attitude of a man to himself and to the world around him [2, p. 190].

All preschooler's activity is emotional intense. Everything in what the child is involved in – a game, drawing, sculpture, design, preparation for school, helping to her mother in domestic affairs, etc., – must have the emotional shape, otherwise the activity will not happen quickly or may be destroyed. A child because of its age just is not able to do that what is not interesting. The circle of emotions inherent in the child is widening. Particularly it is important the emergence in preschoolers such emotions as compassion to others, empathy – without them joint activities and complex forms of children's communication are impossible.

Positive emotions of a child are developing in the game and in the research activity. K. Byuler [3, p. 202] proved that the moment of experiences in children's games meet changing place of origin during the growth and the development of the child, the baby's satisfaction arises at the time of obtaining the desired result. In this case, the emotions of pleasure belongs to the final role, stimulating the emergence of a child's desire to bring the work to the end. The second stage – functional pleasure: a child who is playing gets pleasure not only from the result but from the process of work. Pleasure is now associated not with the completion of the process but with its contents. In the third degree in preschool children there is anticipation of pleasure.

Positive emotions are based on morality and creative abilities. Some parents present children with a large number of expensive and beautiful toys. When they have so many toys the children lose the interest in them, they do not appreciate and do not keep them in order. After an indifferent and irresponsible attitude to toys disdain for things like objects of human labour, is formed. The children do not appreciate their own things or other people's things [1, p. 18].

A senior preschooler can sympathize with another's sorrow, feel sorry for sick animals, be prepared to give something else which is dear to himself. He can rush to the aid of comrades despite of older children threats. And at the same time in similar situations, he cannot reveal these feelings, but rather laugh with the failure of a friend, do not feel pity can, treat with indifference to misery and so on.

Such instability of the child morality, which is reflected in the volatile relation to the same events related to the fact that the moral positions which determine the behavior of the child are not yet sufficiently generalized in her character and have not fully become resistant property of its mind.

Thus, during its childhood, emotions overcome the path of progressive development, getting the richer content and more complex forms under the influence of social conditions of life and upbringing.

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TYPES OF GAME ACTIVITY AND THEIR EFFECT ON FORMING CHILDREN'S GENDER COMPETENCE AT PRIMARY SCHOOL AGE

The decisive condition for the child's comprehensive development is its activity. It is also one of the directions of its study. The game is the most important kind of activity of the preschool agechild. It causes the transformations in its mental processes and psychological peculiarities.

The game, as one of the activities was studied by many scholars in different fields, so there are many interpretations of this concept. Here are some examples: Game –«This is a kind of activity, which consists in the children's reproduction of the adults' actions and relations between them, aimed at theknowledge of the surrounding activity» [4, p. 132]; «It is subject to a set of rules, receptions, or based on certain conditions, occupations that are fun and sport at the same time» [1, p. 73]; «This is a form of a person's free self-expression person, which implies the real openness to the world and is unfolded either in the form of a competition, or as an image (performance, representation) of some situations, meanings, states, roles» [1, p. 74].

The game is a means of the comprehensive child's development and is a valuable method of education and upbringing. It is called «baby's companion».

Children's game play is an activity that promotes their orientation in the subject and social reality, in which the child represents its impressions of knowledge. During the game, the child needs to actively deal with things and objects that surround it. Thanks to it, the following personality traits, such as mental, emotional, volitional, are cultivated and developed. To have a childhood is, above all, to have the right to develop their own gaming activity, which is an important factor in the child's subculture.

Game activity is important for children. It provides for the child's acquisition of social functions, relationships and a mother tongue as a means of communication between people [3]. It is not limited only to storyline-role games that are inherent in children of the preschool age. They are beginning to be inherent in such types of gaming activities as: dramatized, building, didactic games and games according to the rules, etc. Let's dwell on the consideration of some of them.

Dramatizing games consist in drawing and playing in the roles of artistic works preserving of the sequence of events. In the process of such games, children of the preschool age embody some roles and action games. They mimic individual scenes from the lives of adults, not just imitate them, but also creatively comprehend.

Construction games is one of the types of creative games, through which children recreate the surrounding world of objects, make their own buildings and playing them. They allow children to comprehend the world of structures and mechanisms created by man.

The next kind of gaming activity is the game according to the rules, which include didactic and moving games. Adults created them with an educational purpose. They are based on program content, didactic tasks. These are game based on rules and their compliance is mandatory for the participants. Mostly children take part in them under the guidance of adults, and later play themselves, sometimes even create them.

The didactic game affects the formation of knowledge and the improvement of cognitive abilities, skills, and also raises an active interest in what that may be their

new source. In each didactic game there is an educational goal. Its main component is a didactic task, which is hidden in the game task. The child is playing, studying. The specificity of the didactic game is a sensible combination of didactic and gaming tasks. If it exceeds the educational task, then the game turns on the exercise, and if the game – the educational role of this game is lost [4].

Compliance with the rules is a prerequisite for solving the didactic task. The main condition for the didactic game is that the rules are the intrinsic result of children's activities, and not only the external requirement of an adult. In the didactic game the rules are always conscious, in comparison with the role-playing game. Their compliance is ensured by a collective organization of activities. During it, the players agree on their actions and control the implementation of the rules by peers. The older preschoolers share their game experience with younger ones as well.

Of course, the rules guide the game, connect the didactic task with the game, set the sequence of game actions, increase the interest in the game, give the teacher the opportunity to indirectly guide her, while establishing relationships between children, organizing interpersonal relationships. It is obvious, then, that in their absence, the didactic game would be uncontrollable, and the didactic task would not have to be solved at all. Children follow rules that have 1-2 common elements for everyone. In the oldest preschool age, children adhere to complicated and more generalized rules, as well as invent new ones. This facilitates the implementation of gaming and didactic tasks in game activities [2].

Comparison of story-role and didactic games shows the difference in the ratio of components and content of the sphere in activity that they reflect. However, both types of games are story-based in their origin. However, in the role-playing game the meaning of human activity is absorbed, and in the didactic – socially developed ways of mental activity. Externally, one can only see the consequence of these methods, and they themselves are hidden from the child and their assimilation is initiated by adults. It shows the social relationships in which the child participates. The simplest forms of role-playing games are not guided by adults, but only based on the imitation.

The foregoing shows the main difference between the components of plot-role and didactic games. In the first there is a role that concentrates the function of an adult, in the second one – the didactic task, which determines the formation of means and methods of knowledge [5].

The game implements the developmental and compensatory function. The first of them – helps to develop all mental processes, from the simple to complex. The second one is based on the characterization of the game as a different reality, which is fundamental to the chaos of the real life. It is attracted to the child by the ability to discover abilities that are difficult to implement in the adult world. However, a special method of organizing and conducting didactic games with older preschoolers is needed. Teachers should keep in mind that at this age you should give the priority to the development of imaginative memory [3].

It is necessary to consider the age, individual peculiarities of children, the mental level of their development, as well as educational tasks during the work with senior preschool children on the formation of their gender competence. The most effective means of its formation is gaming activity. After all, games by children, and all their mental processes are fully developed with the help of games.

Consequently, the game is the most important universal sphere of self-determination of the child, in which there are powerful processes of «self»: self-determination and self-knowledge. In games, the wishes of children are realized. In the game, the child is released from the feeling of loneliness and learns the joy of closeness and cooperation, evaluates its ability, finds the faith in itself, defines a position in the relation to the outside world. Since the problem of gender mainstreaming in children of the elder preschool age is a problem of a modern society, one can assume that the important means of gender upbringing of preschoolers are games that can reveal the essence of a correct understanding the women's and men's role.

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THEATRICAL GAMES AS A MEANS OF DEVELOPING DIALOGIC SPEECH OF SENIOR PRESCHOOLERS ON THE ENGLISH LESSONS

In recent decades, the problem of foreign languages teaching is the object of close attention of scientists, teachers, psychologists, parents. Numerous studies in the field of early learning English of Ukrainian (I. Bekh, N. Halskova, O. Kolominova, O. Pershukova, T. Shkvarina) and foreign (M. Biboletova, I. Vereshchahina, F. Hopkins) scientists proved the feasibility and effectiveness of preschoolers' foreign language education, its positive impact on the intellectual development of the individual and the preparation of the child for school. Foreign language makes up the content of the variant part of the Basic Component of Preschool Education together with such educational lines as «Computer Literacy», «Choreography», «Chess» [2].

Preschool education is recognized by the state as the first self-valuable link, has «flexibility to respond to modern socio-cultural demands, enrich the child's

knowledge with the necessary quality information, help her realize her natural potential, focus on universal and national values» [2, p. 14].

Teaching a foreign language of preschoolers has its own characteristics, which are based on the psychophysiological features of this age children development. Taking this into account, it is impossible to automatically transfer the methods and techniques of school teaching foreign languages to a preschool institution. Teaching kids is not an easy task, which requires a very different methodological approach than teaching students and adults.

One of the productive directions of work on the foreign language speech activity development of the child is using of theatrical games with creative and intellectual loads. And this is no accident, because the theatrical game is a leading type of speech activity in preschool age. There is no need to prove that the development of speech is closely connected with the development of consciousness, knowledge of the world, the development of personality as a whole. The famous teacher S. Rusova was one of the first who systematized the various types of theatrical activities and saw it as an effective means of speech development and creative abilities. Positive influence of theatrical activity on various aspects of personality development is proved in numerous researches of A. Bohush, L. Artemova, devoted to the study of game, speech activity and emotional sphere formation of the preschoolers. Speaking is a complex process. Oral speech contains such components as motive, purpose, means, and conditions. Theatrical games are the games that encourage children to play by the means of a foreign language, they include games-dramatization («In the theater», «In the library») and improvisation games («How does this cloud look like? », «Describe your neighbour»). The central component of the theatrical game is the role – the way of people behaving in different situations that arise in the home-communicative space and meet the norms accepted in society. The roles that children play in foreign language lessons can be social and interpersonal. They help the child to engage in collective activities and facilitate the process of her perception of a foreign language. As a result of mastering of game

activity at preschool age the readiness of the child for further training is formed. Naturally, the speech that preschoolers use in the game, or rather the language material should be introduced at an earlier stage of language learning [1]. After the child has a desire to play, to report something, to answer the questions (speech action), the desire to fulfill someone's request formulated in a foreign language (non-verbal action), and the child has a motive as a need for the realization of this desire. The purpose of speaking in each case is the expected result: a word, a sentence (affirmative, interrogative), several related sentences (description, message, etc.), that is a speech action. To express a thought in language, it is necessary to choose words that are stored in memory (the process of analysis) and combine them into statements (the process of synthesis). So, theatrical game helps to create the necessary game situation in the English lessons and encourages children (according to a particular role, the plot of the game) to dialogue speech. A significant advantage of the theatrical game is that in the process of working on the expressiveness of the characters' replicas, their own statements, the foreign language dictionary of the child is imperceptibly activated, the sound culture of speech and intonation system are improved. The new role, especially the dialogue of the characters, puts the child in front of the need clearly to express themselves. The child improves not only the English dialogic speech, but also the grammatical structure, actively develops and replenishes the dictionary. Participating in theatrical activities, children get acquainted with the world in all its diversity, through images, colors, sounds. Correctly posed questions encourage children to think, analyze, draw conclusions and generalizations, contribute to the development of mental abilities. Thus, English lessons turns into the theatrical holiday which is organized under the leadership of the preschool teacher.

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PRESCHOOL TEACHERS' NON-VERBAL INTERACTION'S ABILITY IN THE PRESCHOOL EDUCATIONAL ESTABLISHMENT

Teacher's appearance is seen as a unity of physical data and facial, gestural, pantomime features that provide specific expression, that is face expression and the whole figure. Overall impression of the person's appearance depends on how he or she goes, stands, sits, on specific postures and gestures. Therefore, the following important skills of an educator is the ability to use non-verbal means of communication.

Psychologists found that 60-80% of the information is transmitted by non-verbal means of expression, and only 20-40% – using verbal. A. Meyerabian found that the transference of information is due to verbal means (only words) 7%, by means of sound (including tone of voice, intonation sound) by 38% and non-verbal means 55%. Together, facial expressions, pantomimika, gestures, eye contact, location according to a partner with whom you communicate, form the so-called «body language» [3]. The feature of this language is that it is caused by pulses manifestation of our subconscious, and forge these pulses is almost impossible. This allows us to trust nonverbal communication more than the usual verbal. Prospective teachers need to know and to master non-verbal means of communication.

K. Albuhanova out such functions that perform non-verbal communication: 1) Addition of speech; 2) replacement of speech; 3) representation of emotional states partner in communication [1].

Means of non-verbal communication include: Kinesics (opto-kinetic system) praxemika and eye contact [2].

Kinesics studies outward expression of human feelings and emotions, which are based on total motility of various body parts.

Praxemika deals with regulations spatial, temporal organization of communication. Its essence lies in the fact that the time and the space bear the semantic load in the communication. Praxemika puts forward the following guidelines: 1) the general location of the body (depending on sex); 2) the angle of the orientation of the partners; 3) bodily distance determined by a hand; 4) bodily contact depending on the form and intensity; 5) exchange of views; 6) a sense of warmth; 7) olfactory perceptions; 8) the strength of the voice.

In the pedagogical communication glance is a glance of great importance. During the visual communication a special system of signs – «eye contact» is used. Its characteristics are the frequency of the views exchange, orientation and longitude, dynamics and statics and other eye movements. The eye contact completes verbal communication, it indicates its willingness to continue or stop it, promotes the disclosure of the internal state or, conversely, conceals it.

Mentor, skillfully using the glance, can stimulate his pupils action or stop the negative. Through the visual contact a teacher may obtain the information about the mental state of the pupils, about how exciting for them is the material that he gives, to look at the reaction of the child. In addition, the glance is of great importance for the gesture, because one and the same gesture can mean quite the opposite in combination with different views.

That's why it is important for a pre-school educator to have non-verbal interaction skills for the successful work with preschool children.

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FORMING THE ELEMENTS OF SENIOR PRESCHOOLERS ASTRONOMIC NOTIONS

In the development of the personality worldview has one of the central places. In the formation of the foundations the world understanding, the role of astronomy as a science cannot be overestimated. In the course of the initial astronomical knowledge mastering in the mind of the child formed a picture of the world is or med. The world is opened as the boundless space. Due to the nature of the human interest in the starry sky, the universe, astronomy the desire for natural knowledge is formed in children at the next level of education.

From the preschool years, the child is attracted by the mysterious world of the near-Earth space, the secrets of the boundless space, and above all – the planets and stars that are closest to Earth, which can be observed in the sky. Growing up, the preschooler is more and more fascinated by the possibility of knowledge and

studying of the universe. Satisfying this intellectual need stimulates the cognitive activity, the search activity of a creative personality.

An important means of the world knowing around us is not only the nature, but also the unknown world. It attracts the attention of the preschooler, forcing to include in the process of observation different senses, and thus to activate the initial moments of knowledge-sensation and perception.

In this context, the content of the Basic component of the pre-school education becomes clear, one of the content lines of which is the formation of children's elementary representations of space objects (content line «Nature of the space»). This causes the need for pedagogically expedient of the preschool leadership in this process through methodically competent use of the adequate content of forms, methods, means and methods of working with children. For each age period, its toolkit is defined, the peculiarities of which are dictated by the age-old possibilities of children. However, basing on the typical characteristics of preschool children, the general requirements to the method of preschoolers' acquainting with astronomical concepts are taking into account the leading type of activity, the level of the mental formation processes, the involvement of children in active studying through the organization of observations, experimental research, gaming, etc. [1].

The problem of acquainting of the preschool age children with the astronomical notions, in particular, stars and constellations, is to a certain extent presented in scientific and methodological literature. Thus, the general foundations of the formation of elementary naturalistic ideas in preschoolers include works by A. Bohush, N. Havrysh, N. Lysenko, S. Plokhii. The idea of forming a child's picture of the world in the process of acquainting with the nature of the cosmos is presented by O. Zentsova's works. A deep analysis of this problem and the development of its methodological aspects are presented in works by K. Kruty, O. Kaplunovsky, E. Levitan, V. Starchenko and others. The problem of artistic knowledge in preschoolers of the natural environment was developed by H. Tarasenko.

The birth of preschool astronomy is not a quick phenomenon, but rather a long process that lasts for several decades, and is not yet complete in our day. The development of children's astronomy is a promising area in pre-school education. Some ideas have appeared, the first practical steps have been taken, but this is just the beginning.

Children's acquaintance with the solar system is one of the criteria of a state educational standard that promotes the intellectual development of children. But in preschool pedagogy in methodological developments little attention was paid and given to this issue. There is no methodological literature that would help in the development of lessons. Therefore, in the practice of work there are difficulties in selecting the knowledge content about astronomy and it is not revealed what knowledge about this science is available to children of preschool age [4].

The state analysis of theory and practice of children's upbringing in preschool educational institutions shows that the formation of the bases of the world view in the process of acquainting with astronomy is always spontaneous it, is not sufficiently developed as a holistic system of formation of the world foundations in the process of familiarizing with the world on the material of astronomy in the system of preschool education. The theoretical bases of the problem under discussion in the first section have allowed to develop a structurally-meaningful model of formation of 6-7 years of world-perception bases in children in the process of familiarizing with the world on the example of the astronomy use. The model is based on systemic, axiological and activity approaches. It is a combination of these approaches that provides a sufficient basis for the process of the bases formation of world-wide understanding in the process of familiarizing with the surrounding world (on the material of astronomy) in children under the conditions of a preschool educational institution in children 6-7 years [2; 3].

Therefore, on the basis of the foregoing, astronomy and astronomical objects are the source children's knowledge of from the preschool age. Their mystery, irresistibility give rise to the desire of preschoolers to penetrate into their essence, to

look into the depths of the universe, to obtain all new and new information. Methodically competently constructed work of the educator for the formation of elementary astronomical representations of preschoolers activates the cognitive activity of the child, triggers the search mechanisms, awakens the desire for experimentation.

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FUTURE PRIMARY SCHOOL TEACHER TRAINING BASED ON THE INTEGRATED APPROACH

Education in Ukraine is going through the process of humanization. Today, the central problem of reforming the education system is to improve its quality. One of the urgent needs of higher education institutions is the training of highly skilled primary school teachers who can provide harmonious child development, form key and subject competences of junior pupils, thus establishing a solid foundation for their further education, development and upbringing [1].

One of these areas is the integration of academic disciplines as a prerequisite for the mutual correspondence of tasks and the arrangement of conditions for studying material in-depth.

Scientists have actively been investigating and are investigating this problem from various angles:

- the substantiation of the theoretical foundations of vocational training of teachers (V. Hrynyov, V. Yevdokymov, I. Zyazyun, V. Lozova, A. Moroz, I. Prokopenko, A. Trotsko) and, in particular, primary school teachers (N. Bibik, O. Babakina, O. Gluzman, P. Gusak, O. Ostryanska, O. Savchenko, L. Khomych);
- coverage of the foundations of pedagogical integration (V. Bezrukov, M. Berulava, T. Dmytrenko, V. Domansky, I. Klymov, I. Kolesnikova, M. Prokofiev, I. Revenko);
- development of integrated content of professional pedagogical education and ways of its mastering (O. Abdulina, O. Hilyazova, S. Honcharenko, V. Horshkova, Yu. Kolesnichenko, O. Marynovska, Yu. Semin, Yu. Tyunnikov);
- application of integrated forms of study organization in the secondary school (M. Bezruk, T. Brazheg, G. Ibragimov, Y. Kolyagin, V. Maksymov, N. Talanchuk, V. Yakovlev) and in primary school (O. Aleksenko, T. Bashysta, N. Bibik, N. Hruzdeva, O. Ionova, V. Ilchenko, O. Savchenko, N. Svetlovska, S. Shpilieva, S. Yakymenko).

Modern primary school is looking for flexible forms of learning process, so classes in pedagogical institutions of higher education can not remain unchanged, pedagogy has a variety of ways to improve them. One of the most important directions of increasing the effectiveness of the future teacher of primary classes preparation for the organization of the educational process is the integration of academic subjects, which should be understood as the mutual reconciliation of tasks on the one hand, and the arrangement of conditions for in-depth learning of the educational material on the other.

We believe that the integration of tasks from different subjects at the content, motivational and procedural levels positively rebuilds the entire educational process, as well as contributes to combining the formation of general knowledge and skills in one subject.

The principle of integration is actively used in education to establish connections between individual subjects and to study them in a combination which is the basis for the formation of a coherent picture of the world. We support the idea of Y. Komensky, everything that is interconnected in nature, should be taught in the same connection, and an important condition for the formation of a coherent system of knowledge is establishing links among educational subjects [2, p. 26].

This idea has recently been gaining in popularity in the higher education system. Based on the experience of the predecessors, we argue that integrated training helps to accelerate learning, deepen, systematize and consolidate knowledge, and create integrated programs that allow to combine different subjects naturally and promote the thorough development of students.

The following aspects of the concept of «integration» [3] are defining for future specialists' training:

- establishment of the unity of the various, that is, the comprehensive consideration of processes and phenomena that are studied by related educational subjects;
- structuring of the educational material of related educational subjects into generalized knowledge complexes with the establishment of essential links;
- Implementation of the principle of supplementing cognitive learning.

Nowadays, V. Nichyshyn identifies two main approaches to defining the content of the integrative approach in the training of future specialists. According to the first, content of the integrative approach includes the integration of content, forms, and teaching methods. Proponents of the second approach believe that the process of knowledge integration must also take into account the process of interaction among subjects of teaching and learning. That is, under the content of the

integrative approach in vocational training at a higher school one should understand the unity of the processes of content, forms and methods of teaching integration and the process of interaction among subjects of teaching and learning with the dominant meaning of the process of content integration [3].

Based on the results of the research, it was found that the integrated approach in teaching contributes to the expansion of the social and cognitive experience of students in line with the teacher's specific educational and training tasks, the intensive development of students in the aspect of the chosen subject; the formation of interest in events and phenomena of reality, the education of the individual, develops general skills.

Summing up the above mentioned, it can be argued that the problem of integration of education is very relevant nowadays, important and modern for both theory and practice. The integrated approach to the educational practice, on the one hand, creates favourable conditions for forming the holistic world, the manifestation of the creativity of the child and the teacher and influences the effectiveness of the learning process (knowledge acquires the quality of systemic, skills become generalized, complex, the world-view orientation of cognitive interests increases), on the other one.

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ABOUT THE ISSUE OF TEACHING PRESCHOOLERS ENGLISH LISTENING AND COMPREHENSION

In today's world the knowledge of English are very important. But, unfortunately, in the State Basic Program of of preschool age child development the section «Foreign language» (FL) belongs to the variable component of Preschool Education. So, the child can study it in the family or in the preschool institution. The Basic Component of Preschool Education says that the final results of the speech development of a graduate of preschool education is the formation of different types of speech (*dialogue, monologue, phonetic, lexical*) and communicative competences (A. Bohush) [1]. The peculiarity of learning a foreign language in the preschool institutioni is that children learn it in artificial conditions, when it is necessary to use the means of visualization that performs various functions. Visibility serves as a support in understanding the perceived by ear material. Of course, children remember the best that material what is interesting for them. It can be anything that surrounds them: colors, animals, clothes, food, vegetables, fruits, furniture, dishes, transport, flowers, weather, seasons and much more. The main principle of creation and selection of materials is that it must be bright, beautiful; to cause the desire to take in the hands and to play with it. Knowledge of any language includes only four abilities: *understanding speech by ear, the ability to express thoughts in the language, the*

ability to read and write. In the learning environment in the preschool institution, children do not learn to write in English. Early English education of the children begins with the formation of the ability to perceive foreign language speech by ear (listening comprehension). Auding (listening comprehension) is the process of listening. Listening skills provide insight into other people's statements. Auding gives you the opportunity to master the study of the sound party of the speech its intonation: rhythm, accent, melody. Through listening there is a assimilation of lexical and grammatical material of a foreign language. Auding is the basis of communication. Understanding speech by ear is closely connected with speaking, expression of thoughts by means of the studied language. Speaking and auding are two interrelated aspects of oral speech. Thus, auding prepares for speaking, and speaking helps to form the perception of speech by ear. Auding is connected with reading and writing. Reading aloud or about itself, man like hears the text, which he reads. In the process of graphic design of the message a person says and hears what he says.

Learning the preschoolers to listen in a foreign language largely depends on the level of their mental development, especially on the formation of skills and abilities, as well as attention, memory, thinking. The primary requirement for learning listening (reproduction of foreign vocabulary heard by children) is a full understanding of foreign words, which introduces the preschool teacher in the English lesson in the preschool institution. From my own practical experience, I can see that children perceive everything very quickly by ear and visually, although some still do not speak. Children are happy to carry out joint actions, moving together with adults and respond to various requests in English. English songs and cartoons, pictures, cards, toys, exercises, and teams, a number of correctly posed questions by the tutor are always effective. According to T. Shkvarina in the English lessons is necessary to create conditions under which children would constantly «bathed» in the flow of foreign speech. She notes that for listening it is important from the first lessons to select the material recorded by the native speakers. It can be poems,

rhymes, songs, short stories. Teaching children aural skills, the teacher needs to meet the following objectives: to teach to perceive and understand by hearing the units of speech (phonemes, expressions, method); form aural skills. Of course, speech in sound recording is more difficult to perceive, so the form of presentation should cause positive emotions in children: recording beautiful music, voices of animals and birds etc. [2]. In the process of aural skill learning children often meet with significant difficulties. Since aural skill is an internal activity that cannot be observed, it is necessary to gradually form a mechanism for listening to speech units of different levels – from phoneme to word, from word to phrase, from phrase or sentence [2]. The main task of the preschool teacher in the learning process of aural skill is to interest children and hold their attention. With this aim the preschool teacher prepares in advance various activities and plans their alternation, so that the children does not get bored in the English lesson. The constant support of interest allows you to keep the child's attention. The most favorable psychological and pedagogical conditions for the preschoolers' intensive development are: the creation of game problem situations, taking into account the age and individual psycho-physiological characteristics of children. Game is very important on the foreign language lessons as the means of achieving all the objectives of the studying. The choice of the game depends on the objectives of a particular lesson, the characteristics of the group, content, material. Success depends on how skillfully, interestingly, emotionally and artistically the teacher organizes the game.

Thus, aural skill plays an important role in teaching a foreign language and especially in communication-oriented learning. In modern methods of teaching foreign languages and methods of teaching English language to preschoolers emphasizes the need to establish listening as an important skill, without possession of which no language communication. Aural skill takes an important place in the initial degree of learning a foreign language with preschoolers in the preschool institutions.

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**IMPLEMENTATION THE TASKS OF AESTHETIC CULTURE
FORMATION IN THE FUTURE SPECIALISTS OF PRESCHOOL
EDUCATION IN THE PROCESS OF INTERPERSONAL INTERACTION IN
PRESCHOOL EDUCATIONAL INSTITUTIONS**

The problem of students' aesthetic education, in particular future preschool teachers of preschool institutions, is actualized by the recognition of the special importance of aesthetic in determining the future specialist of preschool level value orientations, the development of its emotional and sensual sphere, the need for a high level of humanity and creativity, sensitivity of preschool childhood to form the foundations of aesthetic culture of the individual.

The majority of scientists L. Anuchyna, A. Dubaseniuk, L. Kryvshenko, N. Moiseiuk, O. Savenkov, O. Umanets, O. Fedii consider that aesthetic education in higher education institution is to educate the correct understanding of beauty in art and reality, to educate the desire and ability to build their lives and activities according to the laws of beauty at future expert of aesthetic culture.

N. Moiseiuk identifies such components of the individual aesthetic culture: a) aesthetic feelings – emotional states caused by the evaluative attitude of man to the phenomena of reality and art; b) aesthetic needs – the need for aesthetic experiences, communication with artistic and aesthetic values; c) aesthetic tastes – the ability to evaluate works of art, aesthetic phenomena from the standpoint of aesthetic knowledge and ideals; d) aesthetic ideals – socially and individually – psychologically conditioned ideas about beauty in nature, society, man, art; d) artistic skills-abilities in the field of art [5].

In our opinion, indicated by the researcher the individual aesthetic culture components do not fully reflect its essence. We consider that to the future preschool teachers aesthetic culture components, in addition to the mentioned above, should be included the individual's aesthetic consciousness, aesthetic knowledge, aesthetic behavior, aesthetic activity and experience of aesthetic activity. And it is these components determine the purpose, objectives and content of students' aesthetic education.

The purpose of future preschool teachers aesthetic education is formed aesthetic culture. Aesthetic culture is the result of an active creative assimilation of the cultural heritage of society by a person; a kind of set of personal qualities that form a complicated dynamic structure, which is constantly changing as a result of the interaction of the individual with the beautiful, as well as the interaction of personalities [1]. Achieving the goal of aesthetic education is possible in the process of implementing a series of tasks.

So, O. Savenkov distinguishes the following tasks of person's aesthetic education: education of aesthetic interests and needs; education of aesthetic tastes, ideals, preferences; formation of aesthetic experience and aesthetic consciousness of the person; education and development of abilities to build the relations with the world under the laws of beauty [7].

Diverse tasks of aesthetic education in higher education institution are considered by V. Slaktionin and L. Podymova. They scientists include the following

tasks: the formation of the ability to perceive, feel, correctly understand and appreciate the beautiful in the surrounding reality and art; education of aesthetic culture; mastering the aesthetic and cultural heritage of the past; the formation of aesthetic attitude to reality; the development of aesthetic feelings; the development of the need to build life and activity according to the laws of beauty; the formation of aesthetic ideal; the formation of the desire to be beautiful in everything: thoughts, deeds, actions, appearance.

Somewhat wider sees the task of future preschool teachers aesthetic education O. Kosinova, namely: the formation of students' understanding of the beautiful in life, study, literature and art; the development of students' skills correctly to perceive the beautiful and ugly, sublime and low, heroic and indecent, comic and tragic, harmony, symmetry, proportion, rhythm, pace, measure in the phenomena of reality and art; the formation of the need for constant communication with the beautiful; education intolerant attitude to the ugly in all its manifestations, the development of skills to manage their feelings; the development of students' aesthetic tastes, the formation of their worthy aesthetic ideal and the ability to see the beauty of creativity; improvement of artistic literacy, familiarization with the national and world cultural heritage, with modern art; the formation of the need for artistic self-development; the formation of the needs, skills and abilities of aesthetic and artistic creativity; providing methodological and theoretical higher educations graduates' readiness to carry out aesthetic education subordinates in further work, etc. [4].

On the basis a of number future preschool teachers aesthetic education tasks' analysis, which are defined by O. Kosinova, O. Savenkov, V. Slastionin, L. Podymova, according to our vision of future preschool teachers' aesthetic culture structure, we distinguish such tasks of students' aesthetic education specialty «Preschool Education»: 1) education of students' motivation to aesthetic behavior in professional activities, the desire for aesthetic self-development and aesthetic self-realization; the need for self-improvement of aesthetic culture; 2) the formation in preschoolers systemic knowledge in the field of aesthetic education; 3) the formation

of professional skills of preschoolers' aesthetic education content;. 4) the ability development to creatively transform reality according to the laws of beauty, in order to create conditions for the preschoolers' full aesthetic development and improve their own aesthetic competence.

An important condition for the successful and comprehensive of future preschool teachers' aesthetic education tasks implementation is the interpersonal interaction of the teacher and the student in the classroom and outside them. Pedagogical interaction is the process of the pedagogue and the student influence on each other, providing for their mutual development, mutual enrichment and mutual positive personal change in general. Its character is determined by the type of relationship that has developed between the pedagogue and the student. The pedagogue plays an important role in the pedagogical interaction organization, which greatly affects on the future preschool teacher aesthetic culture formation. Features of interpersonal relations between pedagogues and students are reflected in the process of professional and pedagogical communication. The effectiveness of pedagogical interaction of the pedagogue with students depends primarily on the pedagogues' individual psychological characteristics, its experience of communication with students and pedagogical skills level. The pedagogue influences students not only with the content of his lectures and other training sessions, but also with his personality in general such as behavior, habits, manners, appearance – clothes, posture, movements, facial expressions, voice, tone. All these features should characterize the pedagogue as a pedagogical and aesthetic culture carrier, as an aesthetic behavior standard and a model to be followed. All this characteristics should be a model of aesthetic appearance and aesthetic behavior for students. Each interaction of the pedagogue with students should contain an aesthetic and educational component, consciously modeled, and purposefully implemented by the pedagogue.

To the development of future preschool teachers' aesthetic culture have to contribute the studying in higher education of Philosophy and Aesthetics, Preschool

Pedagogy, Fine Arts Basics with Methodology, Preschoolers' Musical Education Theory and Methodology, Natural Science Basics with Methodology, Preschool Linguodidactics, Physical Education Theory and Methods. The content of aesthetic education is specified in the programs for each subject, as well as implemented in various activities of students. Of particular importance for the future professionals' aesthetic culture formation is understanding and assimilation of the basic provisions of the aesthetic education theory. With the help of aesthetic education technologies by professional discipline means, pedagogues can encourage students to develop scientific representation, teach them to think and create in memory numerous associations of phenomena occurring in nature and associate them with aesthetic contemplation, experience, understanding of being. Future preschool teachers' aesthetic education provides using of spiritual and cultural potential of all disciplines studied in higher education. Each seminar or lecture has aesthetic potential. This is served by a creative approach to solving the cognitive problem, the expressiveness of the pedagogues and students words, the selection and design of visual and handout material etc. Person's aesthetic education analysis of researches and practice allows to claim that scientists distinguish various tasks of students' aesthetic education. However, the ultimate goal of aesthetic education all determine the individual aesthetic culture. An important condition for the future preschool teachers' aesthetic culture successful formation is effective interpersonal interaction of pedagogues and students organization during training and extracurricular time.

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FORMING OF PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER OF HISTORY

Modern Ukrainian school needs increased demands to the training of future teachers of History. The teacher has to answer a number of questions, among them: continual changing of the content of education, insufficient provision of infrastructure, differences in actual material of the course of History and in coverage of the historical facts by mass media, non-ability to deal with information and communication technologies by the teachers of History. As a matter of fact, only

teacher with a high level of professional competence is able to settle and conclude these tasks.

To sum it up the using of competence approach will improve teacher's training. The content of which is educational activity, what forms not only standard knowledge, skills and habits but practical aptitudes and creative abilities.

The content of principal material. In modern educational process the knowledge of history plays an important role together with such a notion as competence. The forming of moral nation and independent state depends on society's historical knowledge.

With the beginning of the process of informatization of society, the mankind started to get huge size of non-checked information. The teachers of History need to indicate correct, real and false claims, the source of information, in other way the society cannot interpret them. Namely the teacher of History has to apply and use competence approach to analyze and explain historical facts and events.

The main methodology in reaching success for a teacher is knowledge of competences what helps him to simplify the process of explaining material and a teacher can compete on the workforce nowadays.

Modern pedagogical system is based on solutions of such tasks as forming a responsible citizen with his leadership position, who has a high level of intelligence, good moral values with combination of a democratic pattern of thinking; he is a patriot and also has high aspiration to the self-education [1, c. 6].

L. Karpova considers that there are three areas in structural components of professional competence. They are: motivational (reasons, themes, motives, interactions and aspects) what provides general cultural, self-motivated and social competence formation; subject – practical (operational-technological) what assists the development of some sub-parts of professional competence; methodological, didactical – methodological, specific – scientific, economical – legal, ecological, informational, management, communicative; the area of self-regulation what develops psychological competence and self – competence [2, c. 10-11].

To historical competence belong:

- Chronological competence
- Spatial competence
- Logical competence
- Informational competence
- Axiological competence

The main features of the modern teacher of History should be formed in the process of training:

- *professional and occupational competence* – it is characterized by the ability to constant improving of pedagogical skills and fluent theoretical material what can elevate learning and have positive upbringing result. The creation of new and own approaches is a quality result of Teaching Standards.

- *social consciousness*

A teacher plays an important role in upbringing of a patriotic citizen and helps a young person identify state ideas and aims.

- *personal culture of educationalist*

Personal oriented approach always characterizes a real teacher. The ability to see an inner personality and sincere empathy give the teacher faith that he becomes the example to follow. With popularization of social networks, a teacher should pay attention to his own blog, site, publishing material; compromising material can have negative effect.

- *democratizm*

A pupil has a claim to express his own opinion, thought and define or judge historical events. Evidently a teacher, a pupil and the author of the textbook can have different points of view. The main principle of teaching History is democratic relations.

- *humanic approach in teaching* is based on facing the personality as a person with his of her life problems according to the context of historical events.

Conclusions:

The improving of quality of future History teacher's training should be fulfilled with the help of 5 features: professional and occupational competence, social consciousness, personal culture of educationalist, democratism, humanic approach in teaching.

During the forming of historical competence a teacher should solve problems in a methodical proper way, perform analysis and explain the educational material without difficulty.

Future teachers should be ready to prevent correcting mistakes or even to use the method of correcting mistakes. The creation of own methods and techniques is an index of high teaching skills.

As it was pointed professional competence of the teacher of History has an advanced content because the demands to the profession and its competence change with the needs of society.

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THE PROJECT METHOD IN TEACHING ENGLISH

Today, the enhancement of the educational process is one of the priorities in the process of optimizing language education. Experience in teaching foreign

language allows to note that both the content and the methods of teaching are changing. Ukrainian methodology at the current stage of its development is searching for new methods and techniques of teaching foreign language.

Project-based teaching is one such breakthrough technology aimed at stimulating the interest in studying the language and improving the skills and knowledge of pupils with the help of project work.

Project work focuses on applying, not imparting, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking and self-confidence [2]. The teacher acts as a guide, advisor, coordinator and facilitator in this situation. In implementing the project-based teaching the focal point of the learning process moves from the teacher to the learners.

Project work at English lessons is an extended language activity, focusing on the topics, themes. It is a means of communication and enjoyment. The learners can experiment with the language as something real. It is a highly adaptable methodology; it is useful as a means of generating positive motivation, because it is very personal. Students tell about their own lives, their own research into topics that interest them. This work helps them to understand that they can use English to talk about their own world; it improves their ability to think. It gives an opportunity to generate their own ideas, to integrate knowledge obtained through different disciplines to solve hands-on tasks. It also helps students to produce something new of their own [1].

The following general stages can be used for successful project implementation:

Opening: students are encouraged to become aware of their role within groups in preparation for more responsible tasks at later stages in the project.

Topic presentation: in this stage students focus on a possible topic and explore its interest value in terms of insights into the topic, and situations and opportunities for language practice and development.

Research and data collection: this is the longest and the most intensive part of the project and it includes the planning and other procedures needed to complete the target task, practicing required skills and data collection.

Preparing data presentation: in this stage students deal with a new round of decision-making which often leads to a reallocation of roles within a freshly formed production team. They collected data for the project (photographs, various texts, their written notes and etc.) and now they have to decide what to do with it in regard of the end product and for whom it will be intended.

Presentation: this stage gives students an opportunity to practice English speaking skills. The presentation itself is a short-time event but it is preceded by a preparatory process of collective decision making, data reorganization and skill acquisition [4].

Evaluation: Evaluation refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved. Evaluation also entails assessment of the experience at individual and group level, identification of errors and problems. Evaluation includes evaluation from others, as well as self-evaluation [3].

It also should be mentioned that, before setting up a project it is essential to explain the final outcome, this will help students to understand what they are doing and why. The teacher should explain them that at the end of the project they will write or design a small leaflet on the topic, a presentation, a poster or so on.

To sum up, it is important to say that using project work in teaching English greatly changes the role of the teacher. Depending on the project stage, the teacher may be a consultant, observer, helper, source of new information, or coordinator. The application of innovative techniques in educational activity is an indicator of a teacher's high qualifications, his or her advanced teaching experience, and students' progress.

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THE USE OF VIDEO MATERIALS IN TEACHING ENGLISH

Video materials nowadays are not only a part of everyday life activities, but they are shown as an effective method in teaching English language as a foreign language for all learners both inside and outside classroom.

There are some positive characteristics of using video in the process of learning foreign languages: it brings the outside world into the classroom and gives teaching “reality”; video also provides all the paralinguistic features of language that only audio can't; it provides the possibility of using different modes of operation, e.g. freeze frame, using only video track (with audio track turned off) etc.; videos can easily be used for different types of work: individual, pair, group, collective; video equipment allows to split movie into desired number of clips, depending on the objectives of individual needs and characteristics of learners to continue working with each clip separately [1].

It also should be mentioned that video materials and films greatly contribute to understanding of another culture and mentality. Video materials show the students

how people behave in the culture whose language they are learning by bringing into the classroom various communicative situations [2].

Watching videos in class should not just be a passive activity. It is important to consider beforehand what we want our students to learn from the videos. We'll also need to plan how we can help our students learn. In planning to use video, the following three stages should be considered:

Stage 1: Provide questions that focus students on what you believe is important in the video.

Think over why you have chosen this video, and what you expect they will learn from watching it. Questions or prompts can be written on the board or worksheets that are handed out in class.

Stage 2: Watch the video in class. Stop the video to draw students' attention to something you consider important to them.

Stage 3: Discuss as a class or in small groups the students' answers to the questions you gave them.

Presentation of video should include such a volume and pace, which corresponds to the abilities of students. As a rule, sounding the text for more than 3 minutes overloads short-term memory and complicates the perception process. The text is usually presented for listening twice. If students do not understand the text after double presentation, it is advisable to view the text in fragments [1].

The after-viewing stage is the process of studying following a video information perception. First of all, this is the control having various purposes and forms. Control can be carried out in various forms: oral, written, face-to-face, individual, question-answer; in different volume – control of the plot understanding, control of perception and discussion of separate details of a plot. The after-viewing stage is aimed at formation, development and perfection of a foreign language communicative competence on the basis of lexical, grammatical and cultural video information maintenances. This is a question of introduction, training and fastening

language, speech and cultural material on the basis of the decision of various educational problems [3].

To sum up, it is important to say that in general, students find the experience of using video material to be interesting, relevant, beneficial and somewhat motivating in class. All video resources presuppose active teaching. The effectiveness of the use of video resources for teaching foreign languages depends both on precise determination of its place in the educational system, and on how efficiently the structure of the video lessons is organized.

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THE IMPORTANCE OF INTERACTIVE METHODS WHILE LEARNING GRAMMAR IN CONTEXT

The use of new teaching methods has received much attention over the last two decades in Ukrainian education. In connection with the constant progress in the education system, there is a need for the introduction of new teaching methods. As a matter of fact, the leading methods are interactive. According to the New Oxford

Dictionary of English, “interactive” means involving communication between people. Therefore, interactive method is a good means of stimulating student interaction.

Recent development of new teaching methods have led to a great influence and wide use of them in learning and teaching English. It has now been suggested that interactive methods develop communicative skills, logical thinking and different types of intellectual activity such as analysis, synthesis and comparison. Interactive methods are able to arouse students’ interest, they encourage their active participation in the educational process, appeal to the feelings of each participant, contribute to the efficient absorption of the material being studied, have a multifaceted impact on students, allow giving feedback, form life skills and even promote the behaviour change [1].

In the literature there is a surprising number of concepts and ways of new teaching methods usage but the most interesting and effective to our mind are the theories by H. Douglas Brown, Kevin Yee and Richards Jack C.

According to the views of H. Douglas Brown, from both the teacher and learner’s perspective, the interactive methods are attractive because it is an active approach to learning and teaching, which breathes life, freedom, and creativity into what is often a tedious, ineffective, and constrained formal approach to teaching (which includes grammar drilling, lectures and repetitions of correct forms) with the teacher assuming the role of leader, rule enforcer, and student evaluator. H. Douglas Brown believes that interactive methods using is a key to success while English lessons [2].

The same opinion can be found in the scientific works of Kevin Yee, the author of interactive techniques, who considers interactive methods to be the most effective ones. They involve a collection of more than 100 teaching strategies that aim to engage students in studying process. Most of them encourage the natural acquisition of language, not learning. Children acquire language through a subconscious process during which they do not study grammatical rules. The same as they acquire their first language. Acquiring language, the learner needs a source of natural

communication and interactive methods are a source of such communication. Language learning, on the other hand, is not communicative. In language learning, students have just knowledge of the language and can operate it [7].

Richards Jack C. noted that active learning, not passive, makes it impossible to sleep through a class. He considers using interactive methods as one of the ways of active learning. Those methods help to set up students to commit to an answer, then move to the reasoning behind it. From there, he said, through the discussion with their peers and different interactive tasks the students often become emotionally invested in the learning [3].

Teachers are actively beginning to introduce interactive methods into the learning process. They occupy a special place in studying the most difficult units of the English language. One of these units is grammar.

It is determined that grammar is a set of rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. In another definition, grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey [8].

In foreign language acquisition, accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction. There has always been a debate about the most effective way of teaching grammar. Grammar instruction through context positively affects learners' competence to use grammatical structures accurately in language skills. On the one hand, it is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. On the other hand, teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language. But very often the process of teaching grammar in context is a difficult process for students and teachers trying to find new teaching methods that can help to overcome the difficulties and make this process more interesting [4].

A. Johnson, H. Douglas Brown and Diane Larsen-Freeman support that one of the leading methods which can help to teach grammar are interactive methods such as role play, work in groups and pairs, games, singing songs, brainstorming and discussion method [6].

Modern scholars believe that interactive methods can help to encourage the active participation of everyone in the educational process and contribute to the efficient absorption and using of the material being studied. They have identified the following interactive methods:

- **Work in groups and pairs** involves students working collaboratively on set tasks, in or out of the classroom.
- **Role play** is a way of bringing situations from real life into the classroom.
- **Game.** Esen Metin said that games have a purpose beyond the production of correct speech, and are examples of the most preferable communicative activities. He added that grammar games help pupils understand grammar and apply and use it.
- **Discussion method** is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation.
- **Brainstorming** is a method for generating ideas to solve a design problem. It usually involves a group, under the direction of a facilitator.
- **Singing songs.** Songs provide a great material for foreign language teachers. One of the most interesting methods that not only promotes the development of listening skills, but also helps to learn grammar and vocabulary in an interesting form [5].

Our research on new ways of teaching methods when learning English grammar has led us to conclude that interactive methods using in the class where students have difficulties in using grammar in context can support the students in the following way:

1) students will feel confident during the interactive activities while singing songs, watching videos, learning poems, brainstorming, role plays, discussions;

2) students will be able to use grammar units in context properly through pair work, group work;

3) the process of teaching grammar in context will be interesting and motivational through learning from presentations, listening, relation grammar instruction to real life situations , communication and interaction tasks.

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ENGLISH FOR PRESCHOOLERS BY GLENN DOMAN METHOD

English today is an integral part of our lives. Every day in the modern world there is a growing need to communicate freely in a foreign language and more and more people who want to learn English. Previously, all methods of language learning were aimed at pupils. Today, parents want to start teaching their children English as soon as possible. Life is changing, the perception of a variety of information is changing, and approaches and methods of learning are changing too.

There are many methods of early English learning, which are considered to be untraditional and they all have their own benefits while studying the English language. These are the methods by Helen Doron, Montessori, Nikitin, Zaitsev, Glenn Doman and many others. Let's focus on the Glenn Doman method. The founder of the Institute of Human Development and a well-known researcher of problems and pathologies of children (he studied children with severe injuries and malformations of the brain) Glenn Doman developed a technique that helped to teach special kids. He considered it possible to use parts of the techniques while working with healthy children. He is the author of the world-famous series «Gentle Revolution», including such books as: «How to Give a Child Encyclopedic Knowledge», «How To Teach Your Baby Math», «How To Teach Your Baby To Read», «How to Develop the Mental and Physical Abilities of the Child» and others [1].

«The book that started the Gentle Revolution was How To Teach Your Baby To Read. When it first appeared it not only created quite a sensation but it helped to unleash the creativity of parents. The first thing every parent learns is that when you start to teach your baby, the baby wants more and he wants more right now. Meeting that demand has not been easy, but it has been the right problem to have because it means we are doing something right. We began by creating reading materials to help parents get started. Then we needed Bit of Intelligence cards and Math Dot cards. Now we know that we can never really make enough teaching materials to keep up with our kids, but we keep trying» (*Glenn Doman*) [3].

The role of early education of children is proved by the childhood of many brilliant people with whom parents worked quite purposefully. Glenn Doman suggested that outstanding people were not born geniuses, their talent has developed as much as possible thanks to the favorable conditions created in early childhood and excellent education, primarily because they learned to read very early. According to him, the most important in the life of a child are two periods: *from birth to 1 year and from 1 to 5 years*. *From birth to 1 year*, adults unreasonably show excessive care for the child, trying to keep it warm, making sure that it is clean, while limiting the possibility of forming its nervous system. But the child must be given almost unlimited opportunities for movement and direct study of objects. In the period from 1 to 5 years human intelligence is formed. Therefore, adults should try as much as possible to meet the child's need for new material to study, «which he\she seeks to learn in all available forms, and especially in language – oral or written». If at this time the child learns to read, then, according to G. Doman, «it will open the door to the treasury of history, human writing, which stores the accumulated knowledge for centuries». The main Glenn Doman method for mental development and knowledge, including the English language, is cards demonstration. The best size for cards is 28×28cm. Cards should be made of cardboard, so that the training material always had a proper neat appearance. Parents or teacher show different cards several times a day. The work is based on memorizing the image and the corresponding sound in a foreign language. It should be remembered that to begin teaching a child English by this method is possible and necessary only if you yourself have a certain level of knowledge. Children are very good at learning the phonetic features of the language and poor pronunciation of an adult will not benefit, but also harm the child.

Among the categories of lexical cards in English, you can use the following topics: «*Family*», «*Colors*», «*Toys*», «*Clothes*», «*Body Parts*», «*Animals*», «*Furniture*», «*Vegetables*», «*Fruits*», «*Professions*», «*Plants*». This is an indicative list of topics that can be supplemented or replaced by any other.

Teaching English for preschoolers by Glenn Doman method causes a lot of discussion both among parents and teachers. But in any case, comprehensive training and development of the child by different methods will be much more effective than standard methods of training [1].

The complex application of all educational games, demonstration cards and toys, including used in Glenn Doman's methods, will certainly bring positive results in early learning English.

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GAME FORMS AS A MEANS OF SENIOR PRESCHOOLERS' ENGLISH LEXICAL COMPETENCE DEVELOPING

Foreign language in the preschool education is considered as a means of development, education and personal development of a child, a means of socialization. Teaching English to preschoolers is a special kind of educational activity. In the process of learning the language is both the subject and the leading

means of learning. Children do not learn the components of an unfamiliar language, but immediately master it as a means of communication. At foreign language lessons children are constantly under the language of the imaginary play situation. It is important to use forms and methods that are based on a variety of components of the game activity. Didactic game is the leading method of preschoolers' foreign speech development.

The problem of the influence of didactic games on the preschoolers' communicative abilities development was studied by many scientists: *O. Zaporozhets, O. Leontiev, A. Bohush, L. Vyhotskyi, Y. Komenskyi, N. Lutsan, Y. Myhieieva, O. Usova, K. Ushynskyi, V. Shtern, L. Shcherba.*

For example, N. Lutsan distinguishes a separate group of games: the games of speech orientation, which include folk games, folk word games, director's, theatrical games, music games, games-entertainment, games-fun [3].

O. Usova also considers a game a learning means and a great discovery. In this regard, the author notes that «it is necessary to look for the possibility of building such didactic games in which the elements of direct learning were hidden; it is important to saturate the game with new knowledge». O. Usova also notes that didactic games, exercises and techniques allow a preschool teacher to raise the level of children educational material perception, a variety of learning activities, make it an element of the entertaining [5, p. 35].

The activity theory was grounded by L. Vyhotskyi, P. Halperin, A. Zaporozhets, A. Leontiev; three interconnected components are allocated in activity: *motive, the purpose and executions*. In the process of learning a foreign language there is a motivation of speech activity. Activity becomes possible only when the goal is generated by the motive and understanding. And the motive itself depends on the need to speak a foreign language. Unfortunately, there is no such need for preschoolers. Therefore, it is necessary to combine foreign language speech activity with cognitive and gaming, which are «native» activities of the preschoolers [2, p. 15]. T. Ponimanska defines a didactic game as such that is aimed at the child's

needs in knowledge formation, an active interest in what could be their new source, the improvement of cognitive skills – sensory, intellectual, mnemonic and others [4, p. 25].

Didactic games are a kind of games with rules specially created by preschool teachers. They are aimed at solving specific problems in the education and upbringing of children. Carefully designed and efficiently conducted a game provides study and consolidation of the language material (*phonetics, vocabulary, grammar*). The game covers various types of preschoolers' speech activities: listening and speaking. And of course, the game activates children, contributes to the high performance of lessons and forms the interest in a foreign language, which in the future will become necessary in the senior preschool age and during the school course of learning a foreign language [4, p. 69]. Tetiana Shkvarina also defines a game as an effective means and a basic condition for teaching preschoolers a foreign language. «The game is a leading method and form of teaching preschoolers a foreign language. At the lesson of foreign language children must be in terms of the imaginary language game situation. It is important to use forms and methods that are based on a variety of components of the game activity. Didactic game is a leading method of preschoolers' foreign speech development». In addition to the game, the main conditions for effective foreign language teaching T. Shkvarina includes the following: *to form a foreign language communicative competence; to teach foreign language communication, not foreign language speech; speech patterns-the basis for foreign language competence formation of preschoolers; the leading role of cognitive and gaming activities; lessons in the system – a basic form of teaching preschoolers a foreign language; success generates success* [6].

Consequently, the results of research of modern scientists strongly suggest that an effective means of preschoolers' English language communication skills formation in children is a game, in particular didactic one. The task of a preschool teacher is to find as many pedagogical situations in which the child's desire for active cognitive activity can be realized as it is possible. A preschool teacher must constantly improve

the learning process, allow children to absorb the learning material effectively and efficiently. Games at the English language lessons in the preschool educational institutions help to communicate, contribute to the transferring of experience, gain new knowledge, correct assessment of actions, the development of communication skills of the child, his perception, memory, thinking, imagination, emotions, features such as collectivism, activity, discipline, observation, attentiveness. In addition, games have great methodological value; they are interesting both to preschooler and preschool teacher.

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**THEORETICAL BASIS OF IMPLEMENTING INCLUSIVE EDUCATION
IN SCIENTISTS' WORKS AT THE BEGINNING OF THE XX CENTURY**

The transformation in the education and upbringing of people with disabilities, which began at the beginning of the 21st century, was based on the theoretical legacy of the past. Significant contribution to the development of the scientific foundations of education and education of children with intellectual and physical defects was made by Soviet scientists. Theoretical and Methodological Heritage V.M. Bekhtereva, P.P. Blonsky, L.S. Vygotsky, V.P. Kashchenko, S.M. Troshina, G.I. Rossolimo and other researchers are of great importance for the formation of conceptual approaches to the organization of various models of inclusive education.

The purpose of the article. The main objective of our publication is a historical review of studies in the field of inclusive education, in particular the definition of the theoretical and methodological foundations of inclusive education in the studies of the scientists of the first half of the twentieth century P.P. Blonsky, L.S. Vygotsky, V.P. Kashchenko, T.Z. Shatskogo

For our study, it is important to consider the anthropological approach to the implementation of inclusive education in the studies of scientists of the first half of the twentieth century. A special place in the methodological and theoretical foundations of inclusive education should be attributed to the ideas of educational anthropology. Pedagogical anthropology is an independent sphere of pedagogical science, which is used for integrating knowledge about a child as a whole. Integrated cognition of a child is especially needed when it comes to co-teaching children with different educational opportunities and needs. The ideas of pedagogical anthropology, developed in the theoretical and practical activities of prominent domestic scientists of the first half of the twentieth century, were laid down in the fundamental work of KD Ushinskogo "Man as a subject of education. The experience of pedagogical anthropology, the first volume of which was published in 1868 [19, p. 341]. The idea of Ushinsky was that "one can educate a person in all aspects only through research in all its aspects", which was reflected in the studies of the last century [18, p. 275].

The essence of the anthropological approach to education is to understand the integrity of each child on the basis of a comprehensive knowledge of the formation of man in a person, reflected in the main ideas of inclusive education. Implementation of the practice of inclusive education institutions involves an understanding of the dialectical development of the main provisions of pedagogical anthropology of the last century in the theory and methodology of inclusion. To know a child in a family, in a society, at any age, to know a child in a state of health and illness, in sadness and joy is a requirement developed by Russian anthropologists from the late nineteenth and first half of the twentieth century. (KD Ushinsky, PF Lesgaft, PF Kapterev and others). "We need to know the child - to know more and better than we know the machines with which we work," - said Kashchenko [13, p. 98]. "At first, we need to consider the child as an entire person, and then examine its features," - noted L.S. Vygotsky [10, p.56]. Anthropological principles of integrity and development were laid by LS Vygotsky based pedagogy in terms of the work "Pedagogical integrity and the concept of pedagogical development, covering all aspects of child development and their synthesis" [16, p. 128].

It is important to determine the theoretical basis for the implementation of inclusion is to determine the role of the social environment in inclusive education. The idea of the role of the social environment of development of a child with special needs can be considered as a methodological value scientific heritage of domestic scientists of the first quarter of the twentieth century. This idea was supported by the prominent Russian physician and educator V.P. Kashchenko (1870-1943), who constantly stressed that no child should adapt to educational programs and training, and that the programs should be adapted to children. According to the researcher, education should take into account the characteristics of each individual child, any adverse requirements that cause negative scenarios of child development, abilities and inclining remain unused or undeveloped. To avoid this, according to VP Kashchenko [13], it is important to study the child in the fullness of its peculiarities and personal qualities. VP Kashchenko proved the social importance of correcting

personal deficiencies. Creating an environment where the child's mental forces would have been freely and fully developed - is one of the requirements implemented by the teaching staff of the sanatorium and resort school, created with the participation of VP Kashchenko

The value of the environment in the development of the child was recognized by many Russian scientists in the first half of the twentieth century. The role of the environment in the intellectual and moral development and education of children and adolescents was noted by I.I. Sikorsky. He argued that the development of the child is directly related to the conditions in which it occurs.

The problem of interaction between the environment and personality was also reflected in the works of ST Shatskii (1878-1934 biennium) [16]. He emphasized the leading role of the "supportive environment" of the school in the elimination of many barriers to the development of personal experiences of the child. The main thing is that there is a need to create favorable factors in society that will become a special pedagogical support for children. Shatsky emphasized the special role of the school social environment in the formation of a rich emotional and mental life of children. Understanding this will help eliminate obstacles in children's communication. It is impossible not to notice the continuity of Shatsky's ideas in the positions of inclusive education theorists, who believe that the joint education of healthy children and children with special educational needs is a prerequisite for the social development of both categories of schoolchildren. Another actual idea of ST Shatsky is the importance of taking into account the influence of environmental factors on the person in order to create favorable conditions for physical and mental development of children. Modern ideas of healthcare-saving educational environment can be considered as a dialectical development of ideas ST. Shatskogo.

Actual to clarify the theoretical foundations of the implementation of inclusive education is the consideration of the ideas of scientists about mental development in the process of inclusive education. The role of education in the mental development of a child studied P.P. Blonsky (1884-1941). The scientist studied the relationship

between intellectual development and the academic success of a child. The researcher stressed: "If the mental development of the child affects academic success, then, of course, the school affects mental development" [2, p. 28]. P.P. Blonsky noted that the school accelerates the pace of child psychological activity and the development of children with special needs, including those who have mental disorders, they can get some impetus in the ordinary school, which will accelerate the pace of their cognitive development, but only in that case, when the learning process is organized correctly. An outstanding scientist also emphasized that a capable student should receive no less attention from the teacher. Undoubtedly, this setting is valuable for inclusive education with the idea of equality of educational rights for all students, including equal rights for the attention of the teacher. Current dynamics of intellectual development of students can be considered as one of the indicators of the efficiency of an educational institution.

The problem of mental development of the child and the question of measuring its results were studied by domestic researchers of the first half of the twentieth century. The idea of measuring the level of mental development of children is closely related to pedology. The founder of Russian pedology is AP Nechaev (1870-1948) [3], who in 1901g. created the first domestic laboratory of experimental pedagogical psychology. The laboratory studied the peculiarities of the child mentality. The researcher believed that it was not possible to solve the problem of child education and development without complete knowledge of man [8]. Due to his active participation, scientists began developing pedologic instruments (tests, questionnaires) that were used to measure intelligence, emotional and behavioral reactions, physical and mental development of the child.

Thus, thanks to the research of prominent scholars, we can determine the main directions of the development of domestic inclusive education: the first is an anthropological approach, based on comprehensive knowledge of human formation in man (VM Bekhterev, IA Sikorsky, G.Yu. Troshin) The second direction is the realization of the idea of a social environment in inclusive education, proposed in the

research of L.S. Vygotsky, V.P. Kaschenko, ST Shatsky, based on the cultural-historical theory of L.S. Vygotsky concerning the qualitative change in the social status of human activity as the basis of mental development. The ideas of mental development in inclusive education are the third main focus of the implementation of inclusive education, which involves teaching children with special needs in a regular school, which will accelerate the pace of their cognitive and social development in the event that the educational environment is organized correctly.

The analysis of the works of prominent representatives of Soviet science of the last century shows that conceptual ideas, methodological approaches of this period do not lose value in terms of changes taking place today in the national education. Accumulation and extrapolation of the theoretical heritage of the past in modern times will provide significant capital for the development of the theory and practice of inclusive education, in particular in elementary school. Through this research, we can deeply understand, analyze the technologies and methods of inclusive education.

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THE DEVELOPMENT OF SENIOR PRESCHOOLERS' DIALOGICAL SPEECH IN ENGLISH LESSONS BY MEANS OF ROLE PLAY GAMES

Today, the knowledge of foreign language is not a tribute to fashion, but a necessity, a requirement of time. Early learning of a foreign language creates conditions for early communicative and psychological adaptation of preschoolers to the new language world and to overcome the psychological barrier when using a foreign language as a means of communication; is an important area of school education content improvement, which is designed to solve problems that correspond to world trends, namely the scientific nature of education, its humanization, democratization, integration, multiculturalism, education of mutual respect between nations and peoples; this is a groundwork for learning a foreign language at school and the basis for further mastery of the second and third foreign languages.

Concurred fully with T. Shkvarina that learning a foreign language is a desirable component of preschool education. It is an important means of individual harmonious development, the formation of its vital competence. Children who in preschool age are involved in the study of a foreign language, provided that this

training is organized methodically correctly, are more successful in school, better learn the course of any foreign language [1, p. 6].

The practical purpose of teaching preschoolers English is the formation of elementary English communicative and speech competence (in accordance with the requirements of the Basic component of Preschool Education) [7].

The effectiveness of foreign language teaching depends on the chosen approach to learning. The communicative approach is the most effective, because it is focused on learning foreign languages through the communication. The implementation of this approach in the educational process with foreign languages means that the foreign language speech skills and abilities formation occurs through the implementation of foreign language speech activities by children. This approach involves the gaining of foreign languages, as a means of communication, the gaining skills in the primary communicative competence (O. Boiko) [5, p. 45].

The main purpose of teaching foreign languages for this approach is not to teach the language system, and its application in real (mainly oral) communication, and the main means of learning are situations that simulate real communication. Since we know that the main activity of children is playing, the use of this approach in role play games will be effective and will contribute to the teaching of English dialogic speech of preschoolers. As noted by T. Shkvarina, the coherent speech of preschoolers is presented in dialogical and monological forms. Dialogic speech is the process of speech interaction between two or more participants in communication. Therefore, within the framework of the speech act, each of the participants alternately acts as a listener and as a speaker [4, p. 38].

Teaching foreign languages to preschoolers determines the need to form, first of all, the skills of dialogical speech. Later, when creating appropriate conditions for learning activities, the child will be able to speak within 3-5 simple sentences [6, p. 54].

From our own practical experience, we know that the use of such role play games in English classes as «At the shop», «At the restaurant», «At the market»,

«Happy birthday party» «It's Easter today», «New Year party», «At the zoo», «Interview», «In the forest», «Describe him (her)\ the animal», «Furniture shop» «At the doctor» and others gives the positive results. The game provides a relaxed environment in which children are as inventive and lively as possible. Preschoolers subconsciously create their own reality. In this way, children experiments using their knowledge of the real world and at the same time develop the ability to interact with other people. Role play game teaches children to feel the social use of a foreign language. A good interlocutor is not the one who better applies speech structures, but the one who is able to most clearly recognize (interpret) the situation in which communication partners are located, take into account already known information (from own experience, situations) and choose those linguistic means that will be effective for communication (O. Kolesnykova) [2].

So, role play game helps to implement the basic principle of communicative orientation of learning – the development of skills of English dialogic speech. It helps to increase children's motivation to learn a foreign language, allows to take into account the psychological and age characteristics of children, their interests and inclinations, the scope of their activities, modeling the situation of real communication. The game shows the character of the child, his views on life, its ideals. Without realizing it, children in the course of the game approach the solution of difficult life problems [2].

The phenomenon of role play game is that, as entertainment, recreation, it is able to grow into creativity, in the model of human relationships; suitable for any work with the language: in the role-playing game used grammatical structures, intonation models, lexical material [3, p. 12].

Further scientific research is seen in the development of a system of work on the senior preschoolers' dialogical speech development during classes by means of role play games.

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THE ESSENCE OF GAME TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES OF ELEMENTARY SCHOOL PUPILS

In the New State Standard of primary education (New Ukrainian School Concept) the aim of the first level of General secondary education (grades 1-4) is defined the comprehensive development of the child, his talents, abilities, competencies and cross-cutting skills according to age and individual characteristics and needs. The purpose of foreign language education, which is part of the **linguistic and literary** field, is to form pupils' foreign language communicative competence

for direct and indirect intercultural communication, ensuring the development of key competencies and meet the different life needs of pupils [7]. The formation of this competence of primary school pupils involves the using of new pedagogical technologies, including gaming technologies, which will increase the motivation of learning, better understanding and assimilation of educational material, the comprehensive development of the child as a creative person. At the present stage, both teachers and parents realize the importance of teaching pupils foreign language. Therefore, the earlier the work begins with the study of foreign languages, the higher will be its pedagogical efficiency and effectiveness.

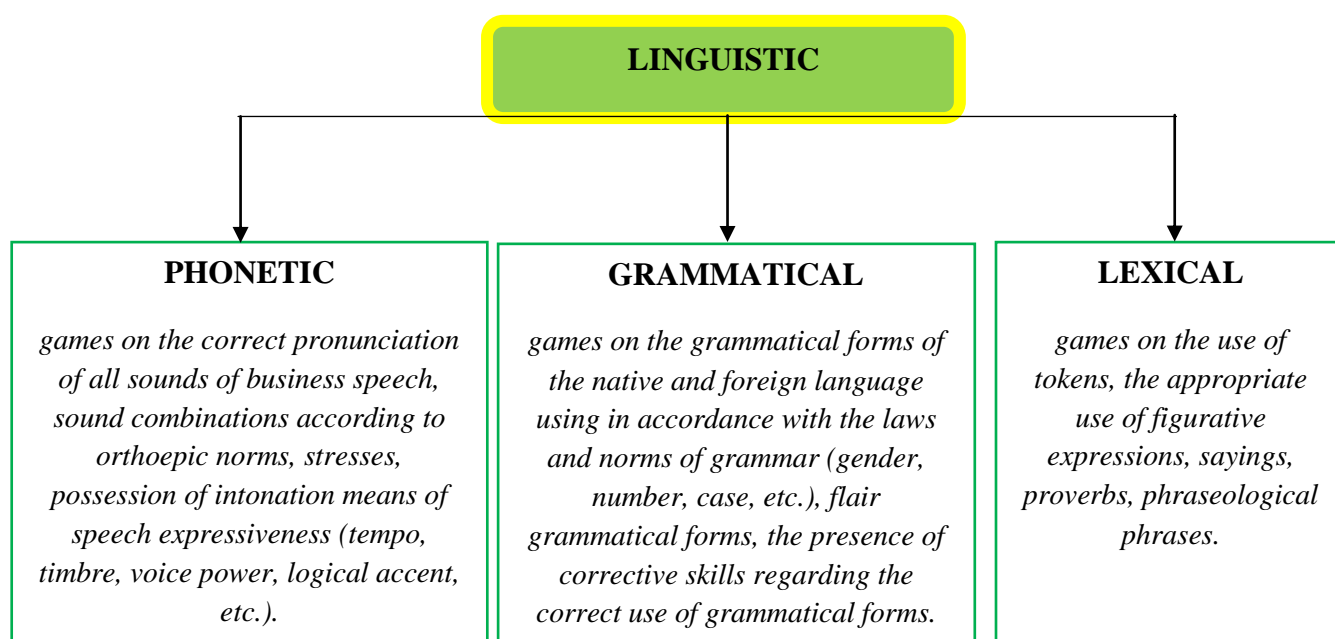
The moving from preschool age to school age is an important stage in the life of every child, which is associated not only with changes in its educational environment, but also with the further development, so the process of foreign language competence formation should be continuous and implemented in the preschool, school and post-school periods.

And from now on, the game, as the 1st class pupils' leading activity, is inferior to educational activities, which significantly changes the motives of the pupils' behavior, opens up new sources of his cognitive and moral forces development. In addition, the game as a free activity not only develops the intelligence of the child, but also brings satisfaction and joy. According to the psychologists, children's game is a kind of activity that arose historically, consisting in the reproduction of children's actions of adults and the relations between them in a special conditional form [3, p. 247]. In primary school age children, the effect of the game is based on involuntary memorization. The game is the ctivity that creates an emotionally stimulating interest and promotes involuntary memorization. Therefore, game technology can be considered as a systematic means of training organization, aimed at the educational process optimal construction and its tasks implementation. The game in the process of foreign language learning does not contradict the educational activity, but is organically connected with it and allows to lay the bases for the main learning components formation: the ability to see the goal and act in accordance with it, the

ability to control and evaluate their actions and the actions of other participants in the educational process.

Game activity in foreign language lessons has a different focus: 1) *didactic (the formation of certain speech skills necessary in practice)*; 2) *educational (education of independence, the formation of certain positions, cooperation, communication skills)*; 3) *developing (development of attention, thinking, speech, reflection, motivation of educational activities)*; 4) *socialization (familiarization with the norms and values of society, adaptation to environmental conditions)*.

The important conditions of the didactic game organizing in the process of mastering a foreign language by pupils of primary school age: *the availability of the game content to the psychological characteristics and age capabilities of primary school pupils, their learning experience, interests and needs; compliance of the game content with the theme, purpose and objectives of the lesson; games based on situations that are adequate to real situations of communication; a variety of didactic games types in the educational process; using of the games that stimulate pupils to learn, arouse pupils' interest and desire to successfully complete the task; creating a friendly, creative atmosphere in the classroom; organization of educational cooperation between teachers and pupils at all stages of the didactic game; objective criteria for assessing the success of the game activities of pupils.* In the English lessons you can apply these types of games:



ROLE-PLAY GAMES

Since early childhood, children play role-play games, not even knowing this term: in the daughter-mother, in the store, in school and so on. Role-play games contribute to the development of speech, imagination, educate such traits as self-confidence, ability and desire to communicate in different circumstances. Role-play games can be used in the study of any topic, both in the classroom and during the extracurricular time.

THEMATICALLY ROLE-PLAYING GAMES

In which the plot develops independently, and only the theme of the game is set.

ECSTATIC GAMES

These games reflect a person's need to express his delight (to express sadness, joy, etc).

Games and means of English can and should develop creative thinking skills in children. But creative thinking is not an end in itself, but only a tool for the development of speech knowledge, skills and abilities. When pupils interactively work with any information, they learn to think, train intellectual abilities, not noticing that their tool is a foreign language. The acquired skills are used by pupils to develop their own creative potential: the more they are engaged and know how, the easier it is for them to create their own creative patterns of speech activity. You should agree with M. Z. Biboletova [2] that between playing, learning and speech activities must be reasonable balance. Without denying the importance of gaming activities, the researchers draw attention to the fact that the excessive enthusiasm for gaming forms of work in foreign language lessons in primary school develops pupils somewhat frivolous attitude to the subject. The goals and motives of game and speech activity

may coincide in the process of mastering oral speech, but in the course of teaching reading and writing communicative tasks are not always amenable to transformation into game forms. In addition, before the foreign language, as well as before any subject, the task is to form general educational skills, which are presented in the New State Standard. Thus, the game exercises in foreign language lessons using affects the mental development of children, improves their thinking, attention, creativity, providing training in cooperation. The game makes it possible to avoid overloading primary school pupils and promotes the persistent assimilation of language material in conditions as close to natural, creates educational and speech situations, which take into account the already formed language skills. Gaming technologies in the lessons in primary school is not a secondary activity, it is a necessary, comprehensive part of learning a foreign language. At the same time, in order to obtain a certain linguistic benefit and achieve the desired educational result, game technologies must be carefully selected, planned, prepared and the teacher must manage them.

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PROJECT METHOD IN LANGUAGE LEARNING: STUDENT-CENTERED APPROACH

The origin of learner-centered approach can be traced back to 80s when the United States initiated its first educational reform. The first reform efforts were directed at reforming the educational standards, the content, the process, the role of teachers. By the beginning of 90s the first educational reform was found to be seriously flawed for having used the wrong framework for reform. To provide the needed framework, American Psychological Association and Mid-Continent Regional Educational Laboratory jointly developed “The Learner-Centered Psychological Principles” in 1990 to 1993. These principles can be considered as universal principles applicable to all learners in different cultures.

Learner-centered approach places the student at the centre of the education. It begins with understanding the educational contexts from which a student comes. It continues with the instructor evaluating the student’s progress towards learning objectives. By helping the students acquire the basic skills to learn, it ultimately provides a basis for learning throughout life [4; p. 17].

The new role of a teacher focuses on ways to facilitate the learning process:

- Fostering student’s learning;
- Accommodating different styles;
- Motivating students to accept responsibilities for learning;
- Designing activities in which students interact with the material, the teacher and each other;
- Encouraging, inspiring student ownership of learning [1; p. 45].

In student-centered classroom, at different time, students may be working alone, or in a group. Also they may be teacher-led. The ideal size for a student-centered class is 12. The larger class, the more necessary it is to have a student-centered class. The only way to give all the students time to speak is by having them work together.

There are different types of interactive activities that can be utilized in the learner-centered classroom. Some activities, like discussion and role play, are quite

suitable as working together activities. Brainstorming can lead to a very lively discussion. In this article we would like to touch upon the project work as one of the best way to implement learner-centered approach. The project-based learning takes learner-centeredness to a higher level. The main advantage of this activity is that the students get control for what they are doing. The role of a teacher is to observe the students, to watch how they interact, how they carry out the research, how they organize and plan their projects [3; p. 19].

A project is an extended piece of work on a particular topic where the content and the presentation are determined by learners. The teacher provides the topic, but the project writers decide what they write and how they present. Project usually integrates language skills through number of activities: planning, gathering of information through reading, listening, interviewing, discussion, problem solving, reporting, display.

Haines identifies four types of projects:

1. Information and research projects which include such kinds of work as reports, displays.
2. Survey projects which may also include displays, but more interviews, summaries, findings.
3. Production projects which presuppose the work with radio, television, video, wall newspapers.
4. Performance/Organizational projects which are connected with parties, plays, drama, concerts [2; p. 35].

Project work gives a clear sense of achievement. It enables all students to produce a worthwhile product. This feature of project work makes it particularly well suited to the mixed ability class, because students can work at their own pace and level. The brighter students can show what they know, unconstrained by the syllabus, while at the same time the slower learners can achieve something that they can take pride in, perhaps compensating for their lower language level by using more photos and drawings.

Projects bring real life into the classroom. It brings facts to life. Project work allows “life itself” to form part of the classroom and provides hundreds of opportunities for learning. Apart from the fun elements, project work involves real life communicative situations (analyzing, deciding, editing, rejecting, organizing, delegating) and often involves multi-disciplinary skills which can be brought from other subjects. All in all, it promotes a higher level thinking skills than just learning vocabulary and structures.

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APPROACHES TO PRONUNCIATION INSTRUCTION IN LANGUAGE LEARNING

Pronunciation is a crucial ingredient of the learning of oral skills in a second language. Modern pedagogy tends to use such methods of teaching pronunciation skills as listening and imitating, visual aids, practice of vowel shifts and stress shifts related by affixation, and recordings of learner’s production. All these techniques are based on teachers having their students learn each sound and then apply them in real speech. Some students benefit from these techniques; however, others do not learn the pronunciation of the other language easily from them. For this reason, new

techniques are being developed to supplement the learning of English pronunciation. New directions in teaching and learning English pronunciation have come from other fields, such as drama, psychology, and speech pathology. The techniques stressed are the use of fluency-building activities as well as accuracy-oriented exercises, appeals to multi-sensory modes of learning, adaptation of authentic materials, and the use of instructional technology in the teaching of pronunciation. Today, there is a variety of current technology equipment and applications used in education. They include computers, digital cameras, scanners, LCD panels and/or projectors, distance education/video conferencing systems, word processing, databases, spreadsheets, drawing/graphics programs, website development, electronic references, discussion groups/list servers, instructional software (tutorials, drills and practice), presentation software, hypermedia, e-mail, internet, assistive technologies and instructional methods for integrating technology. Among these technology equipment applications, instructional software (tutorial drills and practice) is used commonly to assist people learning languages [2].

Educators focuses on three main approaches to pronunciation instruction, which are the intuitive-imitative approach, the analytic-linguistic approach, and the integrative approach. These approaches integrate traditional methods with modern techniques. In the following section, these three approaches will be expounded one by one.

In the *intuitive-imitative approach*, it is assumed that a student's ability to listen to and imitate the rhythms and sounds of the target language will give rise to the development of an acceptable threshold of pronunciation without the intervention of any explicit information. The invention of the language laboratory and the audio-lingual method contributed to the support of this approach in the 1960's, 1970's and right up into the 1980's. Indeed, many contemporary second language practitioners still hold to this view.

In the *analytic-linguistic approach*, the prominence of an explicit intervention of pronunciation pedagogy in language acquisition is stressed. Developments in the

fields of phonetics and phonology from the latter half of the century are drawn upon and often "watered down" for use in the language classroom. Pedagogical aids, such as the phonemic chart, articulatory descriptions, explanations of the form and function of prosody and practical exercises, such as minimal pair drills and rhythmic chants form the basis of an explicit program of accent modification. Explicitly does analytic-linguistic approach inform the learner of and pay attention to the sounds and rhythms of the target language. It was developed to complement the intuitive-imitative approach instead of replacing it [1].

In the *current integrative approach*, pronunciation is regarded as an integral component of communication, rather than an isolated drill and practice sub-skill. Pronunciation is practiced within meaningful task-based activities. Learners use pronunciation-focused listening activities to facilitate the learning of pronunciation. There is more focus on the suprasegments of stress, rhythm and intonation as practised in extended discourse beyond the phoneme and word level. Pronunciation is taught to meet the learners' particular needs. There is a dual-focus oral communication program where the micro level instruction is focused on linguistic (i.e., phonetic-phonological) competence through practice of segmental and the suprasegments, and the macro level attends to more global elements of communicability, with the goal of developing discourse, sociolinguistics, and strategic competence by using language for communicative purposes [1].

Thus, when teaching pronunciation, teachers need to take into account that "it is an important aspect of both speaking and listening". In fact, "to make sense of what we hear we need to be able to divide the stream of speech up into units (for example, tone units, words and individual sounds) and to interpret what they mean" and "learners need to be able to discriminate between features of pronunciation before they can produce them in their own speech".

Therefore, we can conclude that many techniques and activities are be used to teach English pronunciation to students within abovementioned approaches.

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USING EIDETIC METHODS IN THE ENGLISH LESSONS FOR PRESCHOOLERS

It is quite relevant and even necessary to start learning English from preschool age. It should be taken into account that this age is sensitive, that is the most favorable for the perception of new material and the development of mental functions, in particular, thinking, memory, imagination. One of the urgent problems of the current education is the problem of developing preschoolers' ability correctly to master the information. Because of this, is necessary to develop the memory in preschoolers. Memory is one of the most basic processes of the human psyche, the basis on which the brain creates, it is the capabilities of man, his thinking [1]. Memory is a very important characteristic of the mental life of a person and that is why the problem of memory is one of the first, especially attracted attention, and therefore is one of the most studied problems in psychology.

During the studying of foreign language (English) in preschool educational institutions is of great importance the process of memorization, because the preschoolers should cover all kinds of other speech activities such as: *listening, speaking, reading and writing*. Involuntary memory is leading in the preschool period. Arbitrary memory begins to form in the senior preschool age. For the development of arbitrary memory in preschoolers is necessary: to develop their involuntary memory, which is the basis for the subsequent arbitrary reproduction; encourage the child to play at first in the performance of their practical assignments and in the game, and then in educational activities; put in front of children tasks, exercise them in memorizing, train their memory in activities; teach different ways of memorizing, paying special attention to the development of logical memory.

However, it should be taken into account that the preschoolers are extremely mobile, so the game techniques will help them to learn English. English lessons for children should be emotionally interesting, e.g., in the game format. Taking into account the above characteristics, it is advisable to use eidetics for teaching a foreign language in the preschool institutions.

Eidetics is a new direction in modern child psychology, which studies the techniques and methods of easy learning, memorization and reproduction of information with the help of visual images, sensations and representations using game techniques. Eidetics is actively used for teaching preschoolers English. With the help of eidetic, the preschoolers not only develop memory and attention, relying on representations and images, but also better perceive the new information. It helps them in the difficult processes of understanding, remembering and reproducing foreign language material.

Since 1990 yr., the introduction of eidetics' methods in Ukraine began to Yevhen Antoshchuk. He notes that the ability of an adult to «go down» to the child level, that means, to see clearly, the ability to be surprised, to fantasize is the eidetic. Eidetics was also interested for such scientists as A. Luriiia, I. Matiuhin, O. Pashchenko, O. Sierikova, O. Kushnir and other [2].

Now there are about 27 methods of eidetics, as well as a large number of exercises to them. Eidetics' methods are diverse, original and unique. With the help of them children effortlessly can memorize the foreign language vocabulary (in our case English). In our opinion, the most important are the following methods: *phonetic associations; autobiographical associations and creative thinking*. Here are some examples of their using. *Game «Associations»*. The preschool teacher says the word and asks the child to say another word, which she associates with what the adult said. The essence of this method is the right choice of associations to the English word. For example, children have to remember the word «carrot». Consonant with this word is the word «carriage» (kareta, in Ukrainian). It is advisable to accompany the word with the picture.

Game «Make a Story» or «Creative Task». The preschool teacher pronounces the child from 5 to 10 words, depending on the age, and the child using these words have to make a story.

The method «Autobiographical Association». Various foreign schools teach how to remember correctly. It is necessary to learn not to remember, but to reproduce. In contrast to the associations that have arisen in our imagination, this method uses associations from the experience of experienced events.

So, as you can see, when using the methods of eidetics, non-standard techniques are used that teach a child to fantasize, cause him only positive emotions, and also teach him to see images and to think creatively. Thanks to these techniques the child learns better, his memory and concentration grow, and efficiency increases. The introduction of methods and techniques of eidetics has a positive impact on the developing aspect of education, which in turn leads to the successful assimilation of children's knowledge and skills, enables them to comfortably and psychologically easy to acquire new knowledge and enjoy the realization of their abilities. Such methods of eidetics as *phonetic associations, autobiographical associations and imaginative thinking* will allow preschoolers to demonstrate a high level of concentration and thus achieve success in English learning.

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READINESS FOR ADMINISTRATIVE ACTIVITY AS A COMPONENT OF PROFESSIONAL ACTIVITY FOR THE FUTURE SPECIALIST OF PRESCHOOL EDUCATION

In modern conditions of development of society quite high requirements for training pedagogical staff, improving their professional competence, readiness to navigate the difficult problems of education and upbringing of the younger generation are put forward.

Improving the content, the complexity of the functions and conditions of the modern institution of preschool education contribute to significant changes in the management aspect. This is due to such basic factors as the change of the paradigm of preschool education and the orientation to the educational needs of children and parents, the pursuit of continuous educational marketing, the formation of a positive image of the preschool institution, the introduction of pedagogical and organizational and managerial innovations.

The implementation of innovative approaches to the educational process in the institution of preschool education begins with the improvement of management activities, which should ensure the continuous professional and personal growth of the teaching staff. In these conditions, the role of vocational training of preschool

education specialists in management activities has increased significantly. There arises a need for professional training of a specialist in pre-school education, who has knowledge in various fields of science, namely: pedagogics, psychology, economics, educational management; a specialist who is ready for management activity [5, 169].

A modern educational institution based on its structure is a complex organization, and therefore its leadership should be based on the principles and provisions of the managerial science.

The system of management of pre-school establishments can function only when all its components correspond to the requirements of the present. The direction of the entire kindergarten management system to the final result implies not only the special motivation-target orientation of the specialist of the preschool institution, but also a new approach to information provision, pedagogical analysis, planning, organization, control and regulation of all the activities [1, 42].

Thus, such a management means the education of highly motivated professionally trained preschoolers. That is why the issue of training future specialists in managerial skills and its effective organization becomes extremely relevant. Competent management allows eliminating uncertainty, focusing on the main tasks, achieving effective economic functioning, and facilitating control over the work of the institution as a whole [3].

Today it is urgent to prepare new management specialists capable of effective leadership based on the experience and current achievements of psychological and pedagogical science and management. Consequently, managers of pre-school establishments should have specialists with a ready-made readiness for management activity.

The managerial activity of the head of the institution of preschool education is an integrated personality education of the teacher, reflecting the unity of his theoretical and practical readiness for the effective implementation of various managerial functions (information-analytical, motivational-target, planning-prognostic, organizational, control-regulative, etc.) [4, 127].

The actual features of the activity of a specialist of the preschool education institution are determined by the specifics of this educational institution, namely: pedagogical orientation of management activity; a huge social responsibility; high degree of openness of the managed system – the presence of direct influence from the parents and the social environment; age group contingent of the team and pupils, the need for cooperation between adults and children; the communicative nature of management activity and the ability to influence teachers and children not so authoritarian as on equal footing.

Organization of work in a pre-school institution is based entirely on a human factor, therefore, the issue of managing it in this aspect becomes especially relevant, requires managerial training, certain professional qualities, a professional culture, which is part of a managerial culture. This activity enriches the personality, expands his capabilities, includes the sphere of socio-economic interaction with the team, forms a motivational sphere, and changes value orientations [2, 274].

Professional training of future specialists of pre-school establishments requires that they acquire the following competences: communicative skills, special knowledge, informational culture, psychological readiness and ability to make managerial decisions (Table 1).

Table 1.

The content of readiness of the future specialist of preschool education for management activity

Knowledge	Skills and attainments	Motives
<ul style="list-style-type: none"> – theoretical and methodological foundations of managerial activity; – psychological principles of professional activity; – pedagogical foundations and the study of advanced pedagogical 	<ul style="list-style-type: none"> – self-examination and self-evaluation; – strategic self-management and management (setting goals, determining ways to achieve them in terms of opportunities, analysis of 	<ul style="list-style-type: none"> – value attitude towards oneself, children and collective; – professional self-awareness; – initiative, responsibility; – general cultural level.

<p>experience;</p> <p>– disciplines adjacent to the management.</p>	<p>current results);</p> <p>– introduction of new knowledge into professional activity;</p> <p>– awareness and discovery of new opportunities, resources, rational use of existing ones;</p> <p>– creativity.</p>	
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Implementation of the goal of forming future specialists' of pre-school education the readiness for management activity is achieved through solving the following tasks:

1. Updating, deepening, systematization of managerial and psycho-pedagogical knowledge.
2. Development and improvement of the necessary professional skills and manager's skills (diagnostic, forecasting, organizational, controlling, regulatory, communicative, etc.).
3. Development and improvement of managerial abilities of specialists.
4. Change, formation, strengthening of value orientations, professional units of the personality of the specialist, which are related to the relation to the subject of management activities (target, content, operational, etc.).
5. Stimulation of creativity, innovation in management.
6. Formation of personal tectology of a specialist.
7. Development of the psychological culture of a specialist.
8. Development of reflection.
9. Communicative improvement, development of the system of means of management communication.
10. Motivation of further professional development, development of personal acmeology.

11. Development of spiritual needs of a specialist's personality. Formation of universal and national-cultural moral qualities of the individual.

The readiness of a specialist in management is the result of a special preparation for the activity, since the theoretical availability of the necessary managerial motives, knowledge, management techniques, etc. is a necessary, but not a sufficient prerequisite for management. Management practice proves that only in the activity these abilities are realized, moving from the potential to the active state. And although the overall effectiveness of management is influenced by other factors, the readiness of the personality of the future specialist to management is seen as a key factor. Proceeding from this, the purpose of training future specialists in preschool education is the formation of professional readiness to fulfill the social role of the manager as a manager-professional. Based on the principle of continuity of training, the training of managers can be considered an element of the system of training senior management education, which is designed for the long-term and is of a proactive nature.

Based on the foregoing, we can conclude that readiness for management activity is an important component of professional readiness to fulfill the social role of the manager as a manager-professional.

The search for the most effective ways to improve the process of forming readiness for management activities is an important task for the professional training of future preschool education specialists.

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FOREIGN LANGUAGE TEACHING METHODOLOGIES FOR PRESCHOOLERS

Early learning of foreign languages causes interest in the linguistic diversity of the world, fosters a tolerant attitude to representatives of other cultural preferences, activates the development of speech abilities of the child, promotes knowledge of the environment.

The purpose of teaching a foreign language to preschoolers is to promote their timely development, enrichment of intellectual, emotional, moral, volitional sphere in the process of formation of elementary foreign language communicative competence. The process of learning English should be a means of preschoolers' socialization, help to reveal their personal potential, taking into account the individual characteristics. This is indicated in such documents as the European Recommendations on Language Education [3], the Law of Ukraine «About Preschool education», the Basic Component of Preschool Education in Ukraine [1].

In the English lessons at preschool educational institutions, the preschool teacher (*leader of club*) constantly performs the role of the organizer and the lead of the game. Correctly selected games help to form the necessary speech skills in children, to avoid their physical and intellectual overload, promote the assimilation of speech material in situations close to real.

There are a variety of methods for teaching preschoolers English, e.g. : *the game method, the method of full physical response, suggestive method, communicative method, Glen Doman's method, the method of associative symbols, the method of eidetics.*

The theory of the *method of full physical reaction* proves that children easily learn a foreign language when mastering the language begins with the study of commands and physical actions that are performed by them. This method is extremely effective at an early stage of learning a foreign language, because it takes into account the peculiarities of children's physiology, natural abilities of the child. Training by this method is a real game, because when it is used by all participants of the educational process, visual, auditory, motor analyzers are actively involved [2].

Suggestive method of learning a foreign language can be attributed to alternative approaches. L. Lozanov made a huge contribution to the development of suggestive method. He developed such basics of this method as training large units and complexity of tasks. The essence of this method is properly configuring of children's psychological, putting them into a state of complete relaxation. In this state, the memory works much better, and can occur the process the so-called memory over *hyperthymesia*. [4].

Communicative method involves minimal using of the Ukrainian language in English lessons. In principle, the communicative method is not a holistic system technique. Rather, it is a set of techniques designed to teach effective communication in a language environment. The effectiveness of this method is quite high.

Glen Doman's method is a unique method that allows to develop English speaking abilities of children at early stage. Training in this technique is designed for

visual memory: that the pictures and the words written on them will be remembered and will simplify learning to read and write in the future. These cards you can make independently. Glen Doman gave clear recommendations in his books. Cards can be used not only with infants, but also with children up to secondary school age [6].

The *associative symbols method* is a game method, it is the language of movements, gestures, facial expressions, it is the language of our body. This is its main advantage over traditional forms of education. Learning based on the game and fantasy does not burden the child at all, since imaginative thinking is dominant at this age. This means that the child is resting. She tirelessly rethinks a large amount of information. So, the child learns English playing. *Associative symbols method* develops creative thinking of the child, enables complex educational material to turn into a simple, and the most boring to make interesting. This method greatly facilitates the work of the preschool teacher, because it is possible to minimize using of visibility, because all the lexical material is represented by movements, gestures, facial expressions.

Therefore, the specificity of learning a foreign language in the preschool period is that children master it as a means of communication, memorizing phrases and sentences, but do not study the individual components of speech. Methodically correctly organized by the preschool teacher process contributes to a more successful acquisition of educational information by children. Therefore, the role of foreign language preschool teacher is leading in the preschool educational institutions. From the level of his professional training, as well as theoretical, methodological and practical skills will depend primarily on the preschoolers' interest in a foreign language, the degree of mastery by foreign language and, in general, their communicative foreign language competence.

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ROLE OF THE GAME DURING ENGLISH LANGUAGE TEACHING OF PRESCHOOLERS

The competitiveness and success of a specialist is determined by the opportunity to study and train abroad, the opportunity to study at universities in the UK, Canada, the USA and other developed countries; to participate in popular MBA programs (Master of Business Administration), CFA (Chartered Financial Analyst qualification), ACCA (Chartered Association of Certified Accountants). But to participate in any of these projects you need to know a foreign language.

Fundamentals, principles, guidelines and prospects of modern education in Ukraine determine the study of a foreign language as the fundamentally important component of the educational process at different levels of education, starting from preschool age. Preschool education as the first link of education should closely respond to modern socio-cultural demands, enrich the child's knowledge with the necessary quality information, help her realize her natural potential, focus on universal and national values [5]. The purpose of English classes in preschool

education is to develop the child's basic skills of oral speech (communication), understanding the content of English vocabulary, the development of simple English lexical and grammatical skills, the development of the child's cognitive interest, understanding of the pupil logical sequence in the preparation of dialogue and monological statements in English [1]. The whole process of learning should be built as meeting educational, games, personal, psycho-physiological needs and capacities of the child [3, p. 21], that is, in the form of the game. The game is the leading activity of preschoolers, in which the child first emotionally and then intellectually assimilates the entire system of human relationships (plays the role of adults, reproduces in imaginary situations, real life, work, relationships etc.). By its origin and content, the game is a social phenomenon caused by the development of society and its culture [4].

The game in teaching a foreign language helps the preschool teacher to create a positive psychological atmosphere in the classroom; it is a way to create a positive motivation. Success depends on how skillfully, interested, emotionally and artistically the teacher organizes the game.

Didactic games in the English lessons, in the preschool educational institutions is the kind of games with rules, specially created by preschool teachers. They are aimed at solving specific educational tasks in the education and upbringing of children: teaching dialogical, monological speech, the formation of sound pronunciation etc.

The main feature of didactic games is defined by their name: these are educational games. The educational task is embodied by the creators of the game in the appropriate content, implemented through game actions that children perform. The child is interested in the game, the ability to identify activity, perform game actions, and get the result, win, i.e. not in the educational task.

The methodology of foreign language lessons in the form of games should be based on the preschoolers' age and individual characteristics and be aimed at their development. This is evidenced by researches of Sh. Amonashvili, L. Vyhotskoho,

V. Davydova, I. Zymnoi, O. Leontieva, Z. Futermana [2]. Scientists note that the game character of the learning process allows to reveal individual creative opportunities of preschoolers, to form skills of foreign language communication, to establish easy communication (in the context of the situation) and to create a qualitative leap in the development of self-esteem (the child distinguishes himself as a subject of activity, as a person).

We agree with the opinion of T. Oliinyk that games in English lessons should not be episodic and isolated. A cross-cutting game methodology is necessary to combine and integrate other activities in the process of language learning. Based on a game methodology is the creation of an imaginary situation and adoption of a child or a teacher of a role [2, p. 37].

Thus, the game helps in teaching foreign language communication, promotes the formation of communication skills in preschoolers. Games have a great methodological value, they are very interesting for both teachers and children. The inclusion of learning English process in the context of gaming activities (with all its psychological characteristics) allows you to create all the conditions of communication: motives, the goals, objectives of communication, etc.

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POSITIVE MOTIVATION WAYS OF BUILDING OF PRESCHOOLERS FOR LEARNING ENGLISH

In recent years, more and more people want to learn English. Now we see that in modern society it is impossible for a person to self-realize without English. The age of children has also changed. Moreover, the preschool age is recognized by psychologists as the most sensitive period for learning foreign languages. The main objectives in teaching preschoolers a foreign language are: *to form children's initial communication skills in a foreign language, the ability to use a foreign language to achieve their goals, expressing their thoughts and feelings in real-life; creating a positive attitude to further study of foreign languages; awakening interest to the culture of other countries; an opportunity to learn more about the world.*

An important condition for successful learning is **motivation**. It encourages the child to to expand and deep the knowledge. First, «motivation», as the word was used by Arthur Schopenhauer in 1900. Further, the term was interpreted as an explanation of the cause of human behavior, because it has the greatest impact on its activities. The motif is derived from French (motivus «a call to action»), and under motivation we understand the orientation and activity of the individual [2]. The problem of motivation building for learning was studied by such psychologists and teachers as: L. Bozhovych, Y. Babanskyi, I. Bekh, I. Vasyliiev, D. Elkonin, Y. Kuliutkin, A. Leontiev, A. Markova, S. Rubinshtein, L. Slavina, H. Shchukina, P. Yakobson and other. Most scientists consider «motivation» as an internal motivation for activity

associated with the satisfaction of a certain need (A. Rean, N. Bordovska, S. Rozum), So, motivation – a set of persistent motives, with a certain hierarchy, which further expresses the direction of the individual.

Unfortunately, the dominant motive in learning for most children is the desire to make happy an adult. It is possible to cause a positive motivation to learn English only by «interested learning», where the teacher and children are equal partners in communication. «Interested learning» involves taking into account the age and psychological characteristics of the children, special attention must be paid to gaming activities. It is the game that contributes significantly to the creation of a favorable psychological climate, an atmosphere of looseness and communication in the classroom. For example, at the first lesson in English, you should hold a conversation with preschoolers about foreign languages, countries where they speak English, about the heroes of fairy tales and cartoons from English-speaking countries, and also ask the children's opinion about the need to learn English. The educational motivation of preschoolers depends on the presence and level of their interests' development in the educational process [1].

The level of children's activity is positively influenced by the emotionality of the educational process and the creation of a friendly atmosphere in the learning process. Learning English through songs, poems, rhymes, extensive use of verbal and non-verbal supports leads not only to support the initial motivation, but also to the development of interest in the subject and, which is quite important, to the development of positive self-concept and its improvement in the learning process [4]. In addition, poems and songs can perform various functions, namely: *as a phonetic charge; the song allows the teacher to move from the sounds of the native language to the sounds of a foreign language, training the speech organs and preparing them for a more complex articulation; to consolidate the lexical and grammatical material; as a kind of relaxation in the middle or end of class, when children are tired or need a discharge, relieves stress and restores their performance.* To the methods that contribute increasing of the motivation to learning a foreign language of

preschoolers we can also include: *using the element of competition, using of group work, using of information technology (watching trailers for cartoons), creative and interesting tasks.*

Since at preschool age creative thinking is dominant, the English language classes in the preschool educational institutions must be equipped with visibility materials. Using of interesting, bright visual material that increases the rhythm of the lesson, increases interest, that is, directly affects the motivation of the teaching [3]. But we must not forget that the leading role in the process of teaching preschoolers English belongs to the preschool teacher, which organizes the educational process. And only creative preschool teacher is able to interest and motivate children to learn English.

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FOREIGN LANGUAGE COMPETENCE BUILDING OF SENIOR PRESCHOOLERS BY MEANS OF DIALOGIC SPEECH

The purpose of teaching preschoolers a foreign language is to promote their timely development, enrichment of intellectual, emotional, moral, volitional sphere in the process of formation of elementary foreign language communicative competence. It should be noted that in the educational process of preschoolers (teaching foreign languages) at the present stage the communicative approach is priority. This approach is focused on the study of foreign languages through communication. The implementation of this approach in the educational process involves the formation of foreign language speech skills and abilities through foreign language speech activity, that is, preschoolers master the language as a means of communication. In the methodology of teaching preschoolers English, and in particular English-speaking communication, created a significant scientific and methodological base. The problem of foreign language lexical competence building of preschoolers was studied by such scientists as: T. Polonska, Z. Futerman, O. Cherniakova, T. Shkvarina, M. Williams, N. Imedadze, C. Brumfit, A. Feunteun, J. Moon, R. Tongue, D. Vale, I. Vronska, O. Nehnevyska, O. Shahnarovich, O. Reipolska, N. Horlova, O. Pershukova and other.

The fact that in the preschool educational institutions there is a possibility of creating communicative situations, the most favorable for the children to learn a foreign language wrote such scientists as: O. Bahtalina, I. Vronska, N. Imedadze, O. Nehnevyska, O. Reipolska, O. Shahnarovich, T. Shkvarina, C. Brumfit, which note that the training of preschoolers foreign language communication in preschool educational institutions should not be aimed at the assimilation of the largest possible number of lexical units, and to foster interest in a foreign language and the development of communication skills of the child. The formation of skills and abilities of foreign language speech is implemented in the preschool educational institutions in such stages: from the most basic types to more advanced, due to the stadium nature of foreign language acquisition by preschool children. In order to activate the accumulated speech patterns in elementary foreign language communication, the preschool teacher needs to interest children. Since «pure

communication» in a foreign language is a significant difficulty for preschoolers. It is advisable to maintain their foreign language communication due to personally significant for them at this age of play. Such activities will provide a motivational, informative and procedural basis for foreign language communication of children. Dialogic speech is one of the most interesting and accessible types of speech activity for preschoolers. Organized in the form of a game (*theatrical activities, role-playing game*), this type of speech activity successfully contribute to the building of foreign language competence of preschoolers. Dialogic speech as a means of foreign language competence building of senior preschoolers was studied by: V. Bukhbinder, I. Zymnia, R. Martynova, S. Nikolaieva, Y. Passov, V. Skalkin, N. Skliarenko. Scientists emphasize that oral speech skills have a positive impact on the preschoolers' communication skills development [1]. Competence in dialogic speech is the ability to implement oral speech communication in dialogic form in vital for a given age areas and situations of communication in accordance with the communicative task. The effectiveness of the dialogic speech skills' development is determined by the level of children's language competence building [2].

So, on the basis of the psychological and pedagogical analysis we can say that with the help of dialogical speech as the means of senior preschoolers' foreign lexical competence building will be achieved the main practical goal of teaching children English – mastering children English as the means of communication.

Teaching English dialogic speech of senior preschoolers will contribute to the foreign language lexical competence building under the following conditions: the presence of the speech situations, which potentially are an incentive for speaking, and which is created by the preschool teacher in a playful way; knowledge and understanding of preschoolers of a sufficient number of lexical units and grammatical structures depending on the volume of dialogue. The primary task of the preschool teacher is to motivate the child to use speech cliché in mini-dialogues on topics close and understandable to the child environment. When selecting speech samples for dialogues, the educator should adhere to the following principles: taking into account

the native language, visibility, activity, consciousness, accessibility, communicative orientation and the principle of gradual formation of skills and development of skills.

Conclusions and prospects for further research. Further research will concern the study of senior preschoolers' ways of motivation to create their own dialogues in English lessons in the preschool educational institutions.

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THE IMPORTANCE OF WARMING UP ACTIVITIES AT THE ENGLISH LESSONS

Teachers must create a specific atmosphere at the lesson from the first minute. A good lesson will have three distinct parts: a warm-up activity, new knowledge acquisition and practicing new knowledge. Each part of the lesson plays a vital role. Having a good warm-up activity is important to an English language lesson, as it sets the student up for success on many different levels. Well-chosen activity helps students to feel more confident during the lesson, encourage them to focus on English.

There are a lot of different types of activity you are able to use .They depends on the age of students , the level of the group and the tasks you have put for the lesson.

Here I'd like to share and recommend you the types of activity I use at my lessons.

Warm up phonetic exercises

This is a very important type of activity. I use some minutes at the beginning of the lesson to correct the students' pronunciation. Different authentic poems, proverbs and tongue twisters can be used for these exercises. I also like jazz- chanting. It gives an awesome result! Poems always help student to memorize the correct pronunciation and what is more, they are full of a useful vocabulary and grammar.

So, to my mind, chanting is one of the best ways to start a lesson.

Another kind of phonetic exercises is singing. I use it as warm up activity only for my youngest students: their songs are short and don't take much time. Kids like it very much. A merry tune welcomes kids to start a lesson, revise the vocabulary and pronunciation without boring repetition. The good idea for kids is to use songs and rhymes with movements. Songs are also useful as a warm up exercise if you are going to teach grammar. There are a lot of grammar songs for kids!

Vocabulary warm up exercises

If you want to revise the vocabulary of the last lesson(s) you can use different games.

Ask students to guess what you are drawing, adding line by line the pictures of new words (I use this for young pupils)

Ask student to guess the word and read the description of the words (for well-prepared groups).

Write down the words with the missing letters on the blackboard and ask them to guess the words.

Use crosswords

Tell a story with the missing words or picture story (use new vocabulary) and ask students. It is also important to make sure that the warm up sessions are a little bit fun. Getting the student relaxed and thinking in English is the key issue here.

Nothing can be learned if the students are tense and unwilling to speak, therefore warming up will allow the wheels in their head to start turning and open up the gateway to knowledge

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THE USAGE OF MOBILE APPS FOR LEARNING ENGLISH AT SCHOOL

We live in a world where the mobile technology develops at so fast speed that we have difficulty following. Recently the mobile market has changed with the advent of smartphones with android system and Apple products with iOS system such as iPad and iPhone, and the number of people that own these kinds of devices is growing at a fast rate especially among young people.

With the popularization of mobile technology and the different apps, pupils at school can use mobile apps to improve their English ability. While there is considerable enthusiasm for using apps to support learning with their multimedia capabilities, portability, connectivity, and flexibility, there is a paucity of research evidence about whether such approach can facilitate English learning for pupils and what pupils' attitudes are towards the new approach. Besides, there is a lack of research about which apps are good and suitable for them in specific aspects of English studies, such as spoken English, reading comprehension, listening or writing.

With the mobile devices, a new market of application software called Mobile App has appeared and is growing at an incredible speed. Apps are easily available online, and there are two App stores: iTunes App store and Android Market. iTunes App store offers over 700.000 apps available to consumers, while there are over 675.000 apps on Android Market [1]. Among this incredible number of apps, there are a large number of apps relating to English learning for Ukrainian pupils.

First, it should be underlined that a mobile app, as a computer program, is designed to run on mobile phones, tablet computers (like iPad) and other mobile devices. The word "app" is a shortening of the term "application software". Mobile

apps have become very popular among pupils. Almost all of them download apps on their mobile devices.

The research was made at schools and its results showed that over 50 percentage of pupils spent over three hours on various apps by using their mobile devices every day. The research also reflected that the main purposes of pupils using mobile apps was entertainment, communication and learning. The data indicated that pupils preferred to use apps to learn.

Nowadays apps play an important role in language education. In language education, materials are essential part of the learning and teaching processes, while in traditional classroom settings, materials are mainly text-based and static. However, it will make no difference, if just text-based materials such as PDF or Word documents are used in online English resources. Multimedia elements are added into English learning resources, which can be regarded as a necessary part.

According to top apps ranking we summarized top apps which Ukrainian pupils use:

1. Duolingo: Possibly one of the most popular apps, Duolingo comes highly recommended for beginners. With just 20 minutes every day, pupils can learn English little by little by playing short games. Based on different topics, pupils can learn up to seven new words per topic and you gain skill points after completion of lessons.



2. Memrise: The focus of Memrise is to learn English words, more than anything else. But its particularity is that it uses humour to help pupils memorise the words in question. Surely, if something is funny, pupils will be sure to remember it better. The Memrise courses are also created and designed by other users, that makes it a really friendly, true-to-form experience.



3. Learn English through Videos: Learn English with videos is suitable for all levels of English – Beginner, Intermediate or Advanced and it's designed APK size very light and completely free, just keep



learning English daily with the video about 30 minutes pupils will feel that study English is easy and fun.

4. BBC Learning English: Watch or listen to each programme without using the text support. Then watch or listen again using the built-in transcripts and subtitles. Once you've practiced listening and reading skills, use the quizzes to test your understanding. The app will remember pupils' scores so they can keep trying until they get the result they want.



5. Learn English Grammar (UK edition): Pupils can practise sample questions at Beginner, Elementary, Intermediate and Advanced level. Each set of sample questions covers 12 grammar topics, with over 20 activities per topic. Pupils can purchase and download more questions as their grammar accuracy improves.



To summarize information described above we would like to say that the easy availability of apps on mobile devices means that pupils are increasingly turning to online resources for learning. When encouraging pupils know how to best use mobile apps for their English learning, it is important to emphasize critical thinking, and being able to evaluate different sources.

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COACHING TECHNOLOGIES IN THE PROCESS OF TRAINING PEDAGOGICAL PERSONNEL

Constant transformation as one of the innovative processes in modern educational society advocates the introduction of coaching technology. It is based on setting goals and quickly moving towards its implementation means mobilizing internal capacity of individual teachers, development of advanced strategies of achievement, development and improvement of the necessary skills. Particularly important and effective, in our opinion, we believe an introduction to the process of teacher training education as professionals need to responsibly and effectively carry out professional activities at high level, instability and constant changes in the professional environment. And that teacher training education is the means of high-quality professional development through various types, shapes and innovative education model.

It should be noted, based on one of the founders of coaching, T. Holwi [1], that coaching is a method of disclosing the potential of a person to maximize his/her own productivity and effectiveness. Coaching greatly helps the person to learn than teach. This is a method of management, a method of interaction with people, the way of thinking of the individual.

The classical coaching process can be considered through several step-by-step stages: 1) analysis: assessment of the level of competences, coordination of personal goals and goals of the educational organization; 2) planning: identifying key success factors, preparing a skill plan, coordinating the action plan and monitoring the effectiveness of the results; 3) implementation: the path from the moment «now» to the moment «the future», direct actions in accordance with long-term and short-term goals, the definition of priorities; 4) assessment: use of acquired skills, motivation for personal responsibility and acceptance of new challenges, creation of methods of self-discipline.

There is a set of various coaching tools that, as well as a coaching approach, should be used in the process of pedagogical education, among which the main ones are the «Wheel of Life» (or «Wheel of Balance»), the GROW model, the Walt Disney technique, the pyramid R. Dilts etc. [3].

It is necessary to note that the characteristic features of coaching are the clarification, clarification, support, encouragement and planning of new ways and actions. It is also the formulation of strong open issues, and through this the exit from the comfort zone and expansion of its horizons of vision, consideration and adoption of non-traditional and non-standard variants of solving typical problems, development and orientation of personality motivation, expanding the sphere of knowledge, improving the efficiency and quality of life [3; 4]. This is not only a function of transfer of knowledge and learning skills, but it is also the implementation of the function of stimulating interest in learning, the movement to awareness, the development of strengths, the disclosure of the potential of the individual [4].

Coaching technologies are also an element of effective management of the educational process in a higher education institution [2]. Coaching technologies should be used as a universal tool that allows to work effectively at the subject-subjective level, that is, to be able to manage one's own, their own state, their resources, to help others in the development of personal potential, in improving their personal effectiveness, to develop effective communications, to build constructive relations with all participants in the educational process, which in turn, work as efficiently as possible on the outcome of solving the actual tasks of an educational institution and always hold «a hand on a bullet». Together with this gradual intersection of coaching technologies and in the daily behavior of the personality of a future specialist, educator-educator in various spheres of his life will lead to effective self-realization, self-improvement and personal growth.

It should be noted that as a result of the introduction into the process of training pedagogical personnel training practical lessons and special courses on the topics of coaching proved their effectiveness.

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ENGLISH METHODOLOGY BY HELEN DORON FOR PRESCHOOLERS

Recently, the beginning of teaching children English language is increasingly reduced. Nowadays, children of 4 years are considered to be ready for English classes and parents give them in English groups. The Basic Program «I'm in the World» emphasizes that up to 3 years a child can learn different languages in the family, and from three years a child can learn English with a governess or visiting a teacher. The senior preschoolers are able to treat a foreign language as a subject of study [2]. Age up to 3 years is considered to be the most favorable for obtaining new skills. The ground for the subsequent development of intellect is laid up to 3 years. During this period a fundamental ability of the brain to receive external signals, to create images of objects, to remember them is developing. So thinks Glenn Doman, physical therapist and a pioneer in the field of child brain development; children's doctor and psychologist, the author of the original technology of early childhood education [1, p. 7].

Successful mastering of English by children becomes possible also because the children, especially preschoolers, distinguishes the most flexible and fast, than at the subsequent age stages, memorization of language material; the lack of language barrier, fear of inhibition, that prevents to enter into communication in a foreign language even with the necessary skills and other.

There are a variety of methods for teaching preschoolers English. All they can be divided into: replacement method, communicative method, immersion method, but the most effective for preschoolers is the game technique. This is the unique author's method of the famous linguist Helen Doron. Children like to play, because it is interesting, fun, but also useful. To learn English playing is the basis of success. The basis of the method Helen Doron English is natural and active learning in a playful way. This technique simulates the principle of the native speech learning by kids [3].

It all started with a violin lesson. Almost 30 years ago, Helen Doron 4-year-old daughter visited violin lessons. And the violin teacher worked on the Suzuki method. Children learned to play by ear, playing the music they heard. Suzuki described his method as the «language of music». Inspired by the principles of this approach, the linguist and teacher Helen Doron developed her own method of teaching English at an early age in 1985.

The main components of this technique are: a system of classes taking into account age characteristics, learning English as a native language, training in small groups of up to 8 children, which makes it possible to pay attention to everyone in the group, all teachers necessarily undergo specialized training; during classes, the native language is not used-thus, children are completely immersed in the English-speaking atmosphere.

According to the method of Helen Doron in the course of each class are used active and educational games in conjunction with the author's songs and cartoons. Thus, children remember the established expressions and basic phrases, and then begin to actively use them on their own.

Work with cards and drawings is widely practiced. For young learners use soft toys and educational games. Creative tasks, applications, coloring contribute to a faster development of the language, make classes bright and versatile.

Here is an example of some training programs and their briefly description. The study course «the Best Start for the Youngest» is designed for young children – from 3 to 22 months. Parents or babysitters attend classes with children who not only learn English songs, poems, participate in games, but also develop, learn to communicate and understand the language.

In «The Best Start for the Youngest» classes, infants and toddlers learn more than 550 words through games and songs, as well as activities necessary for their emotional, cognitive and physical development.

During the course «Let's Play English» children will learn more than 1000 English words, 18 funny songs, learn to make their own sentences and improve the pronunciation. This course is full of original stories, songs and games. Studying the course «Let's Play English», children enrich their knowledge and learn interesting facts about the nature. During this course, children learn more than 600 words and the basic structure of the English sentence; in a playful way they will sing English rimes, learn 16 songs in English and play outdoor games in English [4].

So, if you want to teach children to love English, to help them gain faith in themselves and their strength, to overcome the language barrier – this method of learning English for children will be useful to you.

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ROLE-PLAY GAMES APPLICATION IN TEACHING ENGLISH TO PRIMARY SCHOOL CHILDREN

Learning a foreign language in primary school has its own peculiarities. As the attention of children at this age is not clearly focused, it is a game that becomes the best method in teaching them. Besides, the study of a foreign language needs repeated efforts, this process is not so easy for children of the junior school if it is not used with game techniques. Also teachers and psychologists claim that the progress in speech, including a foreign language, is much better developed in unity with the physical activity. Such symbiosis can be provided by using a game method, motivation and success in study. The game turns the lessons into an exciting, entertaining process, which increases interest in learning a language, and the desire to achieve results and win.

The aim of our article is to demonstrate the benefits of role-play game for young learners. The application of the role-play games was studied by D. Byrne, J. Revell. Techniques and methods on how to introduce a language to young learners should be directed to learning the language naturally and creating joyful activity in language learning process.

The content of a game is based on reality. The game goes beyond one situation, distracting from one side of reality in order to emerge into another one. Perhaps, in this case the game is indeed a "mirror", the reflection of which helps a child explore the environment [4, p. 263].

The role-play is explained by some authors (Revell J., Taylor J., Walford R.) [5, 6, 7] in the English and American methodology as spontaneous behavior of a pupil,

his reaction to the behavior of other people who participate in a hypothetical situation. The same opinion is shared by another methodologist, Byrne D., who explains the role of a game as a means with the help of which a pupil improvises freely within a given situation, acting as one of its participants [1, p. 25].

One of the foreign methodologists (Littlewood W.) identified the following rules of the role-playing:

1. A pupil is offered to put himself in a situation that can happen with him outside the classroom in real life. It can be anything: from a meeting of some acquaintance to a more difficult situation such as business talks and others.
2. A student needs to be adapted to a certain role in the given situation. In one case, he can play himself, but in another situations he needs to take on a fictional role.
3. Participants of a game should behave themselves as if it were all happening in real life: their behavior should correspond to those roles they perform.
4. Role-players must focus their attention on communicative use of language units, but not on common practice of fixing these units in speech [3, p.45].

Note that for making the playing activity effective and having desirable results in the classroom, it is necessary to manage it, ensuring the fulfillment of the following requirements:

- Readiness of students to participate in a game (each student must learn its rules, clearly understand its purpose and final result, the sequence of actions, have the necessary knowledge to participate in the game).
- Providing every student with the necessary didactic material.
- Clear task setting of a game. Understandably clear explanation of the game itself.
- A complicated game should be conducted step by step until the primary school students are able to perform its separate actions, and then you can offer the whole game and its other variants.

- Students' actions should be monitored, corrected, directed and evaluated in time.
- It should not be allowed to humiliate a child's dignity (offensive comparison, negative remarks during the game, ridicule, etc.)
- It is advisable to pair students at their desks (of course, invisibly to them) to have a strong and a weak children at a desk judging by their language skills. It becomes more effective and, besides, it can be constantly monitored by skillful students.
- A role play should be not spontaneous, but clearly organized and be purposeful. Students must master the rules of the game, besides, its content and form should be accessible to students [2, c.184].

Creation of imaginary situation for a game, without which its plot and content are impossible. Children act out scenes of the family life, work and adult labor relations, reflect epoch events (space flights, arctic expeditions, etc.). The wider are spheres of reality for a child to deal with, the more diverse situations can be used.

The most common plots for role-playing games are the following: "My family", "My pet", "My friend", etc. Appropriate equipment is needed to make games effective and visual to learn and repeat the vocabulary of a foreign language. At the same time, the game activity as a means of formation and improvement of knowledge, skills and abilities in the process of the teaching a foreign language should be aimed at the formation and improvement of not only the aspects of a language, but also the speech mechanisms (speaking, listening, reading and writing). While watching children during their game and interfering only in case of necessity, the teacher analyzes the behavior of the participants. In case there are some violations of the rules, a teacher does not interfere with the game's progress and only at the end, the teacher highlights achievements, and then tells about mistakes.

The results obtained from our research proved that role-play games are effective as the method of teaching for the communicative use of language.

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Section Three
PERSPECTIVES IN HUMANITIES

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**PHONETIC GAME AS A MEANS OF FORMING SENIOR
PRESCHOOLERS' CORRECT SOUND PRONUNCIATION AT THE
ENGLISH LESSONS**

Changes in the Ukrainian society and the associated modernization of foreign language education, advances in the theory and practice of teaching foreign languages require updating the content, forms and methods of the educational process at all levels, among which an important place is occupied by preschool education. Unfortunately, the programs and the Basic component of Preschool Education in Ukraine do not provide for preschoolers' compulsory training in a foreign language. Teaching a foreign language to preschool children is a variable component of the State Standard of Preschool Education.

It should be noted that the problem of teaching foreign language to preschoolers is not new one. There are many studies on this issue. The problem concerning the time to begin teaching children a foreign language was investigated by A. Gvozdieva, G. Doman, V. Leopold, E. Pulgrem, L. Robert, J. Ronzhe, K. Ushynskiy and others; psychological features of foreign language learning are covered in the works by V. Artemova, L. Vyhotskoho, V. Dronova, O. Leontieva and others; methodological recommendations for teaching foreign language to preschoolers are contained in the researches by O. Boiko, V. Bondarenko, M. Borshchenko, H. Brazhnykovi, A. Herhel, O. Dmitriievoi, O. Demianenko, T. Polonskoi, O. Reipolskoi, Z. Futerman, O. Hanovoi, H. Matiuhy, T. Shkvarinoi and others; teaching a foreign language in the preschool educational institutions is

associated with the problem of bilingualism: N. Imedadze, M. Pavlovych, J. Ronzhe, V. Penfield, V. Rivers.

Various aspects of future preschool teachers training for preschoolers' foreign language education implementation are described in the works by S. Budak, K. Vittenberg, I. Mordous, N. Tarasiuk, T. Shkvarinoi and other.

The problem of English lexical competence forming is investigated by L. Vyhotskyi, A. Zymnia, A. Leontiev (the feasibility study of a foreign language at preschool age), O. Kosmodemianska (the place of speech situations in teaching children English by means of television), E. Matetska (the role of language game in the process of preschoolers' foreign language learning), A. Ponimatko (game modeling of foreign language communication), O. Nehnevyska (psychological conditions of preschool speech skills and abilities forming in the second language), T. Polonska (teaching foreign language to children of six years on the basis of fable texts using methods of intensive introduction of language material), N. Achkasova, I. Vronska, A. Herhel, S. Sokolovska (effectiveness of integrated foreign language teaching), O. Demianenko (auditory and spoken skills forming of six year old pupils in a multilingualism situation), T. Shkvarina (forming elementary communicative competence of preschoolers). However, as practice shows, preschool foreign language education often occurs spontaneously. At the English classes, not enough attention is paid to the work on the phonetic skills forming and as a result, the results of foreign language training of a child in the preschool institutions remain unsatisfactory.

Our theoretical analysis of the source base showed that the majority of scientific research is focused mainly on the features of teaching English to preschoolers. However, at present, there is practically no complete system of special purposeful work on preschoolers' correct sound pronunciation forming at the English classes. Taking into account the socio-pedagogical significance of the problem, its insufficient theoretical and methodological development, we have chosen the topic of

our scientific research «Phonetic Game as a Means of Senior Preschoolers' Correct Sound Pronunciation Forming at the English Lessons».

The practical purpose of teaching preschoolers a foreign language is the elementary communicative competence forming within the limits of the language minimum provided by the program [2, 3]. *Communicative competence of a person* is based on speech, language, socio-cultural and educational ones. *Speech competence* integrates competence in listening and speaking, it is the ability to apply the language adequately and appropriately in specific situations. *Language competence* combines phonetic, lexical and grammatical ones. Correct mastering of a foreign language becomes impossible without phonetic competence.

The difficulties of preschoolers' foreign language phonetic competence forming are caused by three groups of factors: a) children (individual characteristics of children); b) a foreign language; c) teaching: teacher, teaching methods and teaching materials [1, p. 4].

In the process of teaching preschoolers the correct foreign language sounds there are forms and methods that are based on the use of a variety of gaming components. The leading method in the process of foreign language phonetic competence forming is a *phonetic game*. Phonetic games are designed to form the correct pronunciation of individual sounds of the English language, which cause difficulties for children. This is due to the conditional division of sounds of foreign and native languages on the basis of similarities / differences: sounds as close as possible to the sounds of the native (Ukrainian) language by acoustic features and articulation (e.g. : [b, g, m, s, z]); sounds that are very similar to the sounds of the native language, but differ from them in essential features (e.g. : [e, i, i:, t, d, v, w, l]); sounds that have no articulation or acoustic analogues in the native language of preschoolers e.g. : [ɛ:, θ, n, w, r, h, ð, ŋ). In order for children to perceive consciously the phonetic material it is necessary to carry out didactic games on generalization and comparison of sounds. Work on phonetic skills forming is carried out during a special stage of the lesson – phonetic drills, which takes place in the form of a sound

simulation game. Phonetic drills is a means of developing the correct interaction of speech organs and is important in practicing the correct pronunciation of sounds and rational intonation of sounds. Phonetic drills is responsible for practicing certain sounds, words, sentences, which will be studied at this or the next lesson. Processing the phonetic aspect of a foreign language by means of phonetic drills involves the development of the articulation apparatus and speech breathing of children in accordance with the peculiarities of the sound composition of the English language, the formation and development of phonemic hearing; mastering the correct pronunciation of sounds that are completely similar to the sounds of the native language or similar, but have certain differences in pronunciation; sounds that have no analogues in the native language. Work on correct sound pronunciation forming occurs during individual and group work in specially organized classes. An example of phonetic drills is the «Fairy Tale About Mr. Tongue», in which the main articulation positions of the lips, teeth, tongue are presented in an accessible form for children and sounds are described. After the first acquaintance with Mr. Tongue in all subsequent classes, the teacher only reminds children some fragments of the fairy tale, which refers to the sounds that are planned for the lesson.

Thus, we came to the conclusion that phonetic drills is one of the most effective means of senior preschoolers' English phonetic competence forming.

Among the advantages of the phonetic drills using at the English classes for preschoolers we can note the following: the speech apparatus at the preschool age is extremely plastic, it means that preschoolers are particularly susceptible to phonetics and intonation of speech and phonetic work, so preschool foreign languages teaching is timely; phonetic drills is a didactic game that creates a positive atmosphere in the classroom and helps to maintain a constant interest of preschoolers to learn English; the systematic using of phonetic drills greatly facilitates the process of learning difficult for children to memorize vocabulary; phonetic drills allows the teacher to make a gradual transition from the sounds of the native language to the sounds of foreign speech, while training the speech organs and preparing them for a more

complex articulation. Our further scientific research will concern the development of a system of work on senior preschoolers' correct sound forming at the English lessons by means of phonetic games.

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THE PROBLEM OF ASSESSING FIRST YEAR EMOTIONAL STATE IN THE CONDITIONS OF TRAINING

Social changes carried out in the society at the level of the global processes are more relieved and available to contemplation, than processes which happen in the consciousness, mentality, internal state of the person. The course of public transformations substantially is defined, on the one hand, by as far as each person as the personality perceives new conditions of the environment which he enters, and with another – as far as she deeply and adequately realizes these changes and in compliance emotionally reacts to them. Of course, in these processes an important role is played by the level of an emotional condition of the personality which strengthens or slows down processes understanding of own emotions by it that is shown in her behavior.

The problem of the emotional condition of the personality and its manifestation is one of important because there is always a problem of entry of the person into society, communication, cooperation with other people not simply as the fact, and as their productive function for the organization of own life and ensuring success in work. And as unconsciousness influences of emotions on behavior of the personality has negative effect on all processes of interaction with other people, it is possible to claim that the behavior of the person always depends on sensibleness level her own emotions and ability to operate them in any sphere of public life.

The psychology and physiology study the special world of the phenomena in consciousness of the person and not similar to those phenomena which the person sees with the naked eye the world around. Mental estates also treat such phenomena. Emotions belong to group of the mental phenomena. They play an important role in human life, in particular students which enter new conditions of educational space **[Ошибка! Источник ссылки не найден.]**.

Question of emotions not new in scientific literature. It was effectively studied by such scientists as T. Brown, V. Vundt, V. Vilyunas, Dzheims Lang, Mr. Descartes, B. Dodonov, I. Kant, L. Kulikov, B. Sosnovsky, B. Spinoza, G. Spencer, P. Simonov, E. Titchener and others. However nowadays the problem of emotional states is still relevant and continues to be investigated effectively.

Emotions reflect in the qualities the nature of course of various vital processes of the personality. They operate these processes, making active or hindering them depending on the need.

The analysis of scientific literature shows that most often in the emotional sphere allocate five of the main groups of emotional experiences. Let's consider them in more detail. *Affect* – strong, but rather short-term emotional reaction to an external stimulus which completely covers mentality of the person and predetermines uniform global reaction to the situation. The rage, anger, horror can be a form of manifestation of affect. *Actually emotion* – direct, temporary emotional experience of some relation of the person to various external or internal events. As well as affect arises as reaction

to a situation, but unlike affect, it more long-term and less intensive. *Feelings (the highest emotions)* are special mental states that are shown by socially caused experiences expressing the long-term and steady emotional relations of the person to real or imaginary about objects. *The mood* – is a general and relatively weak state, but staining for a long time all human behavior. One mood can be kept for weeks, and sometimes and months. The mood is caused by various events, circumstances and also physical health well-being. The mood is very different: joyful or sad, joyful or oppressed, vigorous cheerful or depressed and also boredom, joy, passion, hope. *Stressful states* are the special emotional states arising in response to extreme action and need in from the person of mobilization of all resources of an organism including psychological forces. Behind expression stressful states take the intermediate place between emotions and affect, but on duration of course come nearer to mood. External symptoms of a stress are shown by the general excitement, and a usual set of emotions concedes to concern and anxiety [2].

In the psychic life of students feelings and emotions occupy a special place. The various emotional moments are a part of all intellectual processes – perceptions, memory, and thinking. Feelings cause brightness and completeness of perceptions; they influence the speed and durability to remember «you». Emotionally stained facts are remembered faster and stronger. Positive emotions and feelings increase energy and ability to work to remember the emotionally charged facts memorable quicker and more strong. [3].

In the connection with the foregoing, we conducted a study of the emotional states of the students of the first year of Oleksandr Dovzhenko Hlukhiv National Pedagogical University. In total 30 first-year students of natural-science and physical and mathematical education department were selected. For our research are used V. Doeskin's technique «Health. Activity. Mood». Results of introduction of this technique it is shown in fig. 1.

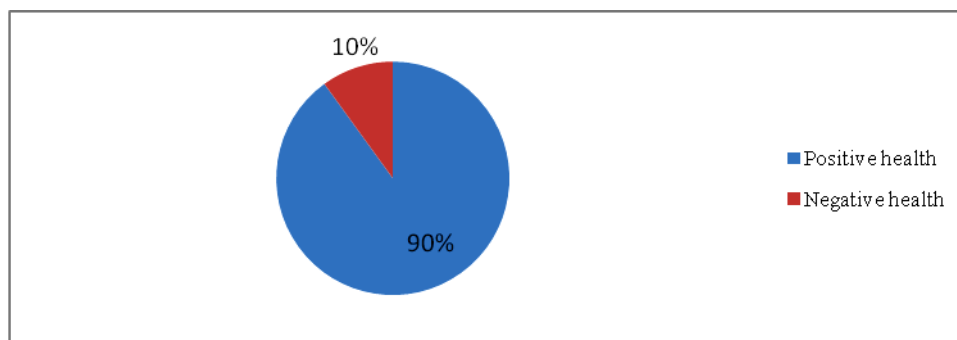


Fig. 1. Results of a research on V. Doeskin's technique «Health. Activity. Mood»

The diagram shows that 90% of the students studied (27 people) have high results, namely: a good state of health, a cheerful mood and a high level of activity. Such students are attentive on occupations, have high achievements in study. And 10% of students (3 persons) are with the low level of activity, bad mood and health. Such students have depression, lethargy, indifference to learning and, consequently, low learning outcomes.

Consequently, we can state that among student youth there are those with certain deviations in the emotional state of the organism, somewhat passive, have fear, anger and other features that affect their activity and activity. Therefore, the prospects for further research are seen in a detailed study of the emotional states of the first-year students and the development of methodological recommendations to prevent the negative effects of emotions on them.

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PECULIARITIES OF COMPETENCE BASED STUDY IN MODERN CONDITIONS

The integration processes that take place in Ukraine have a significant impact on the training of higher education graduates. It is important to focus on a competence-based approach in education and competence based learning.

The basic concepts of the competence approach and competence based learning are set out in the scientific publications of Ukrainian scientists - educators: N. Bibik, V. Kremen, V. Radkevich, V. Pometun, O. Savchenko and others.

As the scientific pedagogical experience of the last decade testifies, the competence approach to learning is transformed into a socially- significant phenomenon which becomes a priority in Ukraine's educational policy, in particular, the content of education, its means of learning, a conscious attitude to learning results and the ways to search and improve them. Thus, gaining competencies is an actual strategy of state policy, which requires radical changes in various spheres of education [4].

At the basis of competence-oriented learning the main role is played by the competence approach, which is understood as the focus of the educational process on the formation and development of the learner's personality competencies. The result of this process will be the formation of a general life competence of the graduate, which is a set of key competencies, an integrated personality trait. Consequently, the main characteristic of a competent approach is the shift of emphasis from the learning

process to its results. It is the basis of the fundamental changes, orientations and tasks of the modern system of secondary and higher education [2]

V. Radkevich emphasizes that "the competence approach does not contradict the traditional, well-known knowledge-oriented approach, which continues to be used in vocational education, but rather – substantially expands its content with personally oriented educational material. This approach somehow changes the role of the teacher. This role becomes more guiding, accompanying and responsible for the achievement of those who learn, for certain results "[3].

Competence approach shifts the emphasis from the process of accumulation of normatively defined knowledge, skills and abilities to the surface of formation and development of the person's ability to act practically and creatively apply the acquired knowledge and experience in different situations. The teacher is required to shift the emphasis in his educational activities from the informational to the organizational and managerial actions. In the first case, he played the role of a knowledge repeater, and in the second one – the organizer of educational activities. The model of student's behavior is changing too – from passive learner to research-active, self-educative person [5].

Competent education is oriented on practical results, experience of personal activity, formation of student's attitudes, which causes fundamental changes in the organization of training that becomes aimed at the development of specific values and vital knowledge and skills of students [2, p.19]

The integration of the Ukrainian system of education changes approaches to the formation of the content of higher education of teaching staff: the priority of the integrative approach enhances the philosophical and culturological training of a specialist. By improving the professional skills of the future teacher, we can achieve a positive result in changing the role of the teacher in the learning process, where the main aspect is not the transfer of information, but the development of mechanisms for its target search, the ability to transform theoretical information in solving practical,

non-standard tasks, actively solving professional problems and present the results of their activity [1].

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THE ROLE OF COMMUNICATIVE COMPETENCE IN SCHOOL ADMINISTRATORS' ACTIVITY

There is much evidence that communicating effectively is a criterion for selecting and rewarding educators and the post of a superintendent at school requires not only professional knowledge and skills. Excellent communicators are said to share several characteristics: they focus on making relationship positive, seek to exchange rather than disseminate information, they are great listeners, they are objective, open to new ideas, care about achievements, they are highly knowledgeable of their profession, understand organizational behaviour and are dedicated to serving others [4, p. 2].

Modern environment influences the school leader and makes apply humanistic approach to cooperate with subordinates and colleagues, friendly attitude, and a high level of communication skills. Focusing on current trends and changes taking place in education, we can conclude that principals in educational institutions can be called managers who direct their work to the achievement of the goals set by the institutions' administration. For the management to be effective it is important to have the appropriate level of communicative competence.

The communicative competence has long been analysed in the context of educational administration as the techniques of effective communication have always been paid attention to. For school administrators the language itself is not only a means for giving orders, directions, expressing feelings, emotions, but also a good method of having influence on others. It is extremely important for these persons to be able to create and precede effective dialogues.

Historically, communication was considered to be essential for school workers. According to Kostyantyn Ushynsky's words there are a lot of clever and intelligent people whose speeches are always annoying and tiring for a listener as they lack a natural gift i. e. the ability of effective communication [6, p.199]. Consequently, being able to clearly and accurately formulate their thoughts, suggestions and requests, superintendents facilitate their work at schools.

In many cases university training programs for principals do not require students to study communication. So in-service training provides more opportunities for them to acquire communicative competence. If a school principal has well-formed communicative competence, he or she is able to establish good relationships with the employees, solve conflict situations, collaborate with students, etc. As a result, such people gain authority among the colleagues and their image and style of administration are formed by ability to interact with subordinates, parents, partners and students.

The culture of communication is an integral system that contains interconnected moral and psychological components treated as the whole [1, p. 21]. O. Tyshchenko noted that the most frequent communicative problems are caused by inability to transfer and perceive the information by the interlocutors. Therefore, it is important to create an individual style of speech during professional communication and follow the rules of language etiquette [5, p. 57]. Besides, administrative communication is formal, influenced by social positions, social roles, and aimed at achieving management goals and solving the problems in common activities with school staff. In order for employees' work to be effective, school administration should obtain a specific culture of communication as they rely on communication to build and maintain relationships [3, p. 98].

The administrator's modern culture of communication as an organic component of the general culture is said to include:

- knowledge of modern management, skills, abilities, professionalism, competences, feelings, mood;
- organizational i. e. managerial skills by which the knowledge of the superintendents on the organization of interpersonal interaction with their employees can be shown;
- administrative activity as the dimension having creative nature and enabling to transform knowledge and values into personality traits. Such activity obviously promotes the development of an administrator's personality together with culture of

communication in the professional environment manifesting his or her innovations in management activities;

- knowledge of human psychology, which determines the quality of the interpersonal interaction [2, p.8] and helps building credibility and trust.

Having acquired the skills of professional communication, school administrators are successful in:

- substantiating and standing for own position and opinion;
- persuading their interlocutor;
- answering spontaneous and provocative question;
- establishing effective contacts;
- creating comfortable climate when interacting with others;
- resolving conflicts;
- organizing discussions and providing arguments;
- encouraging and motivating school staff to work, etc.

Ability to be an effective communicator in management activity defines the level of a person's professionalism. Likewise, among all the competences necessary for professional activity of a school administrator (strategic thinking and innovation, managerial leadership, instructional leadership, personal excellence), communicative competence is one of the most important ones.

In conclusion we can state that professional standards for administrators emphasize the importance of communicative competence. The society members always evaluate both the activity of a school leader as a manager and his / her ability to interact with people around. After all, communicative competence acts as one of the main factors influencing a school principal's image. However, there is a gap between importance placed on communication and the ways of superintendents' and principals' training programs. Consequently, the issues concerning school administrators' communicative competence forming are rather relevant for training future specialists.

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THE PROBLEM OF CREATIVITY IN RESEARCHES OF KNOWN SCIENTISTS

The problem of creativity, creative abilities, capability in psychology has always been reflected in different ways by outstanding scientists and thinkers. The first explanation of this concept is found in the works of ancient Greek philosopher Plato. According to Plato, creative art is such an ability that is the reason that was previously absent. In his opinion, the creation of any works of art and craft can be called «creativity», and all the creators – their «creators» [6].

In psychological and pedagogical literature, creativity is most often defined as a process of activity, the result of which is the creation of qualitatively new material and spiritual values, or as the creation of a new reality that meets various social and personal needs [1]. As an integral phenomenon, the term «creativity» can not be disclosed unequivocally, so we can identify a number of approaches to the

interpretation of this term, which is based on the results of various methodological concepts.

Significant research in the field of creativity appeared in the late XIX-early XX cent. on the basis of the creativity theory. T. Ribo and P. Engelmeyer. S. Gruzenberg are considered the founders of various aspects of creativity study; they made one of the first attempts to synthesize various theoretical and methodological directions in the research of problems of creativity and its development. But, in general, at the initial stage of creativity development, the advantage was given to the theoretical study of the development of visual and scientific-philosophical creativity [7]. The scientific study of creativity became relevant in the early twentieth century. The first results of scientific creativity researches (as one of the global problems of science) appeared at that time and they required the solution of practical problems of enrichment of creative potential (A. Veselovskyi, D. Ovsianyko-Kulykovskyi, O. Potebnia and others). The central issues of creativity researches of this period were the nature of creative abilities emergence and of creative process mechanisms, methods of its studying. The leading role in the creative process was given to intuition, which is manifested through the subconscious.

From the position of reflexology V. Bekhteriev developed these ideas in the '20s of the twentieth century. He considered that the creative process caused by a certain stimulus, the scientist described the stimulus as the creative problem, a situation, which is a reaction to this stimulus [8].

Scientific works of S. Rubinshtein ('30s of the twentieth century) had an impact on the formation of ideas about the creative process as a result of not subconscious, but conscious activity of the subject [9]. The '60s of the twentieth century are significant because the first works of scientists appeared (Y. Ponomariov, A. Brushlynskyi, O. Tykhomyrov, M. Yaroshevskyi, B. Kedrova, O. Matiushkin), in which the creative processes are studied [9].

The '70s-'90s of the twentieth century were the most fruitful for the development of creativity. The variety aspects of creativity were investigated by

G. Altshuller, S. Vasyleiskyi, T. Kudriavtsev, Ye. Milierian and others [10]. In their scientific improvements general psychological and conceptual directions S. Rubinshtein, K. Dunker, D. Bohoiavlenska, Y. Ponomariov, O. Tykhomyrov studied the methodological foundations of creativity, the laws and mechanisms of creative activity. A significant role is played by the researches of M. Yaroshevskiy on the subject of organization, management of collective creativity; V. Davydov, O. Matiushkin, Ya. Ponomariov on the study of the psychological characteristics of creativity in learning and education.

V. Klymenko reveals other mechanisms of creativity in the unity of the psyche basic functions: *reflective, design and materializing (determining)*. The scientist has studied the structure of the creativity mechanism and its ontogenetic development [4].

The fact that scientists have proved the fundamental value and activity approach to the creativity formation (D. Bohoiavlenska, A. Brushlinskyi, L. Vyhotskyi, V. Davydov, O. Zaporozhets, O. Leontiev, M. Poddiakov, Y. Ponomariov, V. Romenets, S. Rubinshtein and others) is significant. So, O. Leontiev understood under creativity finding an adequate principle or method of solving the problem, the task [5]. T. Kudriavtsev considered creativity as the interaction of the subject with the object acting as a contradiction.

The study of creativity by foreign psychologists K. Dunker, J. Gilford, A. Maslow, V. Keller and others deserves attention. The researchers defined creativity as the most universal function of a man, which leads to all forms of self-expression and is an important component of the process of self-actualization.

I. Lerner's approaches to the process of creative activity are interesting. According to the researcher, this is the highest manifestation of cognitive independence, which is possible under the condition of the interaction of knowledge, skills, certain experience of creative activity and positive motives of knowledge. Thanks to this interaction the dynamics, promoting further development of knowledge, abilities and skills of creative activity progresses.

An important aspect of such activities content is the development of new knowledge and skills as a basis for the subsequent search for ways to solve the problem. This criterion of creative activity I. Lerner revealed on the basis of the theory of mental actions gradual formation of P. Halperin [2].

In addition to the relevance of personal and procedural characteristics favorable periods of his ontogenesis revealed in the work of scientists. The studies conducted by V. Druzhynin and N. Hazratova showed that the development of artistic expression has at least two phases. The first phase occurs to 3-5 years, the second phase occurs to adolescence (13 to 20 years) [3].

Creativity is considered by scientists as a human activity of the highest level in the process of cognition and transformation of the surrounding natural and social world, as a result of which the forms and ways of his thinking, the qualities of the person and the person himself changes, she becomes a creative person.

The presence of a large number of creative concepts confirms the complexity of the mechanism and structure of creativity. It is the creation of new and the result of the creative process. The basis of creativity creates incapacity, which entails needs, aspirations or desires.

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MORAL AND VALUE ORIENTATIONS AS MEANS OF HUMANISTIC COMMUNICATION OF THE FUTURE TEACHER

The issue of speech development, the humanistic communication of the student, the future teacher and the formation of him or her as a competent specialist is considered to be especially important today, because it is a sign of education, maturity, morality and qualifications of the person. A person is formed in the process of communication, communicative interaction, in the direct social contact under the influence of the micro or macro environment, its culture, social norms, traditions, values. The main task of humanistic communication of the students is to teach them to choose real, true values, such phenomena, actions, views and way of life, which have an objective spiritual benefit for a man and society.

Moral values is one of the manifestation forms of moral relations in the society. Under the values we understand, firstly, the moral meaning, the dignity of the individual and his actions, and secondly, valuable notions relating to the sphere of moral consciousness, moral norms, principles, concepts of good and evil, justice, happiness. Due to the social value of actions and people actions, society regulates their behavior through moral relations, imposes moral requirements on people, sets them certain goals, which they must achieve. Hence, moral value occurs in actions, in

the processes of communication, which corresponds to moral requirements of the society.

Man lives in a society that is his living environment and sphere of his activity. Every phenomenon becomes a value for a person only passing through his or her consciousness, and then this value is the unity of social and personal. But this unity does not include differences between social and personal values. For a man, the value is not all that is offered to him or her by society, but only what he or she needs, that suits for him or her.

With the social and personal values the concept of "value orientations" is closely linked, which is actively used in philosophy, sociology, psychology, pedagogy in recent decades.

Valuable orientations are among such important general scientific concepts, epistemological significance of which is especially significant for pedagogy. According to V. Yadov [2], the inclusion of value orientations in the structure of the formation and development of personality allows you to catch the most common determinants of motivation behavior, the source of which should be sought in the socio-economic nature of society, its morals, ideology, culture, features of the consciousness of the environment in which the social identity was formed and in which takes place everyday human activities.

“Values, for S. Rubinstein [1], are not primary ... they come from the correlation of the world and man, expressing that in the world, including that which creates a person in the process of history, is significant to man.” Moreover, this significance has a moral character in the value, since it expresses such person's relation to objective reality, which is based on the idea of good and evil.

In the theory and practice of education it is important to consider that only value recognized as a result of evaluation, perceived and experienced as such, is able to perform a more important function – the function of the landmark in shaping the decision of a person for a particular behavior. In this case, it is important the objectivity to be the basis of a particular evaluative activity, value communication.

Various activities can be the objects of value relations or contents of value orientations. As a special value, the successes in self-education and self-training are acknowledged and experienced. Co-creation as a character of activity and communication in the preparation of collective cases and their conduct plays a crucial role in the emergence of value relationships, bias in their content, and hence in the realization of their capabilities.

The pedagogical aspect of the value orientations problem in the most general form is that the wide range of objective values (human personality, national culture, national pride, beauty of nature, patriotism, internationalism, friendship, society, love) make a subject of awareness and experience as special the needs of the creation, development and implementation of these values. Only then they can act as regulators of present and future behavior, humanistic communication.

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FUTURE TEACHERS' PROFESSIONAL TRAINING IN HIGHER EDUCATIONAL ESTABLISHMENTS

The new system of education anticipates the transformation of the social and cultural expanse, where the person's formation as an individual of intellectual and spiritual self-development, as a carrier of ideas and norms of a creative reality transformation is done. The freedom of person's choice based on the predominance

of behavior moral qualities and spiritual expanse in a human society is the world of people, the spiritual environment of the abidance, laws of which are recognized and followed by citizens of all countries, because it depends on the development or death of human civilization on Earth. To develop creative forces of the society spiritual potential is the task of education. That is why educational establishments require professionals but not workers «to transfer knowledge» to those who get higher education [2].

Understanding the purpose and mastering the technologies for implementing future teachers' professional training in the system of education, future educators are simultaneously included in the modeling of their behavior in the interaction with teaching, learning, education, self-education, as well as management of their interaction. Thus, the students' development as individuals of the intellectual formation is organically confirmed with the future teachers' professional training. Consequently, studying at the lessons provides for purely pedagogical activity of a teacher and students.

At the lectures and practical lessons, the teacher learns with students the information from the professional field of knowledge – didactics. At the lessons, learning is seen as the interaction of teaching and learning systems, which is associated with the subject of the discipline that exists at the lessons in the form of a topic. The first tasks for the development of a cognitive activity are associated with the application of purpose of the intellectual self-development in updating the knowledge gained at the lessons and about purpose and mechanisms for achieving them, which are necessary in studying the material.

Information for the development of the intellectual potential is connected with the subject of the discipline, on the basis of which the activity of a teacher and students is carried out. As a result of this activity, it is expected to develop their individual position, which ensures the formation of the intellectual potential, which is achieved through the application of various technologies. In this way, students find

the experience of a collaborative learning based on common purpose, and become individuals of the self-development of their intellectual potential in learning.

At the lessons, there is a necessity to reorganize the teacher's teaching thinking, because the goal of learning is not information on the topic, but the development of the student as the individual. Pedagogical thinking is enriched with new concepts and a new target orientation. In the systematic approach to teaching students on special disciplines at the lessons there is an interaction of educational systems – teaching and learning. It is lead to following results:

1. At the lesson there is a learning of information on the discipline in accordance with the predicted content and educational purpose of the lessons, which are expressed by levels of learning.

2. Students (teachers) acquire the individuals' experience of learning (teaching), modeling their activities for the program purpose and technologies of the self-development, ensuring the achievement of results for the general purpose of interacting systems.

3. There is an awareness that the purpose of the discipline is not the purpose, but means of developing the students' intellectual potential as individuals [3].

Explanation and learning information about the professional and pedagogical system does not occur to the detriment of mastering the material of the discipline as the teaching of disciplines contributes to raising the consciousness of a cognitive activity when a student learns something on the subject, while the system and purpose approach preserves the integrity of humanitarian education, develops a sight of a pedagogical reality. Thus, conditions are created for forming the personality and the individual relations at the lessons in higher educational establishments. The acquired experience of modeling their behavior in the system of learning contributes to the integration of students' consciousness as a system of self-development of the intellectual potential by individuals of study. The development of experience is not limited only by the lessons but extends to other types of educational activities:

preparation and passing examinations, writing summaries and other works, research activities, pedagogical practice.

Students of a pedagogical university during the period of their study can become individuals of self-development only if they comprehend strategic purpose, as well as mastering technologies of self-development of tactical purpose in the practice of modeling their behavior in educational and social expanse. The implementation of a systematic approach to the future teachers' training allows them to predict their pedagogical activity as an opportunity to introduce the experience of the spiritual self-development into the practice of the school system of education. Such a variant of a pedagogical activity ensures the «field of choice» creation of moral objectives for the spiritual self-development of the individual in the educational expanse and for the establishment of harmonic and creative relations among persons in it. By choosing learning technologies and means allows you to simulate consciously the individuals' behavior of interacting systems on the basis of a harmony [1].

Consequently, the informational aspect of the world-wide purpose is achieved through the learning of the educational process components, which creates the «informative field of choice», where responsibility for the freedom of choice is brought only by the person as the individual of the activity. The motivational aspect of an ideological purpose appears in an adequate emotional response to the purpose of the educational process. The active aspect of an ideological purpose is expressed by the modeling of the individual's behavior on the basis of humanistic values and a harmony with the outside world. It becomes obvious that students of the pedagogical university find at the lessons the experience of individuals' education as carriers of humanistic objectives, simultaneously prepare themselves for vocational and pedagogical activities, which involves:

1. Setting purpose of the intellectual and spiritual self-development.

2. Mastering the technology of realizing purpose expressed in the informational, motivational and activity aspects of the learning purpose in future students' pedagogical activity.

3. Modeling a system of learning and managing the interaction of teaching, learning, education and self-education.

4. Understanding and development of personality and individual relations in the educational system.

Consequently, the content and educational purposeful lessons in the pedagogical university become professional and pedagogical, which are expressed in pedagogical abilities (academic, didactic, constructive, communicative, organizing, etc.). The realization of professional and pedagogical purpose determines the development of pedagogical skills based on moral and humanistic objectives; the formation of a high level of education, which provides a creative level of activity and professional readiness to model pedagogical systems for the harmonious development of future teachers as individuals of the educational, social and cultural expanse.

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COMMUNICATIVE COMPETENCE: THEORETICAL BASES

Communicative competence (CC) is now defined as a learner's ability to use language to communicate successfully. However, Dell Hymes proposed the term 'communicative competence' and referred it to the knowledge of rules of grammar, vocabulary and semantics, as well as the patterns of socio-linguistic behaviour of the speech community [4], it has often been transformed according to the context of its use.

Analyzing the linguistic literature written in the 20th century and concerning the issue of communication, we can state that different authors transformed the definition to add something new to the established term. Consequently, the notion 'communicative competence' combined the ability to produce grammatically correct sentences (Chomsky, 1965), to interact with other speakers, to recite dialogues or perform on discrete tests of grammatical knowledge (Savignon, 1971), to use knowledge as means of creating meaning in language (Widdowson, 1983), to understand and produce messages (Ellis, 1994) etc. [5, p. 56]. Describing definition of the communicative competence Jelena Mihaljević Djigunović and Vesna Bagarić concluded that recent theoretical and empirical research on communicative competence are largely based on three similar models: the model of Canale and Swain, the model of Bachman and Palmer and the description of components of communicative language competence in the Common European Framework of Reference for Languages (CEFRL) [1, p. 101].

The first model states that communicative competence as a synthesis of knowledge of grammatical principles, knowledge of how to use language in social context in order to fulfil communicative functions, and knowledge of how to combine utterances and communicative functions with respect to discourse principles and skills needed for interaction [5, p. 56]. Likewise, Canale and Swain (1980) defined communicative competence to be subdivided into grammatical competence (ability to create grammatically correct language constructions); sociolinguistic competence (ability to use language according to appropriate socio-cultural rules); discourse competence (ability to notice logical connection between sentences); strategic

competence (ability to solve communication problems as they arise and to remove communication barriers) [2]. Although D. Hymes said that there are values of grammar that would be useless without rules of language, M. Canale and M. Swain maintained that there are rules of language use that would be useless without rules of grammar. They strongly believed that the study of grammatical competence is as essential to the study of communicative competence as the study of sociolinguistic competence is [2].

Bachman and Palmer's model of communicative language ability presents the description of basic components of communicative competence. It is stated to comprise language knowledge and strategic competence. The first one means the ability to control formal language structures and knowledge of vocabulary, morphology, syntax, phonology, graphology. The other is a set of metacognitive components, which enable language user involvement in goal setting [1].

British Council provides understanding of communicative competence in terms of knowledge. CEFRL states CC to combine three basic components, such as language competence, sociolinguistic competence and pragmatic competence. Language competence involves lexical, grammatical, semantic, phonological, orthographic and orthoepic competences when sociolinguistic competence is concerned with the knowledge and skills required dealing with the social dimension of language use. Moreover, pragmatic competences are concerned with the user/learner's knowledge of the principles according to which messages are organised, structured and arranged ('discourse competence'); used to perform communicative functions ('functional competence'); sequenced according to interactional and transactional schemata ('design competence') [3].

In conclusion, we can say that social, economic, political and technological changes demand new understanding of communicative competence. The term has always been controversial as there is a variety of its interpretations in the theoretical literature. Every researcher tries to adopt the term definition and propose own way for it being defined. Nowadays it is up to the researcher to choose the most

appropriate definition to his or her research tasks among the available ones or to distinguish the main characteristics to create own understanding of the notion.

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HUMANISTIC WORLD OUTLOOK AS A SOCIAL SYSTEM OF VIEWS AND BELIEVES

The world community as a source of the social order demands of being younger generation in the spirit of humanity to respect the dignity of other person, to solve any question independently to master necessary competence in this or that sphere by pupils to have an ability to take from the dissimilarity facts not reasons for the conflicts but additional resources for joint constructive activity. The education system is urged to prepare the person for effective functioning and interaction in

society, elaboration of the strategy, allowing to combine a problem of education, self-realization with requirements of society and the state. Education should promote moral education, training to social interaction, to prepare individuals for constructive communication. The main points are principles of humanity, tolerance, the valuable relation to the person.

For pedagogical science at the beginning XXI century research, justification and introduction of the new humanistic bases of the educational sphere where formation of the valuable relation towards a person will define success of spiritual, intellectual and physical development of the personality will provide effective conditions of its socialization and preparation for independent life, substantial educational work with students.

The analysis of theoretical literature on education problems of the valuable relation towards a person, formations of tolerance shows that the pedagogical aspect is considerably lag behind philosophical consideration of a problem, psychological, sociological, politological aspects of studying. It is necessary to note that insufficient attention is paid at all levels of educational and educational activity, including daily teaching practice.

Research of this problem allowed to reveal some contradictions between: necessity of the society for the graduates possessing tolerant culture, capable to tolerant interaction, and insufficient level of its development; necessity of educational work for this direction and not ready techniques, technologies promoting development of studied qualities; necessity for the teachers possessing tolerant culture and owning effective technologies, promoting development of the humane personality, and a lack of tutors realizing necessity existence of tolerance in the professional activity, and also possibility of its development by means of dialogue and active methods of training and education [1].

Humanistic world outlook as a social system of views, believes, ideals, in which a person shows his attitude to the natural and social environment, is based around one center – a human. At the same time his attitude extends not only to

evaluation of the world as objective reality, but also to the evaluation of his own place in the reality, connections with other people.

Modern futurologists consider that the most amazing discoveries of the XXI century will be done not owing to the development of the science and technology, but due to the fact that we will evaluate the notion “human” itself in a new way. Consequently, humanistic paradigm of the education is aimed at the human as the highest value. This is change of traditional understanding pedagogical process as acquisition of certain amount of knowledge to the creative act which helps the formation of a personality.

Humanity as an individual characteristic expresses firstly the attitude towards others – as the highest social value and secondly orientation at amicability towards people and respect for their proper pride. Under the specific values, together with material, spiritual and social values we understand humanity as an attitude to the pupils’ individuality considering it as the highest value.

The notion ‘humanity’ contains the meaning of “basic characteristic”, which allows defining the essence of personality integrally. It can be explained through the characteristics of humanity nature, which reflects the condition of interrelation and interaction of human with others. It follows that humanity is professionally required characteristic of a teacher, without which teacher’s activity is impossible.

The important characteristic of a humanistic orientation of the personal is focused on training and education concerning its contents, methods, types and ways of pedagogical interaction is its psychotherapeutic basis which is understood as development essentially new, mentally comfortable, situational adequate, safe for the person and society of ways of mutual understanding between people in professional activity [2].

Humanistic values signify the highest cultural and moral development of human abilities and form some intrinsic readiness of the person to act in a particular way, the most stable determinant of all structures of a daily routine, existing world,

integrating the scope of material processes with the scope of conscious and unconscious manifestation of a person.

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DETERMINATION OF ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION OF READINESS OF FUTURE RESERVE OFFICERS FOR MILITARY SERVICE

According to the results of the conducted review, the structure of readiness of future reserve officers for military service includes the following components: motivational – understanding of the complexities of service and combat activities and their overcoming, assessing their capabilities in managing mental state and actions on the basis of gaining experience in military-combat activity; functional – the formation and development of the necessary competencies, which are required for work in conditions of military service; emotionally-volitional – an assessment of their readiness to overcome the complexities of service and combat activities, the ability to manage their emotional and volitional processes.

Therefore, we have developed a questionnaire for a citizen of Ukraine, who is

studying using the program of training reserve officers. We chose for study two regional institutes - the National Academy of the National Guard of Ukraine (NANGU) (Kharkiv) and the National Aviation University (NAU) (Kyiv) – to study regional peculiarities and peculiarities of the tasks accomplishment by military formations (and, accordingly, the peculiarities of personnel training). in which study is conducted under this program. The survey was anonymous, conducted during October 2017. 685 people participated in it.

Citizens of Ukraine who study according the programe on training the reserve officers and participated in the survey

Name of the Institution	Quantity of the survey participants	among them:			
		gender		year of study	
		M	F	1st	2nd
NANGU	214	58	156	118	96
NAU	471	35	436	154	317
<i>Total</i>	685	93	592	272	413

The first question of the questionnaire "Identify the source of information on the basis of which you have decided to study under the training of reserve officers" has no relation to the formation of readiness of future reserve officers for military service and relates to marketing research. However, the answers to this question would be of great interest to heads of military formations and institutions of higher education, which prepare reserve officers. According to the results of the survey, the main sources of information on the possibility of training under the reserve officers training program are the environments of higher educational institutions in which respondents are students (42% of responses) as well as relatives and acquaintances who are on military service (31%).

The second question asked in the questionnaire, "What motive influenced the positive decision regarding the training of reserve officers?" and most answers were: "love to the Homeland" – 26%, "the original, interesting profession" – 19%.

Among the other motives offered by the 2nd year students are the possibility of non-military service. The most stable responses received were 26% .

The National Academy of the National Guard of Ukraine was chosen for the best educational material base and for paying more attention to practical classes in comparison with other educational institutions (30%). As a whole, 90% of the respondents of the National Academy of National Guard of Ukraine and 81% of the National Aviation University are satisfied with the contents of the reserve officers training program. They expressed their wish to make the following changes: to provide more interesting topics – 25%; to attract certain military specialists (offered only by NAU students) – 7%; to provide the best material base (offered mainly by NAU students) – 21%; to conduct classes on the basis of a military unit – 34% (in the structure of proposals NANGU – 54%); replace some teachers – 2%.

The respondents proposed, in their opinion, such necessary directions for the development of a reserve officer training program, which can be divided into the following components: an increase in the number of occupations in certain areas in the structure of the reserve officers training plan (psychological (primarily associated with the organization of work with subordinate staff), fire and physical training); an increase in the number of practical classes in the structure of the plan for the preparation of reserve officers (including conducting classes on military equipment simulators, on the territory of the military unit, to provide the opportunity to practice in the area of hostilities); according to the results of the training reserve officers program to provide the opportunity to obtain driver's license; proceed training reserve officers according NATO programs and training materials.

Interesting are the answers to the question "Where do you intend to go for military service upon graduating the training program for training reserve officers?". 16% of the respondents are not ready to go to military service, and 26% are trained

according to the reserve officers training program only because this educational service gives you the opportunity to be more mobile in the labor market. 54% of the respondents are ready to go to military service (10% in the Armed Forces of Ukraine, 12% in the National Guard of Ukraine, 6% in the State Border Guard Service of Ukraine, 19% in the Security Service of Ukraine, 7% in the reserve of one of the military units). 4% of respondents are going to work for law enforcement agencies - the military prosecutor's office, the national police.

The second part of the questionnaire is aimed on studying the motives of educational activity of education applicants (according to B. Pashniev method) [3]. This part of the questionnaire makes it possible, by the method of dual elections, to study the attitudes of the education providers to the eight main motives of educational activity and to identify the motives that are preferred. In 28% of cases the main motive was cognitive or receiving information. And only 12% of the respondents showed the main motive – as the socially oriented motive of duty and responsibility.

42% of the interviewed applicants studying under the reserve officers training program are not ready to engage in service-combat activities. The results of a pilot study aimed at improving the dynamics of the formation and development of readiness for military service in this category of applicants, have made it plausible to conclude that the readiness components are accurately defined.

According to the respondents, and in our opinion, the effectiveness of the formation and development of readiness for military and combat activity for applicants trained in the training of reserve officers depends on the ways of its implementation and on such organizational and pedagogical conditions as: an increase in the number of occupations in certain areas in the structure of the plan for the preparation of reserve officers (psychological (primarily associated with the organization of work with subordinate staff), fire and physical training); an increase in the number of practical classes in the structure of the reserve officers training plan (including conducting classes on military equipment simulators, on the territory of the military unit).

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MODERN HISTORICAL SCIENCE: PROBLEMS, CHALLENGES AND PERSPECTIVES

The humanities occupy a central place in the world of sciences, because it intersects the flow of information from all other branches of knowledge, as man belongs to nature, society and culture.

One of the unique experiences of being human is to have a history. The ability to recount the past and pass it on to future generations is made possible by the symbolic language unique to our species. In some areas of human endeavor, such as law and politics, history is essential for interpreting and understanding the present, and competing versions of history are often critical points of contention. However, science is a human endeavor in which the study of its own history plays a less prominent role. This is evidenced by the scant attention paid to history during the scientific training process, the ahistorical style of most scientific literature, and the separation of science and the history of science as academic disciplines [2, p. 44460].

History as a scientific discipline is experiencing overload from different sides: The state of the historical consciousness of society is an external problem, while the accumulated problems in science, which cast doubt on the methodological foundations of the discipline and its institutional structure, constitute internal pressure.

Now scientists call such **problems** of modern historical science:

- the multiplicity of subjects (“History in the fragments”);
- historical sources;
- laws of history (historical discoveries).

The multiplicity of subjects. In the XIX century, the story began to split into subjects: in addition to the political history there was a history of culture, economy, and later added to them social history, history of ideas and many areas that explore various aspects of the past. Gradually to this division of historians added the division according to the methods of studying the past [4, p. 135].

Modern historians have a problem: how to cope with this multitude of narratives, a multitude of stories about the past, which are produced by different

social groups, different regions, ideologues and states. One of the newest problems of historical science - work at the interface between the two narratives.

Historical sources. Any historian will agree with the thesis that reliance on sources is the main feature of historical science. This is right for modern historians. It is important to understand that the text, information or material object are not sources in themselves. Until getting into the field of interest historian. It must be remembered that when researching sources, a scientist must think critically, because not all documents have reliable historical information [4, p. 137].

Laws of history. Historians have a question: are there any laws of history? The laws of development of human societies, of course, exist. Some laws are statistical in nature, some allow you to see the cause and effect relationships in a repeating sequence of historical events. It is this kind of laws that are most often declared historical laws.

However, these “laws of history” were most often developed not by historians, but by scientists involved in related sciences of society – sociologists and economists. It’s easier to talk about historical discoveries. The discovery in history can be not only a book discovered during archaeological excavations, but also a new research question [4, p. 139].

Challenges in modern historical science are closely related to its problems. So, the main challenge – is it possible to trust the sources? [3, p 115]. At different stages of the existence of humanity, documents could be falsified. The reasons are different – from the carelessness of the creator to the political activities of the country.

Another challenge is the change of research methods, concepts and practices [6, p. 358]. Because the world is changing, new technologies are being created, and therefore, the scientist must improve his activity in order to correspond to the progress.

Of course, historical science has prospects for development. Because without knowledge of history it is impossible to give an accurate assessment of a particular

process. And progress in technology makes it possible for history as a science to reach the highest level.

The process of science clearly evolves along with advances in knowledge and technology and with societal concerns. The Internet has opened up new ways for scientists to share information and work on projects together. Our expanding knowledge base has influenced the degree to which scientists specialize in sub-disciplines and, correspondingly, how much they collaborate. And, of course, as both the scientific community and the broader society in which it is embedded have become increasingly concerned about safety, environmental protection, and the treatment of animal and human study participants, new limits have been placed on how research is carried out [5].

These shifts don't suggest any fundamental changes in how science works – it's still about finding explanations for phenomena in the natural world that hold up against multiple lines of evidence and the scrutiny of the scientific community – they do highlight the flexibility of the process of science to accommodate new concerns and build upon new opportunities [1, p. 38].

Science is more than a disembodied collection of facts. It is a uniquely human construct, a detailed and interconnected understanding of the natural world based on innumerable observations and contributions from individuals spanning thousands of years. History can help to keep science honest, with a keen sense of where it has been and where it is going.

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**PECULIARITIES OF INTRODUCING PATENT FEES FOR
BEVERAGE, WINE MONOPOLY AND STATE INDUSTRIAL TAXES BY
IMPERIAL GOVERNMENT INSTITUTIONS IN THE SECOND HALF OF
THE NINETEENTH AND EARLY TWENTIETH CENTURIES**

The current development of Ukraine, especially the formation of its economic policy with diverse challenges during the last decade, the global economic crisis in particular, the increase of external and internal debt, the growth of budget expenditures, along with a significant reduction of the liquid state property share requires studying and thinking on the functioning of the main financial institutions and financial policy, including their historical experience. Legislators and economists' active searches of an effective model of the Ukrainian tax system increasingly reveal the new (and often old) problems of legislation. In this regard studies of the history of finance, financial policy and legislation, especially during the period of bourgeois society formation and capitalist relations development, are on

the considerable rise. Scientific research in the field of reforming excise taxes and state industrial taxes need additional coverage in modern scientific literature [1, p, 103-113].

According to a competent researcher I. K. Ozerov financing necessary for the state is obtained with taxing profits, property or consumables [4, p. 4,5-6]. Tax authorities are known to play one of the important roles in developing public finances. It is known that in 1913 indirect tax payments (including 26.3% of revenue from the wine monopoly) accounted for about 62% of the state budget of the Russian Empire [2, p.9; 3 p. 98-99]. The Leftbank Ukraine belonged to the 1st and 3rd forms of taxation. [13, p. 10] According to archival documents, each industrial certificate gave its holder the right to have a certain number of stores free from taxation. Industrial and railway companies could hold an unlimited number of warehouses [6-11; 12, p. 1-7].

But, according to M. Friedman, the excise tax was, in some periods, even 55% of the state treasury earnings [2, p.10-12]. Among the direct taxes the main was the state industrial tax, which in 1901 brought 68 million rubles out of 135. That is why, we disagree with the above mentioned thesis of L.M. Godunova, and affirm that indirect, in particular patent fees, and direct (trade and industry) taxes accounted for a large share of treasury earnings [1, p. 103; 2, p. 27-28]. M. Friedman also noted that the overwhelming tax burden was paid by low-income groups of the population. This information was also recognized by the Ministry of Finance. [2, p. 24] In the provinces of the Left Bank of Ukraine (Chernigiv, Kharkiv, Poltava, and Kyiv), the peasants paid 23% of land revenues, and private ownership – 6%. These data are presented graphically in Table 1.

Table 1

Provinces	Treasury Payments
	Of the earth tithe
	Peasant holdings proprietary

	In kopecks
Malorosiys'ki (modern Left Bank of Ukraine)	87 5

Here we have the remnants of the former financial system, in which the subjects were united into the tax layers who paid taxes, and noble lords who enjoyed tax benefits [2, p. 25].

Consequently, the activities of the imperial government agencies of the Russian Empire had a pronounced pragmatic character and to some extent took into account the economic opportunities of the region of the Left Bank of Ukraine, but taxation was based on a regressive approach.

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CHALLENGES IN TEACHING ENGLISH

Five simple ideas that can have a big impact on student learning at your school. Although each hack has a blueprint for full implementation in the book it comes from, we'll look at how you can get started right away.

Student Tech Gurus

Not enough tech support in your school. You have the tech, but when teachers or students need help, or something goes wrong, everything comes to a standstill because your current tech support staff doesn't have the manpower to handle it all.

Some schools are training teams of students to provide basic-level tech support for the school, even at the elementary level. These students attend staff trainings on

new technology, act as teaching assistants when a class is working with a new or challenging technology, and even conduct their own training sessions for students and teachers. If students are trained to handle and prevent the lower-level problems, this frees up the paid tech support staff to focus on the more complex issues.

Establishing a true tech team takes some time, but right away, you can make a list of students you know to be pretty tech-savvy. Beside their names, list the tools each student is proficient in. Put this list in a public location in your classroom. Then, the next time students are working with a piece of technology, have them go to the students who know that tool for help.

Inspiration Boards

In writing classes, students are sometimes slow to come up with ideas for what to write about. Dedicate a wall in your classroom as an Inspiration Board, a place where students can place images, quotes, rough ideas, the opening lines of a story they're thinking of writing, anything that inspires them or shows fragments of inspiration. This gets the ideas out of students' heads and into a public space, where they can generate fresh new ideas. "Students put an idea up, and then someone else maybe will see that idea and go, 'Oh, I like that, and that makes me think of this,'" Barnes explains. "They're getting thoughts out onto a board, and then starting to discuss those ideas, and ultimately those turn into those stories and projects and pieces of writing."

Clear everything off one of your bulletin boards and ask students to bring in something to hang on the board that inspires them – this can be a quote, an image, a poem, anything that can be affixed to a board. You may need to model this at first to get things going. If you teach more than one class period of writers, you could create separate boards for every class or just mix it all together.

Tracking Progress Transparently

Traditional grade books provide a very limited picture of a student's progress, and students have no ownership of tracking their growth.

Have students keep a record of their own progress in a “transparent” space – a Google doc, for example – where the student, teacher, and parents can view it any time. The information they record will vary depending on student age and subject area, but the document will become more valuable if you require students to go beyond numbers: Record each assignment, the feedback they got on it, the standard(s) being measured, and what goals they set in response to the feedback.

Choose the record-keeping system you’re going to use – ideally, it will be something in the cloud, such as a Google Doc, but it can even be a chart on paper. Have students record the results of their most recent assignment, including the feedback they got and a goal for future growth, based on that feedback. Tell students you’re still just trying this out and get their feedback on how the system should evolve over time.

“Morecabulary”

Students need to grow their vocabulary in all subject areas, but our most common methods of vocabulary instruction are dry and don’t lead to long-term retention.

Instead of doing traditional dictionary and sentence-writing work, have students construct the meaning of vocabulary words in a variety of ways. One way of doing this is with a tool like Padlet, which is like an online corkboard. By creating a Padlet board for each word, students can all contribute their own definitions, sentences, even links to videos or articles that use the word in context. This kind of varied work will give students a more well-rounded, memorable experience with each word, and they’ll have more fun doing it, too.

What You Can Do Tomorrow: Get started with one word: Choose a term students typically get wrong in your subject area and create a Padlet for it. (If your school is light on tech, you can use a sheet of paper or part of a bulletin board instead.) Then take 15 minutes and have students contribute definitions, sentences, images, videos, or other resources to flesh out the meaning of that word. Stay

involved in the process, so you can correct any misconceptions. Once kids are used to the process, it can be repeated for other words.

Broadcast Student Voices

Most educators say they want to “give students a voice,” but they don’t always know how to make that happen.

Using podcasting and live streaming, we can literally broadcast student voices right out into our schools and communities. Students can talk about topics or events that matter to them, or they can even share their own writing pieces or class projects. Links to these podcasts and broadcasts can be shared through the school website, newsletter, or social media account.

You can literally have students record and publish a podcast tomorrow using a free tool like Spreaker, which allows users to record podcasts right from a mobile device. For the sake of time, you might want to provide students with a starter topic or question, but once students get used to having a platform, let them take the reins.

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THE ACTUAL PROBLEM OF CONTINUITY BETWEEN PRESCHOOL AND SCHOOL EDUCATIONAL UNITS IN FOREIGN LANGUAGE TEACHING

In today's world integration increases the mobility of Ukrainian citizens, which is associated with the search for prestigious jobs, training, recreation, etc. In the modern labor market competitiveness requires modern specialists in any industry, knowledge of not only the native language, but also foreign languages.

So, learning a foreign language in a preschool education is a necessity and a requirement of the time. Directions for the development of foreign language learning at an early age has a significant impact on the overall speech development of preschoolers in the most favorable period for them. The unique propensity of the child to pronunciation, to perception of foreign languages is recognized by many researchers both foreign and Ukrainian: L. Vyhotskyi, D. Elkonin, V. Leopold, V. Muhina, O. Leontiev, E. Pulgrem, Zh. Ronzhe and others.

Scientists emphasize that the features of preschoolers' mastering foreign languages are associated with the immediacy of children's perception, openness to communication. A child of preschool age is especially favorable to phonetics and intonation of speech. The age from birth to six years of life is a sensitive period for the speech development of a growing personality. Studying foreign languages not only develops the individual speech abilities of a child, but also creates the prerequisites for mastering other languages in the future. However, the quality of foreign language education is affected by the problem of continuity in teaching a foreign language to children of preschool and school age.

Important aspects of continuity problem are reflected in the studies of L. Artemova, A. Bohush, Z. Borysova, O. Kononko, N. Kudykina, Z. Plohii, O. Proskura, O. Savchenko, etc.

Most modern researchers consider continuity as a didactic principle: S. Hodnyk, Yu. Kustov, M. Makhmutov, Z. Mykhailov, etc.

The next area of research is devoted to the study of continuity between such stages of continuous education as preschool and primary school (M. Kostikova, O. Kocherha, O. Loboda, O. Proskura and others).

The third direction is connected with the study of continuity between the various levels of general education (P. Oleinyk, E. Pavliutenkov, V. Plakhotnyk, I. Samoilenko, etc.)

To the issues that need to be addressed to the continuity and prospects of preschool and primary education ensuring, scientists include the following ones: *the inconsistency of training of preschool and primary education content; mismatch of methods and teaching techniques to the age peculiarities of six-year-old first-graders in primary school, inconsistency of evaluation criteria at different stages of the educational process, etc.*

According to T. Ponimanska, continuity provides a gradual transition from the previous age period to the new, the combination of the received child experiences with the previous one. It involves the focus of educational work in the institution of preschool education on the requirements that will be put forward to children at school. [5, p. 426].

Continuity in the teaching of a foreign language, it is advisable to adhere to a single learning strategy, consistency in the methods, techniques, forms and means of teaching a foreign language used throughout the training course. This educational process organization will provide learning objectives' clear formulation and achievement of each educational stage in the interaction between them. Such interaction is achieved through cross-cutting foreign language programmes and through the benefits using that consistently lead the child from preschool to primary school and from primary to secondary school.

Thus, despite the legislative documents (the Law of Ukraine «About education», Program «Education», «National Doctrine of Education of Ukraine in the XXI c-ry.) which require compliance with the principle of continuity in education at all the stages of education, in most schools insufficient systematic work is carried out to ensure it [2, 3].

It can also be argued that the problem of continuity in the teaching of foreign languages has not yet found sufficient coverage in the methodological literature.

Therefore, modern pedagogical practice has certain difficulties in teaching foreign languages to both preschoolers and primary, secondary and high school students and requires further in-depth study and decision.

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USING OF TECHNICAL TEACHING AIDS AT ENGLISH LESSONS IN THE PRESCHOOL EDUCATIONAL INSTITUTIONS

In connection with scientific and technological progress and modernization of traditional methods of education, at the present stage of development of society, education is undergoing significant changes. This was the reason for discussions on the appropriateness of innovations in education, in particular, on the effectiveness of audiovisual tools in teaching a foreign language.

Moreover, modern educational technical teaching aids are good assistants in solving educational problems. A special place is occupied by audiovisual media: *movies, video programs, educational television, etc.* They are an effective form of learning activity that not only activates children's attention, but also improves their listening and speaking skills and is best suited for preschoolers. The problem of the relevant using of audiovisual means in teaching English was studied by a number of scientists, they are: Y. Azimova, O. Barmenkova, N. Biboletova, N. Lavrinenko,

S. Soroka, L. Petryk, O. Leontieva and others. In their studies, scientists have considered the using of audiovisual tools at various stages of education. However, their using in teaching preschoolers is still insufficiently investigated. Scientific interest lies in the fact that the using of audiovisual tools in learning English in preschool education is still not sufficiently studied and therefore there are scientific discussions and contradictions in their practical application at the English lessons.

Audio-visual training means is a special group of both technical and non-technical means of training for the transmission and perception of information recorded on different storage devices (films, audiotapes, compact disks, etc.). They have always been widely used during the training of foreign languages, and especially gained popularity with the development of computer technology, because their using opens up great opportunities for the implementation of one of the most important didactic principles – the principle of visibility.

After analyzing the research of S. Soroka, we can say with confidence that Audio-visual training means are aimed at improving the efficiency of educational material perception, checking the level of its assimilation, mastering the skills and practical skills of applying the knowledge gained. Scientists have proved that the using of information technologies in the educational process accelerates the accumulation of active vocabulary from foreign languages in 2-3 times [1, p. 19].

There is a huge amount of video material that can be used at English lessons in preschool educational institutions: *commercials or interviews with famous people, the cartoons or short video stories, fragments of TV programs*. In the scientific and methodological literature, there are several different classifications of video materials. Video materials can be divided according to the style of the information provided into *artistic* (cartoons, various feature films, fragments of performances), *popular science, publicistic* (interviews, documentaries and educational films), *informational* (advertising, news recordings, TV shows, videos), *cultural* (video tours). For preschoolers, the most accessible types are **artistic**, because they contain adapted material that reflects simple everyday situations. These videos are the most

accessible to a wide range of users and do not require special knowledge for their selection and using. These types of video materials are used as additional at the English lessons in the preschool educational institutions as an auxiliary, to maintain the level of knowledge of children.

In foreign methodical literature it is recommended to use video materials once a week or at least once every two weeks.

In today's world, children are accustomed to rely on audiovisual methods while learning their native language in real life: *television, feature films, performances*. Therefore, this method of language learning becomes more and more natural for children since childhood [2, p. 7-8]. However, in order to use these tools in the process of learning English, it is necessary to understand their main purpose – to consolidate and support the knowledge of children obtained during training.

So the process of teaching English to preschoolers using audiovisual means will be effective, but the preschool teacher must: systematically and rationally use them in the English lessons; determine their place in the learning system and the frequency of display; use only emotional and effective video materials (especially at the initial stage of training); develop speech, phonetic, lexical and grammatical skills of children through the using of video materials (the preschool teacher should focus on the studied vocabulary and grammatical structures); select video so that it will give the chance to give educational information in a simple visual form; not abuse and not turn occupations into one continuous viewing of video materials; allocate a separate place for audiovisual methods which will closely connect them with other methods and means used at occupation (to organize the occupations correctly).

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MANAGEMENT ACTIVITY MODELS OF EDUCATIONAL ESTABLISHMENT HEADS

Managing an educational institution is one of the most important functions of the education manager. Therefore, a leader should be guided in the diversity of modern managerial ideas, study and successfully apply the achievements of science and perspective pedagogical experience, organize creative teachers' activity, involve the public in increasing the efficiency of the educational process. Today there are different systems for assessing the activities of education managers, each of which has its advantages and disadvantages. Many researchers consider monitoring as an evaluation system, since it enables an objective assessment of managers.

Many foreign and native researches paid attention to these issues: O. Anufriyeva (assessment of education on the basis of qualitative approach) [1], V. Bykova (specific use of educational monitoring) [2], H. Dmytrenko, V. Oliynyk (basics of measuring the effectiveness of pedagogical staff activities) [4], H. Yelnykova, Z. Ryabova (monitoring the activity of pupils and teachers within adaptive management, the basis of adaptive management) [6], T. Lukina (issue of monitoring the quality of education) [10] etc.

The **purpose** of the article is to analyze the peculiarities of monitoring the management activities of educational institutions heads.

Results. According to L. Karamushka, a head of educational institution should not be the best teacher, but a professional in the management of the

educational institution, that is, the manager who has undergone special training and is aware that he is a representative of a special profession, not just an engineer, an economist or a teacher who carries out management activities [9]. Effective management of a modern educational institution is a complex system and it depends on the proper distribution of the administration responsibilities (head and his deputies on educational, scientific and economic work).

A head represents an educational institution in different kinds of work: disposes of property and funds; concludes contracts; manages the work of deputies; agrees to the common administration activities with civic organizations, teachers and students; is responsible for acquisition of classes and employment of graduates; organizes work for school board pedagogical council, parental committee, parental general education; carries out general management of methodical work, educational process, extra-curricular work. The director is responsible for the organization of work on the safety of work and equipment safety, and ensuring the hygiene of work for students and teachers [13].

A head of an educational institution should be a creative manager because his authority depends on his ability to manage. It is important to be a democratic, demanding, honest, diplomatic, mobile person.

The main tool in evaluating managerial activity of a head of an educational institution is a questionnaire with a list of answer options. V. Zvereva developed questionnaire for assessing the effectiveness of managerial activities of an education institution head through the performance of certain functions. Respondents should rate the specified groups of functions (informational and analytical, motivational and target, planning and prognostic, organizational and regulatory, controlling and diagnostic, correctional and regulatory) of internal school management in general educational institutions, using a scale from 1 to 5 (5 – always, 4 – often, 3 – sometimes, 2 – seldom, 1 – never). According to the method of V. Zvereva, the value of the efficiency coefficients of managerial activities are distributed as follows: 0,25–0,49 – the level of activity is critical; 0,5–0,8 – the level of activity is sufficient; 0,8–

1 – management is optimal. The evaluation allows you to find out how effective the management is the activities of education managers in each direction [5].

Monitoring activities of the head of an educational institution should be witnessed about the level of managerial maturity, characterize its creative potential, to stimulate the growth of professionalism. As the managerial activity of the head of a modern educational institution belongs to the category of professional, then its main feature is the special education (self-education, advanced training, practical experience). The main parameter is that determined during the monitoring of management activities, is qualifying category of the head of the educational institution (level of qualification, professionalism and productivity pedagogical and management activities).

According to G. Yelnikov, the prospect of development of managerial activity of an educational institution head is: the construction of the concept of an educational institution; personal improvement activities and creation of conditions for the self-organization of students, teachers and employees administration; the implementation of a gradual transition from dominant operational management to the strategic target through the coordination of their own functions with the functions of subordinates; creation of a special monitoring mechanism of management; situation analysis and improvement of the management decision-making process [7].

Conclusions So, an educational institution head is a key figure in the transformation the educational environment, it is he who determines the fate of educational reforms and influences pedagogical creativity of each teacher. Therefore, monitoring the managerial activity of the manager of a comprehensive educational institution must be comprehensive and systematic. So, it is important to have high level professional competence of a head, and his personal qualities, organizational skills, pedagogical skills, and skills to provide normal business conditions, and creation in a pedagogical team favorable psychological microclimate. Only given a large number of factors you can give a correct and objective assessment of the managerial activities of a modern educational institution head.

We see the prospects for further research in the systematization of existing methodologies, questionnaires, criteria for assessing the managerial activities of educational institution heads.

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MANAGEMENT ACTIVITY OF A COMPREHENSIVE EDUCATIONAL INSTITUTION

Introduction. In the conditions of global world transformations, social development of Ukraine and strategic changes in the system of comprehensive education the reform of the education system begins with certain changes in school management. Therefore, the effectiveness of educational processes largely depends on management activities. The development of management technology is due to managing way, communication tools and management decisions are implemented, which require taking into account the external connections of comprehensive institutions, forecasting their development, creating conditions for self-organization processes and school self-management. It leads to the emergence of new approaches, methods and means for implementing common management functions.

At all stages of the developing educational institutions, schools the planning function focuses as a preparatory stage in the managerial activity of a head. In the planning process not only the target component of the educational process as a system is implemented, but also the analysis of the forecasting the internal and

external environment of a school, the needs and possibilities, the developing various concepts, self-analysis of the planning effectiveness, etc.

The theory of education management, in particular, the planning as one of its main functions was developed by Y. Berezniak, V. Bondar, L. Danylenko, H. Dmytrenko, H. Yelnikova, V. Lazarev, V. Maslov, N. Ostroverkhova, and others.

The basis for a systematic approach to planning the activities of a comprehensive institution is the regulatory framework for the functioning general secondary education: the Constitution of Ukraine, the National Doctrine of the Development of Education in Ukraine in the 21st Century, the National Strategy for the Development of Education in Ukraine until 2021, the Laws of Ukraine «On Education», «On general secondary education», Regulation on a comprehensive educational institution, legislative documents on experimental and innovative activities in comprehensive institutions, etc.

The purpose of our paper is to define management aspects of comprehensive education institution planning activity.

Results. The education system has its own features as an object of governance. It is education that enables to raise human capital, create the preconditions for self-realization of a personality. The reform of the education system changes its management of comprehensive education institutions, which are connected with the continuous search for the optimal solution of complex economic and socio-political problems. Radical updates are most appropriate to start with school education.

School is a system of joint activities of people (teachers, pupils, parents, public). By managing a joint activity, a comprehensive educational institution head needs to determine the results they want to achieve in the future, analyse what opportunities are available to achieve the desired results, determine the composition and structure of future actions, predict and evaluate the consequences.

Management is a process of planning, organizing, motivating and control, necessary for achievement of the organization. These functions cover all types of management activities for the creation, financing, marketing, etc [3, 125].

Planning as a management function involves performing tasks that the teaching staff of an educational institution will work on. Planning is the process of developing and choosing the purposes of the organization's development and making the decisions necessary for their achievement [2]. The ability to correctly plan work depends on a large extent on the effectiveness of the educational process in the comprehensive schools. Analysing different approaches to the concept of “planning” of comprehensive education institute activity, we conclude that this is the systematic influence of management activity subject on a social object to achieve the aim, ensuring normal functioning and development, taking into account changes in the external and internal environment.

In the schematic variant, the planning function can be represented as a sequence: mission – aim – strategic general – goals – tasks – a set of activities – predicted results. The coordination of the planned actions of a comprehensive educational institution head facilitates the development of a management planning cycle.

At the heart of the management cycle is an analysis of the results of the previous period of its activity. At the current stage of development of comprehensive educational institutions, it is advisable to use the CAF (Common Assessment Framework) model for self-analysis, SWOT-analysis, which contributes to the comprehensive characterization of the achieved results. Model CAF helps to determine the integral picture of the organization and forms a comprehensive approach to the analysis of its activities. Key results assessment includes the determination of the degree of the main goal achievement, the assessment of the impact on the external environment, satisfaction of the interests and needs of participants in the educational process in Ukraine [1, 153]. The CAF model includes opportunities (leadership: staff, strategy and planning, partnership and resources), processes, results for staff, consumers / citizens, society, reporting performance. The main purpose of the implementation of this model is the mechanism of self-assessment of the organization in order to diagnose and improve its activities.

SWOT-analysis tools allow to study in detail the impact of external and internal environments on the activities of an educational organization and are designed to ensure its accelerated advancement to achieve strategic purposes. Its construction is based on the methodology of the system-target approach, where the focus is on measuring the parameters of the external and internal environment in space, in time and taking into account the information potential [4, 154].

An important aspect of management activity in comprehensive education institutions is the assessment of the manager's planning and forecasting through a test on the Internet. The proposed testing is appropriate in an educational institution at the stage of summing up for the previous period. Not only teachers, but parents of school pupils, members of educational establishments, and other interested persons are involved in the evaluation in order to improve planning in comprehensive educational institutions. The purpose of planning is to determine the prospects, forecasting the final results, the ways of achieving them.

Thus, management is effective if it is carried out on the basis of scientifically grounded planning of the activity comprehensive education institution.

Conclusions. Improving the educational process depends on the scientific organization of planning school activities. By its nature, the management requires the person who has the ability to plan the result, purposefully regulate the process of education, choose the actions that would ensure the effectiveness of the tasks.

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QUALITATIVE STUDY OF THE PROBLEMS EXPERIENCED BY INTERNAL MIGRATION STUDENTS AT SCHOOL

In the research the problems faced by the children of the families with low socio-economic and cultural level who migrated to the big cities for better life. It was aimed to determine the school achievements of the children of such families, the attitudes of the families towards the education and the negativities in these schools. In short, with this study, the problems caused by the migration phenomenon on education and especially the problems raised in elementary schools were determined. This study is important in terms of contributing to research on internal migration and education problems. In the research, a case study pattern was used from the qualitative research designs. In 2017-2018 academic year the children of the families

who settled in Afyon with internal migration - three eighth grade students studying in a elementary school in Afyon and a teacher working in this school constitute the sample of the study. For the research, a literature review was done on the subject. In this study, qualitative data collection method and tools suitable for these methods were used. The first of these data collection methods are interview and observation forms. Permissions were obtained from the necessary authorities to perform observations and interviews. The type of interview and observation is a criterion sample type from purposive sample types. Semi-structured interview questions based on open-ended questions were prepared to get the participants' problems in their schools and their suggestions for solving these problems. These questions were applied to the participant type (teacher) by converting to the appropriate forms of individual interview. In this context a teacher who was working at the school where the children of the migratory families continued their education were interviewed. The problems experienced by the students studying in the elementary schools in the area of migration and the opinions and suggestions for these problems were determined. At the same time, three students were observed by the researcher at regular intervals and the information about the observation was noted in detail. In order to interpret the data obtained from the interview and observation, codes and themes were created. Common themes according to the codes were determined. The reliability of these themes was also examined with the co-coding method. The interview with the teacher took approximately 25-35 minutes. The following questions were directed to the teacher:

- Are there any students coming with immigration at your current school?
- Do these students have an adaptation problem at school?
- Do they share problems with teachers or counselors?
- What do students, teachers and administrators do or can do to solve these problems?
- What are the suggestions of teachers, students and administrators about the problems of migrants?

- Do students receive help from any institution? If yes, why do they get help, and if they don't, why don't they get help?

The interviews were recorded on the voice recorder. In this study, data were obtained by using interview technique and data were analyzed by content analysis by taking into consideration the characteristics of data collection tools in order to reach the concepts that could explain the collected data. In qualitative research, validity means that the investigator is able to transmit the event that he/she is investigating as neutral as possible (Kirk ve Miller, 1986 akt: Yıldırım & Şimşek, 2016). The principle of reliability is based on the assumption that there is only one reality related to one subject and the same result will be achieved in repeated researches on this subject (Merriam, 1998 akt: Erdoğan & Demirkasımoğlu, 2010). After the interview records were analyzed and coded by the researcher, it was asked to read and encode the analysis data from a teacher who had knowledge in this field working in a similar school. The codes and themes of two separate persons other than the researcher; were used for confirmation purposes. This was done to increase reliability. The codes that matched the codes were based on reaching the themes and the incompatible codes were excluded from the analysis. The raw data records of the research have been kept in order to make other researchers demand or to make comparisons with other researches in the future. In the same way, the observation form was shared with three experts and the reliability of the data was supported. Reliability= $\frac{\text{Consensus}}{(\text{Consensus} + \text{Disagreement})} \times 100$ (Miles ve Huberman, 1994; akt: Angay, 2012). The reliability of this study was calculated using this formula. It is assumed that the observations and interviews are reliable in terms of data analysis since it is seen that 70% or more of the convergence percentage is considered as based on this formula.

In this section, the findings of the research and the results obtained from the analyzes are compared with the related researches. When the literature is examined, many studies have been done about the effect of migration on education. Buz (2004), in his study; In cases where it is imperative that people leave their habitual

environment, migration emphasizes the negative impact of migration on the nomads by saying that it is a process which leads to the separation of the person from his / her physical and therefore spiritual environment. Adaman & Keyder (2006); Topsakal, Merey & Keçe (2013); Angay (2012) and Sevim (2001), in their research, stated that children who migrated have problems in school that can be grouped under the title of adaptation problem in various ways. The findings overlapping with these studies, the participant' answer to the third question can be shown as an example. “They are having adaptation problems, they can't adapt to the environment, they can't make friends”.

Kaştan (2015) stated that immigration has affected both the child and the child's education by experiencing an adaptation problem and academic failure in the schools of children who have migrated. In another study, Kaştan & Bozan (2016) stated that the most intense problem encountered in the students who came with migration was the adaptation problem and failure. The participant's answer to the fourth question can be shown as an example of the findings that overlap with these studies. “They are having problems adapting to class and school. They do not keep notes; naturally they have academic problems”.

Nar (2008) stated in his study that immigrant students were discriminated against and that they were marginalized by their classmates. There were conflicting findings with this study. As an example of conflicting findings, the participant's answer to the fourth question from the interview questions is an example. “Classmates of these children are warm-blooded children, I certainly don't think any exclusion has been made”.

Karakuş (2006) stated in his study that they did not go beyond the narrow environment where many of the primary school students migrated from the village to the city and this situation caused the child to grow with a narrow horizon. Findings supporting this statement; The participants' answer to the second question from the interview questions can be shown as an example. “The environment of my students

who migrated from the village to the city is limited to a narrow environment because they do not know anyone in the city”.

Han (2010) as a result of the findings of his interviews with the teachers in his study; stated that most teachers in the school are following ways such as one-on-one conversation with students, directing to a guidance counselor and directing to private education institutions in order to overcome the problems of the students. The answer of the participant to the third question can be shown as evidence for the findings that coincide with this research. “Students coming with immigration are having problems with adaptation in the first weeks. and they are having trouble building friends. In this case, we take care of these children. Sometimes we direct them to teachers and branch teachers”.

As a result of the research, it has been concluded that children who come from the village or from a different city and have to migrate for any reason have problems in their new environment. At the beginning of these problems, compliance problems, boredom, non-adaptation, self-loneliness and academic failure were determined as a result of the findings obtained.

The places where students can feel comfortable and secure, play games comfortably and social facilities where they can improve themselves, the library, etc. should be made.

Considering that the children of migrants need more attention than the other students, the classrooms in the schools should be reviewed. Classes should be made more suitable as the number of students.

Teachers should be given seminars on cultural literacy

Student-oriented studies should be carried out in order to ensure that the academic failures of the students who have come with immigration, especially in their first years, are not permanent, and the success rates of the students should be increased.

In the early days of the students coming with immigration; In order to ensure that their academic failures are not permanent, student-centered studies should be conducted and the success rates of students should be increased.

Students who have difficulty in adaptation should not be expected to adapt to the environment and should not be left to this time.

Home visits can be made to students who come with immigration to make students feel special.

In order to reduce and eliminate the difficulties experienced by immigrant students in terms of language, social activities should be organized in order to reduce the problems experienced by the students in terms of expressing themselves.

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FOREIGN LANGUAGE COURSE FOR THE SENIORS: BASIC COMPONENTS OF THE DEVELOPMENT PROCESS

Depopulation and rapid aging of population are among today’s major global problems. Besides, knowledge and skills of professionals in all areas get outdated so quickly that they need constant renewal whereas lifelong education can be the only solution to the problem. Teaching and learning foreign languages takes a significant place in the education of adults – andragogy. Because speaking foreign languages is

so important to the adults' career, their teaching and learning has taken a variety of forms with the pedagogical techniques primarily based on the learners' professional activities. At the same time, another category of adults – older adults or seniors – are becoming more and more enthusiastic about learning foreign languages.

Taking into consideration the opportunities being open now for the seniors of post-Soviet countries for traveling abroad, more and more people try to learn foreign languages alone or in the system of non-formal education in order to communicate with other people.

At the same time, teaching foreign languages to the seniors requires approaches which can not be similar to those applied to the kids or other categories of adults.

Education of adults has always been under research of many scholars who tried to give definitions of this category of learners. Here we can find various views. Principles of adults' education (andragogy) versus teaching children (pedagogy) were laid by M. Knowls [2]. He recognizes the leading role of adult learner in educational process, consciousness of learning, application of life and professional experience, aimed at solving vital problems. Practically adult learners are autonomous, self-directed, goal-oriented, having high level of motivation and life experience they refer to while learning.

The most substantial work on teaching foreign languages to the seniors is performed by D.R. Gomez [1]. The author shows her own teaching experience with older adults from the perspective of geragogy – the theory and practice of teaching seniors. She recognizes teaching this category of population challenging, offers interesting insights into the effect of aging on memory and language, considering individual differences of these people. The major achievement of D.R. Gomez is a research on peculiarities of senior students in four dimensions: physical, cognitive, psychological, and experiential.

On the whole, although andragogy is rather developed in terms of concepts and methods of teaching this category of population, the science of foreign language teaching and learning of seniors remains seriously limited. It is basically bound to

some research on age peculiarities of these people and recommendations to their language training. Therefore, with this research we aim to set out the main practical implications which should be considered in the foreign language course development for the seniors at the level of non-formal education (foreign languages schools or educational language programs at universities (academies) of the third age etc).

We particularly focus on the following three basic issues for consideration: learners' needs, wants and capabilities analysis, program preparation, and course running and evaluation (identified by experts involved in our experiment). We can also regard them as the stages for the foreign language course development process.

Learners' needs, wants and capabilities analysis component is a fact-finding stage that is detrimental for further foreign language course development. It answers three crucial questions: "What do the seniors need a foreign language for?", "To what extent do they want to learn a foreign language?", "Are they able to learn what they need and want?" The best way to establish learners' needs, wants and capabilities in foreign languages learning is to ask them directly questions on why they need to learn a foreign language, what they expect from learning and how confident they are in doing that. As seniors are very sensitive about all issues connected with their learning, this should be done not only prior to the course commencement but also all the way through the course to make sure that the learners really meet their expectations. If something goes wrong, the course should be adjusted.

We recommend making questionnaires and interviews based on Communicative Needs Processor, developed by J. Munby [3] with our modifications tailored for the seniors. Basically, they should cover the following areas: learners' biographical data (exact age; previous foreign languages learning experience); foreign languages learning purpose (there can be multiple purposes changing as the course goes on); foreign languages use setting (in what environment the learners think they will use a foreign language; what people they will interact with using a foreign language); target level (degree to what the learners expect to learn a foreign language); instrumentality (what language the learners need more: written versus

spoken; dialogue versus monologue; productive skills versus receptive); learners' confidence in foreign language learning (what difficulties the learners think they may encounter in foreign language learning; how they plan to overcome them; degree of preparedness to solve problems of foreign language learning); learners' preferences (likes and dislikes in foreign languages teaching; approaches and techniques; learning styles; types of teachers the learners prefer).

Our short but very beneficial experience of teaching older adults in Ukraine provides some hints in conducting this stage of course development. We find questionnaires and interviews the most useful information-gathering techniques. Because in many cases the seniors appear less expressive in putting answers on the paper, we recommend having both filling-in questionnaires and sitting interviews as supplementing each other in order to gather better evidence on learners' needs, wants and capabilities. The questions should be developed by the teachers themselves as they can pick up more precise information on the issues critical to the further stages of foreign language course development.

Another component of the course development process – a program preparation – is not less significant. Here, we include such issues as setting objectives, organization of content and lesson planning. In general, we propose to look at the following issues: identification of the topics that may be of interest to the senior learners and are based on their needs and wants; formulation of course objectives and singling out teaching points; consideration of linguistic functions, grammar points, and vocabulary; selection of authentic texts.

The final stage of foreign languages course development for the seniors – its running and evaluation – can be regarded both as separate or the one integrated into the whole procedure of foreign language course development. It finally shows how well the course program went, revealing all the drawbacks which should be corrected at the next course. Here, the teachers and learners should be guided by the principles of flexibility (constant course adjustment to the learners' need, wants, and capabilities), individual approach, focus on learners' interests (using learning

materials interesting and meaningful to the seniors), integration of language skills (all four basic skills – listening, speaking, reading, and writing – should be practiced throughout the course), and providing constant feedback (continuous correctional analysis of learners performance).

These significant components were considered and proved successful at the foreign language course development for the seniors in Ukraine within the university of third age, although we encountered some problems of conducting this course, basically, connected with the ‘spoon feeding’ of the learners and their overestimation of confidence in foreign languages learning. These problems, however, can be the subject for our further research.

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STUDY OF ENGLISH IN UKRAINE DURING ITS INDEPENDENCE

English is one of the most widely spoken languages in the world. More than 1 billion people speak it in more than 51 countries of the world. Today, the demand for English speaking people is increasing continuously, because English is the basic international language. It is advisable to use the expression by J. Goethe: "As many languages you know, as many times you are a human being"

The importance of the study of this topic is that in recent years more and more people have shown a desire to learn English. Now we see that in a modern society a man cannot do without English. Also, the age of students has changed. If earlier all methods of learning English were aimed specifically at students, now parents want to start teaching children English as soon as possible. Moreover, the psychologists recognize the preschool age as the most sensitive period for studying the foreign languages.

It should be noted that the inclusion of a foreign language in preschool education and further education of Ukraine was motivated by several reasons, the main of which was the presence of a contradiction between learning a foreign language in today's world and reincarnation it into existing factor of socio-economic development of society in general and the underestimation and imperfect learning the language in the modern Ukrainian schools and preschool establishments.

Nowadays, fluency in English is no longer an amazing skill, but a necessity. Currently, it is trained in kindergartens, schools, universities, numerous foreign language courses and trainings. And in some countries, even mathematics and some other subjects of the school curriculum are taught in English. Also, today many students of modern Ukrainian schools have the opportunity to participate in international student exchange programs for a more profound study of English in the English-speaking environment of a foreign country.

The most popular among the students of Ukrainian secondary schools is the FLEX program. The Future Exchange Program (FLEX) is a program for students from 10 countries of the Commonwealth of Independent States (CIS) – Eurasia, funded by the United States Government. The program provides scholars with scholarships that allow them to travel to the United States, study at an American school for one academic year and live in an American family. Since its launch in 1993, more than 22,000 young people from Eurasia have taken part in FLEX and have returned to their countries with new enthusiasm, a desire to help others, and

share their experiences and knowledge to improve their lives in their communities and countries.

For the youth, the most attractive is the Work and Travel program. Many will agree that work in America for the summer has many benefits. Thanks to Work and Travel, the program participant will be able to travel and expand his\her horizons, earn, practice his\her English and develop communication skills, connect new acquaintances and make friends with interesting people from different parts of the world, spend an unforgettable summer, get priceless experience and a lot of emotions. Already from the title one can guess that the program involves working in the United States for students and travel to America. As for the work, it is often a service area. And travel – here everything is individual: someone chooses the metropolis, the most famous places, and to someone, to our mind, small towns and wild beaches. In the period "May-September" young people have a chance to realize all their plans, get acquainted with the country, its culture and traditions "from within", gain experience and earn good money (which at the current rate is much greater than the average earnings in Ukraine).

At present, the level of foreign language skills among Ukrainians is critically low. Only about 7% of our fellow citizens speak English freely, unlike at least 50% of people who speak English in the EU, and in Scandinavian countries this figure is 80-90%.

At present, the social question is raised why people are busy studying foreign languages without regretting their strength, time and money? Here is what the marketing research, conducted by the Kiev scientific and educational center, shows. As an incentive to study foreign languages 51% of the interviewed people called career growth, 23% study and internships abroad, 12% do it in order to make their holiday more comfortable, 7% are going to business trips abroad, 4% are studying for participation in international conferences and only 3% of respondents work with foreign partners. As it can be seen, the vast majority of responses are directly related to the work and career advancement. The conclusion is that for successful work in the

most diverse spheres and directions one mother tongue, obviously is not enough, knowledge of a foreign language is necessary.

The successful path of many careerists begins with studying and internship abroad. It is prestigious and promising to get education at the universities of Great Britain, Canada, the USA and other developed countries. In addition to popular MBA programs, there are also less well-known analogs: Chartered Financial Analyst qualification (CFA), ACCA (Chartered Association of Certified Accountants). To take part in any of these projects, you still need to speak a foreign language.

This useful skill allows you to access foreign websites and print media. Over time, you can learn not only to read and write in a foreign language, but also to think, and therefore, to create foreign language presentations, to attend international conferences and trainings, to conduct business correspondence. Such skills will require an employer's knowledge of a foreign language to be appreciated.

Experts who speak foreign languages will be more and more in demand every year. Moreover, not only economists, managers, lawyers, administrative workers, but also secretaries, representatives of production specialties, even builders and unskilled workers.

The big problem for employers is that there is a lot of spoken and business language, but the technical foreign language is much smaller. Therefore, foreign companies are willing to pay huge amounts of money to those who know it. Architects, builders, accountants, chemists, and physicists who know foreign languages will always be in demand in such companies and can expect very substantial salary surcharges. Although, unfortunately, most representatives of these specialties do not guess what benefit foreign language knowledge can bring them.

The first place in popularity, of course, belongs to English – the official language of international business and trade, the Internet and technology, science and the arts. It occupies 80% of the business language. Each of us is increasingly faced with it dealing with his\her work and leisure partners. English language is used filling out questionnaires, writing summaries, in business and private correspondence.

In all multinational companies, English is a general corporate language used to communicate with management and to communicate with affiliates in different countries. Therefore, economists, financiers, sales representatives, secretaries, telephone operators, just active and business people do not imagine their lives without English. Programmers also have to "associate" with it, at least to understand English-language programs.

In recent years, there has been an advancement in the study of English in Ukraine and the introduction of modern educational trends. In order to stimulate the study of English, the President of Ukraine, Petro Poroshenko, signed a decree No. 641/2015 "On the Announcement of the Year of the English Language in Ukraine in 2016". This decision was taken "taking into account the role of English as a language of international communication in order to facilitate its study in order to increase the access of citizens to the world's economic, social, educational and cultural opportunities, which opens the knowledge and use of English, ensuring Ukraine's integration into the European political, economic and scientific and educational space, to support the Go Global program, which defines the study of English as one of the priorities of the development strategy. " The program should work in the next few years and will concern not only young people, but knowledge of English will be a key criterion when enrolling in the civil service.

The low level of English proficiency limits Ukrainians' access to research, which is 80% published in English, and access to the Internet resources, which is also 55% written in English. In this regard, the Cabinet of Ministers of Ukraine was instructed to develop and adopt a set of measures for 2016 and subsequent years aimed at intensifying the study of the citizens of the English language, in particular by providing for the organization of courses on the study of English on the basis of higher education institutions, promoting the expansion of teaching in higher educational institutions disciplines in English, an increase in the network of circles in extracurricular educational institutions.

Also, professional contests, olympiads and other competitions in English should be organized, the development of mutual exchange of pupils and students between educational institutions of Ukraine and countries in which English is the main language of communication should be provided, the participation of Ukrainian educational institutions in the European Union program E-Twinning Plus should be intensified. According to the decree, the assessment of the level of civil servants' knowledge in English and the organization of language courses for its study should be conducted, it is planned to introduce educational television and radio programs for the study of English for various categories of the population, the spread of the practice of showing films in English with subtitling in the state language should be provided.

The Government of Ukraine should provide measures for improvement of legislation in the field of education and science in order to determine the list of teaching, scientific and educational posts in establishments requiring English language proficiency, as well as the introduction of phased certification of foreign language teachers.

Due to the fact that the sphere of international activity and international contacts has intensified in Ukraine, the need for more close political, economic, interethnic, intercultural and linguistic relations has emerged. A graduate of a higher education institution have to master at least one of the European languages, in order to effectively manage managerial and organizational tasks in a professional area.

Higher education occupies a special place in the educational system, because it directly prepares young people for work, while providing diversified intellectual development. The updating of the content of modern higher education is accompanied by the development of effective teaching technology. The accession of Ukraine, as a participant in the Bologna Process, to the general field of the European Higher Education System, gives students and teachers the opportunity to participate in academic mobility programs, that is to go to any country in Europe for study and work. The presence of representatives of Ukrainian universities in the language

environment during the implementation of academic mobility makes their linguistic skills much more pragmatic. Knowledge of foreign languages opens for students and teachers wide access to authentic foreign publications.

Thus, in the world of globalization, knowledge of English becomes a key skill for any person, so mastering it at least at the basic level is not a luxury, but most of all a necessity.

Ukraine has already done quite a lot in terms of political, legal and economic integration with the European and world community, but ahead of the hardest integration – a mental one, which starts with the fact that Ukrainians should speak the world language, and therefore the greatest effort should be made to solve this problem.

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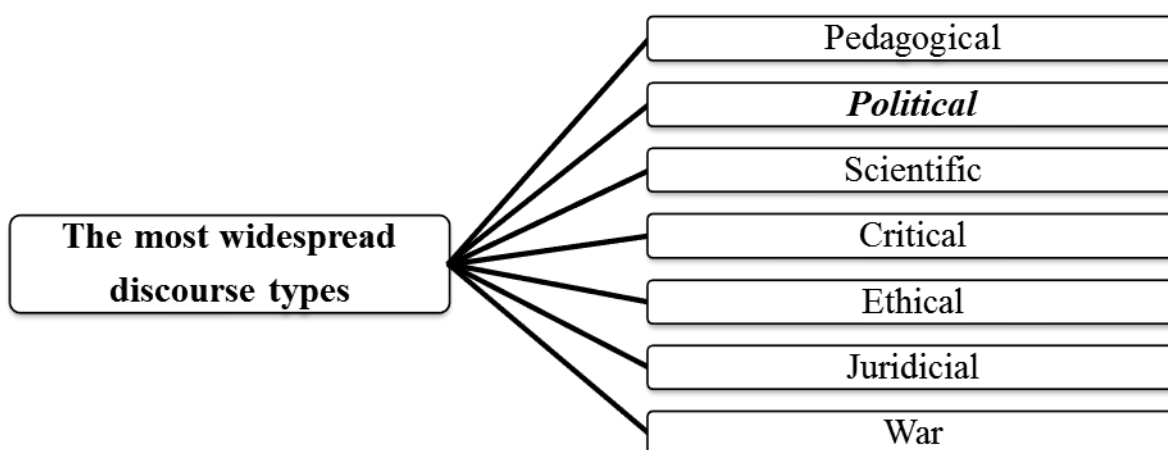
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FUNCTIONAL PECULIARITIES OF POLITICAL DISCOURSE

In a modern highly informative world a crucial importance of power relationships in the process of a new political reality construction elucidates an increasing interest of scholars in a political discourse research. Functional peculiarities of political discourse were researched by scholars: I. Petrenko [1], D. Shapochkyn [2], N. Kirvalidze, N. Samnidze [4].

In order to analyze a functional potential of political discourse at first we are to specify its place among other discourse types. As it may be seen from picture 1, according to the research results of a Russian scholar N. Myronova, political discourse is among the most widespread discourse types. Besides, the researcher supposes that it actualizes public consciousness [2, p. 53].



Picture 1. The place of political discourse among the most widespread discourse types (in accordance with N. Myronova's research)

In the branch of political linguistics divergent definitions of the term «political discourse» can be found. Notwithstanding it, a widely accepted definition of the analyzed discourse type is still lacking. In modern political linguistics political discourse may be understood as a wide and narrow political communication. In a narrow sense it is a specialized text, which has its logics, compositional integrity and

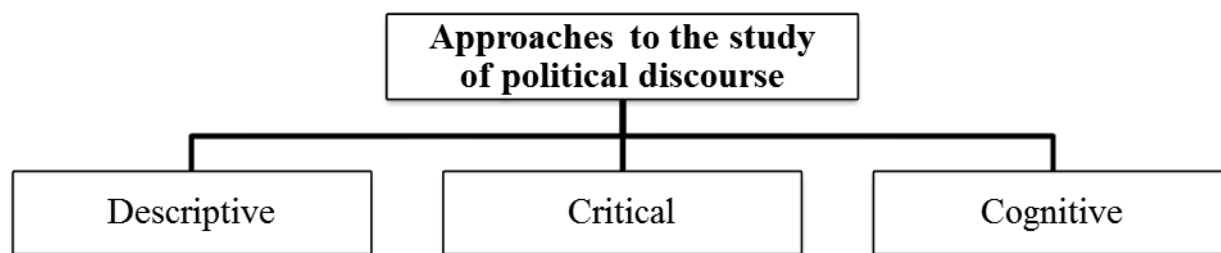
own language. In a wide sense political discourse encompasses characters, objects, circumstances, context, time, actions, etc. [1, p. 56].

A Russian scholar P. Kuzmin emphasizes that: «the discourse in politics may be regarded as the way of communication, which is based on a verbal and non-verbal exchange of ideas, positions, views of the participants of a political life in accordance with their beliefs and certain rules, norms with the aim of accepting political decisions» [1, p. 56].

Georgian scholars N. Kirvalidze and N. Samnidze emphasize that there are two approaches to the definition of political discourse: wide, narrow. As they point out in their research: «... in its wide sense, political discourse can be defined as a language of mass media or other institutions that is generally used in social and political spheres of communication» [4, p. 164]. Researchers give preference to a narrow interpretation of political discourse, according to which, it is understood as: «... a politically restricted genre that has its own thesaurus and specific functions» [4, p. 164].

In the light of the above mentioned, political discourse may be understood as a special discourse type dealing with the expression of speaker's opinions concerning actual political situations and finds its representation in specific events, which presuppose the interaction of participants of political communication during political debates, government sessions, etc.

E. Sheihal emphasizes that there are 3 approaches to the study of political discourse, which are visualized with the help of the picture 2. The main difference between descriptive and critical approaches is that a descriptive approach presupposes a rhetorical analysis of public speeches including the analysis of language behaviour, speech means, rhetorical methods and manipulation strategies, while a critical approach is focused on a critical analysis of speech as a means of power and social control. A cognitive approach makes it possible to model the structure of consciousness of participants of political communication [3].



Picture 2. Approaches to the study of political discourse

Examining the functional peculiarities of political discourse we may conclude that in accordance with I. Petrenko’s research, political discourse fulfils 7 main functions: informational, instrumental, prognostic, normative, legitimational, persuasive, political propaganda [1, p. 56-57].

The realization of an informational function may be observed during the interaction between the mass media and subjects of politics. As a rule, the interaction is a provider of information. Moreover, information is an integral part of supporting of power relationships in the society [1, p. 56].

The realization of an instrumental function is based on the relationships between power and the mass media. Power institutions tend to control the process of information spread in the society by the mass media, which influences the political discourse [1, p. 56].

A normative function is focused on the resource allocation, while legitimational and prognostic functions presuppose an interdiscourse connection of the present, past, future providing the support of certain relationships in the society [1, p. 57].

The functions of persuasion and political propaganda are based on the formation of thoughts and evaluations, which are necessary for the author of the discourse. In I. Petrenko’s opinion, political discourse is a dangerous instrument of influence, on account of it is oriented on social strata [1, p. 57]. It means that its hidden messages are aimed at achieving political objectives, which are mainly connected with power issues.

So, it is worthwhile noting that a political discourse is a specific discourse type dealing with gaining and preserving political power. That's why, its functional peculiarities are focused on influencing over social strata with the aim of accepting decisions, which are «correct» for the politician.

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THE PROBLEM OF THE TEXT-CENTERED APPROACH IN FORMING THE COMMUNICATIVE COMPETENCE OF FUTURE DOCUMENT SPECIALISTS

The rapid political, socio-economic, innovation and educational transformations in the life of Ukraine, connected with the process of integrating our state into the EU, as well as the active development of communication systems,

telecommunications, creating information system and network space have increased the competition on the document specialist job market, nowadays most of the spheres of social life are formed and regulated by means of document circulation.

Communicative competence includes the following aspects: knowing how to use language for different purposes, ability to use language according to the setting and participants (formal and informal speech, written or spoken communication), knowing how to use and understand different types of texts (narratives, reports, conversations, interviews), ability to communicate having limited knowledge of language (different communication strategies) [3].

The text-centered approach is important in the forming future documentation specialist communicative competence, which presumes that a person knows a language and can use it in different situations.

There are such sectors of a communicative competence: grammar competence, correspondence of contexts, an appropriate use of language and a performance. Communicative approach includes language learning through communication. Using situations in communicative approach has created certain tendencies in communicative teaching. They are: communicative direction of all kinds of teaching, learner-centered approach, taking into account learners' interests, using teaching materials according to the topic or situation and functional principle.

A text, which is the main communicative unit, is an important constituent in communicative teaching. A text can help learning new grammatical and lexical material by means of reading or listening, translation and commenting, and making communicative situations based on a text.

In the process of professional preparation future specialists in documentation work with different types of texts: scientific and popular-scientific, legislative, informing, newspaper, economic, political and others, each of that is characterized certain language features and stylistic facilities.

The work with different texts determines the ways of forming future documentation specialists' communicative competence, in particular:

- deepening knowledge about the language, mastering norms of ethic behavior in different spheres and situations of communication and improving abilities and skills of communication in scientific, official and business spheres, mastering various strategies and tactics of effective communication;

- developing abilities and skills to express one's views clearly, to discuss using different argumentation methods, to hold a dialogue with interlocutors, considering the rules of speech etiquette;

- mastering abilities to perceive, to analyse, to compare the language phenomena and facts, to comment and estimate them, according to norms and situation of communication.

The text-centered approach serves to forming communicative competence of future documentation specialists. Mastering forms and types of communication on principles of the text-centered approach, their implementing into educational-scientific, business, professional communication develop the communicative competence of students, prepare them to effective establishment and maintenance of necessary social contacts.

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PUBLISHERS OF HISTORICAL MATERIALS AND RESEARCHERS OF HLUKHIV HISTORY

In recent decades, the interest in the origins and sources of the past has increased, as well as studying the history of native land. The regional study of the past has also become important.

In the 30-40s of the 19th century in the field of Ukrainian historiography appears a number of figures which are known as researchers of local history, or the promoters of the historical information about Hlukhiv. Among the personalities of Ukrainian historiography in this field the most famous are *M. Sudiienko*, *O. Markovych*, *M. Bilozerskyi*.

Mykhailo Sudiienko (died 1871 yr.), a rich magnate of the Novhorod-Siverskyi district, in his possession was (known for the beauty of its position) Ochkino estate on the River Desna, head of Kyiv Archeographic Commission (1848-1857 yrs.). He published «The Chernigov's Vicegerency Description A. Shafonskyi» and later «Materials for a Domestic History», which contained the journal of Hetman Apostol's journey to Moscow 1728 yr.; his Universals, the manuscript of Hetman Apostol's estates and farms, the correspondence of Hetman Ivan Skoropadskyi.

Oleksandr Markovych (1790-1865 yrs.), younger brother of Ya. M. Markovych, one of the most educated and cultural people of his time, was Chernihiv provincial marshal. He lived in the historic estate in the village Svarkove, Hlukhiv County. He collected a significant number of documents on the Ukrainian history and began to print materials in the «Ukrainian Journal» in 1824 yr., wrote the «Historical and Statistical Note about the Titles of Nobility and Noble Property in Chernihiv Province».

In 1859 yr. O. Markovych published notes of his great-grandfather called «Daily Notations of the Little Russian Treasurer, Yakiv Markovych»

The above-mentioned achievement contains important materials on the history of Hlukhiv. Also O. Markovych wrote the essays on the history of Hlukhiv (for the first time), which are of great importance for Ukrainian historiography.

Mykola Bilozerskyi (1833-1896), acting member of the Russian Geographical Society South-West Department, since 1874, belongs to the category of Ukrainian folklorists, who served science, but did not subsequently arouse due interest in his personality and scientific heritage.

Mykola Bilozerskyi was a landowner from Borzenshchyna. There is a perception that to be interested in folk poetry Mykola Bilozerskyi began under the influence of P. Kulish, husband of his sister O. M. Bilozerska [1]. However, one of the manuscripts indicates the year 1847, what indicates that Mykola Bilozerskyi began to collect folklore at the age of fourteen. [2]. Songs and thoughts, collected, ordered, commented by Mykola Bilozerskyi, were included in the collection of A. Metlynskyi «South Russian Folk Songs» (1854).

Mykola Bilozerskyi also compiled «Rules for Folk Thoughts, Songs, Tales, Legends Recording etc.» and «List of Kobzars (bandurists) and lyre-players», published as addition to the collection of A. Metlynskyi «South Russian Folk Songs». Mykola Bilozerskyi's «rules» became an outstanding phenomenon of Ukrainian folklore, which at that time was the scientific foundations formation [3].

Somewhat disappointed with the publication of «South Russian Folk Songs», Mykola Bilozerskyi was going to publish his own collection of songs and thoughts in early 1856 yr.

However, Mykola Bilozerskyi's plans weren't meant to happen. This was prevented first by an unexpected desire to enter the service in the Cossack regiment (*where he was never taken*), and then a lack of funds.

Filaret Humilevskyi is Ukrainian Church historian, public figure, expert of historical sources. The Archbishop of Chernihiv and Nizhyn. He made a significant contribution to the history of Hlukhiv (*for the history of Church relations, administrative system and settlement of the region*). Being the Bishop, he carefully

reviewed local archives and materials. The result of his researches were such works as «Historical and Statistical Description of the Kharkiv Diocese» (1859 yr.), «Historical and Statistical Description of the Chernihiv Diocese» (1871-1873 yrs.), the books, which contain a lot of historical information on the history of Hlukhiv and Hlukhiv County.

Thus, the multifaceted and rich historiographical heritage, which the researchers left behind, is certainly a valuable source containing important materials for researchers of Hlukhiv history.

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COMPETENCE-ORIENTED APPROACH IN THE PROFESSIONAL TRAINING OF STUDENTS

To be experienced and able to work in non-standard situations are the qualities formed by a teacher who uses a competence-oriented approach in the classroom.

Principles of this approach are as follows:

1. Creating conditions for forming students' experience in solving their own problems independently;
2. Developing students' ability to make decisions on the basis of their knowledge;
3. Assessment of learning outcomes is based on the level of competencies achieved by students;
4. The content of the educational process is the actions and operations that correlate with the skills to be mastered;

The following educational goals can be distinguished on the basis of a competence-oriented approach:

1. To teach how to learn.
2. To teach how to focus on the main problems of our time.
3. To teach how to explain the phenomena of reality, their essence and causes using the appropriate scientific tools.
4. To teach how to solve problems related to the fulfilling various social roles.
5. To teach how to navigate through the world of moral values.
6. To teach how to solve problems that are similar to different spheres of professional activities.

Competence-oriented approach is a modern approach to education, on the basis of which educational programs and the whole process of education should be built. The developments in this area have to be conducted at all stages of education. Forming key competences is the key to effective education.

It is important that using this educational approach helps to shape such qualities as creativity, desire and ability to learn, interest, ability to cooperate with other people. Thus, the use of the competence-oriented approach at all stages of education contributes greatly to the comprehensive development of students and their successful socialization in the modern society.

According to S. Trubacheva, the competence-oriented approach should be implementing in the educational process in the following ways:

- a clear understanding of of the didactic specificity of “competency” by the participants of the educational process;
- generalization of requirements to the final level of forming basic competencies and to the main stages of their forming;
- sequencing of implementing the competency-based approach at different levels of forming the content of education.

The peculiarities of implementing the competence-oriented approach in education can be formulated as follows:

- emphasising the outcomes of the learning process rather than the process itself;
- the transition from the knowledge providing to the learning process;
- accentuating pedagogical influences on forming key competencies of the general non-substantive nature and general skills of a substantive nature and the strengthening applied and practical nature of education.

Unlike traditional approaches, where learning is characterized by the acquisition of knowledge, skills and attitudes, the competency-based approach implies their unity, interpenetration and expansion with other necessary components.

Using a competence-oriented approach means educational activity aimed at forming students' competencies.

Thus, the analysis of the scientific literature allows us to conclude that the competence-oriented approach means the focus of education on forming and developing the system key and substantive competences, practical orientation.

Researchers distinguish the following features of this approach:

- recognition of competencies as a final educational result and the need for their purposeful formation;
- shifting the emphasis from informing students to their ability to apply information for solving problems in practice;
- assessment of the level of forming students' competencies as a result of the educational process;
- student-centered education (this approach gives students the opportunity to get acquainted with the requirements for their training at the beginning of studying, and teachers can arrange the educational process forming the necessary competencies);
- focus of professional training on the future employment of graduates.

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TOLERANCE AS AN INTEGRATIVE QUALITY OF A SOLDIER OF THE NATIONAL GUARD OF UKRAINE

Nowadays, the development of professional competence of future officers of the National Guard of Ukraine acquires specific relevance in order to ensure high level of professionalism of future officers of the National Guard of Ukraine aligned with strengthening the tasks and responsibility on protection of the sovereignty and territorial integrity of the State, maintenance of the legitimacy and social order protection, realization of the rights, freedom and legitimate interests of citizens.

Alongside with high level of professional competence, moral qualities of humanistic nature appear to be necessary and clearly stated since they help to counteract any negative influence.

Tolerance in modern world is one of the key competences. Its development transforms the educational process of our country to strategic significant purpose, that is why this problem has become extremely urgent in recent years.

Servicemen of the National Guard of Ukraine at every instant and at any circumstances should be ready for a positive interaction with colleagues and civilians, as well as for work in a group that promotes qualitative performance of tasks related to the National Guard of Ukraine. Such requirements demand that the servicemen's attitudes should be built on tolerance on distinction in vision, representation, behavior, positions, actions, etc.

Tolerance of the servicemen of the National Guard presupposes peaceful conflict resolution, conditions of tolerant interaction, formation of tolerant consciousness and behavior, emotional stability, ability to control anger and negative reactions in conflict situations during professional work.

Tolerance is considered to be a universal quality of the servicemen of the National Guard of Ukraine revealed in their ability to perceive without aggression opinions that are distinct from their own, lifestyle, nature of behavior, appearance and any other features of other people around, as well as to establish with them such attitudes, where trust, sociability, compromise, co-operation, empathy and psychological comfort reign.

Tolerance as a scientific concept has self-sufficient notion, therefore it is not necessary to identify it with absolute acceptance, friendly attitude, respect, indifference, conformism, interest, impossibility of mutual understanding, concession, condescension, tolerance or collectivism.

The research done at the military high schools shows what professional consciousness is the main knot to accumulate the main contradictions between existing practice of officers' training and education and their particular professional

work. Professional identification influences the formation of the values system of future officers of the National Guard of Ukraine during their study at military higher educational establishments.

The problem of tolerance of the servicemen of the National Guard of Ukraine has two aspects. On the one hand, tolerance is a professionally important quality which enables to learn special features, positions, belief of other people and constructions of successful interaction with them. On the other hand, future officers of the National Guard of Ukraine should be ready to solve problems of intolerant attitude of people together and develop tolerance in them.

According to the opinion of many researchers, such as A. Asmolov, S. Emelyanov, H. Soldatova, H. Fedotova and others, the ability of structural interaction with other people, co-operation, readiness for interpersonal communication corresponds to the specifications of such a phenomenon as «tolerance».

Violence and despotism ratified in the society can be corrected only including all present values of tolerant unification which gives a key to resolve most common social problems connected with the development of theoretical and practice-oriented problems of tolerance education.

For our research, we define the following functions of tolerance:

1) peacekeeping – determines the multidimensionality of the environment and diversity of views; ensures harmonious coexistence of representatives of different societies that are significantly different from each other; serves as the public guarantor of inviolability and non-violence in relation to various minorities;

2) regulatory – helps to find a way out of conflict situations; orientates the relationship between people for the observance of equality, respect and freedom;

3) psychological – ensures ethnic and social identity; serves as the basis for the normalization of the psychological atmosphere in the group, a certain stratum of society and society as a whole;

4) educational – develops empathy, the ability to correctly and loyally evaluate the actions of others; is an example of the organization of life in society;

5) communicative – develops readiness for communication, cooperation and mutual understanding, in particular with representatives of different groups, carriers of a different outlook, etc.;

6) culture preserving – ensures the preservation and enrichment of the cultural experience of the group, ethnic group, stratum of society;

7) felicity – allows happiness from communicating with others, while recognizing their own personality, from recognition by the group and society as a whole.

Consequently, a tolerant officer of the National Guard of Ukraine must be able to analyze and forecast the main results of his/her professional activities; be able to create and maintain a tolerant environment by identifying the causes of conflicts; operatively and skillfully apply methods of uniting the team of subunits to carry out practical activities; promote tolerant relationships in a team, society; coordinate the actions of all units and all subjects of military and combat activity.

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**STRES RESISTANCE AS ONE OF THE COMPONENTS OF
PROFESSIONAL AND PSYCHOLOGICAL COMPETENCE OF INTENDING
OFFICERS OF THE NATIONAL GUARD OF UKRAINE**

The research of stress tolerance in the structure of the professional psychological competence of intending officers of the National Guard of Ukraine (NGU) is important because of the following factors: 1) Joint Forces Operation in the East of Ukraine; 2) reforms carried out in the country and in the structure of the NGU; 3) critical socio-economic situation in the country. Nowadays, the National Guard of Ukraine is directly involved in ensuring the state's internal security and fulfilling various military and law enforcement tasks. The main ones are: public order protection, convoy and extradition of convicts, implementation of regime-quarantine measures during the elimination of the consequences of natural disasters, accidents, catastrophes, protection of diplomatic missions and consular posts of foreign states on the territory of Ukraine, protection of strategic state-owned facilities, atomic power stations. The National Guard of Ukraine is the main security service on riot control measures. It coordinates the activities of forces and means of law enforcement agencies involved to stop the above-mentioned illegal actions, etc.

Therefore, to accomplish successfully these functions and tasks the professional psychological competence is important. It includes the system of

professional psychological knowledge, skills, as well as personality traits that ensure effective fulfilment of tasks in the area of professional activities.

The high level of professional psychological competence of intending officers of the NGU, their acquisition of knowledge, skills, obtaining the necessary experience, especially in psychology, is the key to successful professional activity and improves the quality and efficiency of the NGU in general [4, p. 152—157].

We presume that the structure of the professional psychological competence of intending officers includes the following components: value motivation; reflexive; administrative; cognitive; emotionally volitional; communicative; self-actualizing; and stress tolerance. So, the professional activity of intending officers of the NGU is characterized by the constant influence of a significant number of stress factors and increases the requirements for psychological qualities, which ensure the stress tolerance of the individual, determine the ways to overcome stress and as a consequence of the effectiveness of activities in extreme conditions.

Let's consider the definition of «stress tolerance». Stress tolerance is a combination of personal qualities that allow a person to remain significant intellectual, volitional and emotional stresses and overloads due to the peculiarities of professional activity without any harmful consequences for the professional activity, its surroundings and health [1].

Describing the displaying of the professional stress of the officers of the NGU, it should be noted that they are numerous and diverse.

Thus, one of the main is frustration, which is expressed in constant dissatisfaction, disappointment and annoyance of an officer, is followed by his uncertainty in himself, emotional tension, constant concern, concern and nervousness, which is a sign of his professional deformation. Such an officer or commander with a high personal anxiety has a lower self-esteem and, while protecting himself from unfavorable environmental conditions, often resorts to the authoritarian style of subordinates' management, while showing his own grief and aggression both physically and verbally [2].

At the same time among the manifestations of professional stress general anxiety, depression, chronic fatigue, loss of sleep are distinguished, that can bring to an «emotional burnout» of a specialist personality – a special physical, emotional and mental exhaustion. The above mentioned manifestations is not only worsen the general health of the officer and his professionalism, but also greatly reduce the effectiveness of his activities, acting not the best example to follow the behavior of his mentor by cadets or soldiers.

Nowadays, there are many ways to overcome professional stress by the National Guard staff, which include social support, various training, psycho-technical games and exercises, etc. However, they are all primarily aimed at removing the effects of stress. Priority should be given to the formation of a stress tolerance for a future officer, especially during his studying and trainings at a higher military education institution, which will minimize the above-mentioned effects. At the same time, the main psychological condition for the formation of the stress tolerance of the future officer should be the development of his positive attitude towards himself, his professional activities and its participants. An officer who has a positive and adequate self-esteem is able to cope with various stressful situations related to professional activity. The representatives of the NGU, who are positively perceive themselves, their self-confidence increases, there is a desire for active self-development and self-realization, which increases the efficiency of their professional activity, while low self-esteem officers, face various problems, perceive the world through the prism their feelings and anxieties, resort to authoritarian style, which negatively affects the efficiency of their professional activities [3, p. 265-268].

Thus, we believe that it is necessary to purposefully increase the level of stress tolerance of cadets even in the walls of an educational institution. To do this, during the classes, there should be provided an analysis of possible problem situations that may arise in the future professional activities of an officer, discuss ways to exit them, involve students into a variety of training practices and internships, which are vital in estimating knowledge, skills and abilities by cadets. To development such features of

character of intending officers as follows: stability, activity, empathy, endurance. After all, without these features it is impossible to successfully carry out professional duties by the future specialists, in particular in difficult situations of interaction with subordinates. The proper level of stress tolerance is one of the leading professionally important qualities of the future officer of the NGU, that will allow him to maintain physical and mental health, prevent «emotional burnout», which will increase the effectiveness and quality of work.

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ACTUAL PROBLEMS OF TRAINING FUTURE TECHNOLOGY TEACHERS FOR IMPLEMENTATION OF STEM-EDUCATION

In recent years, the educational industry carries out rapid steps on the path of intensive development. Today the State policy of Ukraine in the sphere of education takes into account the experience of reformation of foreign countries education, in particular, European Union countries. This contributes to the actualization of attention on scientific direction of educational activity, namely experimental or inventive, which can provide formation of necessary areas of competence on different levels of education. Undoubtedly the progressive changes made through the reform and modernization of the educational system will result. They will contribute to successful economic development and establish a level of state competitiveness at the world level.

Continuous development of the IT-industry, robotics and advanced technologies requires skilled and experienced masters of its business, and hence the need for high-quality training of educational competitors' technical directions. That is why one of perspective directions of work is introduction of STEM-education. It is the direction that combines both natural and technical disciplines such as: Mathematics, Physics, Chemistry, Technology, Engineering, Programming. Thanks to the STEM training system, teachers will receive new teaching methods, which will be used for the development of logical thinking of education seekers, their scientific and technical literacy, to promote the formation of a pupil as an inventor and innovator.

STEM will allow to strengthen and solve actual problems of the future due to innovations, provide development of skills to think critically, react to changes in time and become a creative personality.

Having analyzed a number of scientific researches and publications, we would like to pay attention that the notion of STEM-education is defined as: «A series or a sequence of courses or programs of training that prepares students for successful employment, education after school, in addition, it requires different and more technically complex skills, in particular with the use of mathematical knowledge and scientific concepts. This is a direction in education, in which the curriculum is

compounded by natural-scientific component + innovative technologies. Technology is used even while studying creative, artistic disciplines» [1]. At the same time the integral component is the study of all disciplines not separately, but comprehensively.

In Ukraine, the directions STEM, STEAM, STREAM develop slowly. However, scientists abroad have achieved some successes in these directions and created their foreign methods. In particular, the researcher and scholar Elide, who founded the company, which implements the robots in the educational process of the U.S. schools, argues that the interaction of schoolchildren with robots, educational seekers are easier to perceive their mistakes [2]. In our country, introducing a new direction can be traced through various conferences, web-STEM schools, seminars. In some cities at institutions of extracurricular education groups, where children can create models of active robots, work in equipped laboratories, learn 3d-modeling and printing, work on creating projects, were created.

Today teachers have a number of problems in teaching the disciplines of technological and professional direction; it is connected with the following. At the moment teachers have a great freedom of action in conducting their own lessons, but the university is not quite prepared to this freedom, as teachers themselves have not used to use it. It seems to be a closed circle, but the mechanism is running, and thus we have all in our hands. In order to determine the main features of the technology teachers' readiness for implementation of STEM-education, consider the main problems that are currently facing teachers.

«Old-new» teacher. This problem has existed for about 5 years, if earlier it was not brightly expressed, because all teachers had one idea of training and one pedagogical goal, now the difference between teachers with experience and young specialists or teachers with an experience of 10 years is very significant. It is the level of knowledge of information technology and understanding of innovations. A teacher of the future has to solve problems, understanding and using scientific approaches through technology knowledge, which can solve these problems.

The problem of advanced training for teachers. As practice shows, teachers, who plan to undergo courses, return to school with the fact luggage of knowledge, which is sent. Therefore, it is necessary to make the courses more effective, or enable the teacher to choose a place to improve the skills of their own subject, which will really be useful and bring the teacher useful information, knowledge and experience.

Material and technical base. The conditions, in which most schools are, leave much to be desired. However, there are many variants which can improve the conditions of education of schoolchildren and their place of work. To do this, you need to join a variety of projects, grants, contests, find sponsors and advertise schools. There is also a great importance in the school administration, which should not stand aside, but facilitate participation and improvement of material and technical basis.

Pupils need new pedagogical and psychological approaches. If before, education was carried out by the collective, it is now brought up individuality. Creativity and originality of decisions in the set tasks are supported. Just like the use of gadgets on the lessons should not be made something new. If the gadget entered our lives and lives of our students, you need to find favor and positive traits in this, not to call it a harmful invention.

There are no clear instructions to solve these problems, everyone can find their own version and it does not mean that some of them will be true or contrary considered an error, the main thing is a successful result.

The modern program does not limit the creative initiative — the educator applies: flexibility in the selection and distribution of the educational material in accordance to the needs of students, expedient methods and means of training (teaching and methodical kits, textbooks, programs of special courses, Manuals, audio, videos, etc.).

Analyzing the above mentioned problems of teachers, you can form the basic qualities that need to develop a future teacher of technology and professional training, which should be based on STEM-principles.

Therefore it is possible to offer the following model of STEM-training in Pedagogical University:

1. Building training plans and programs around topics topical for a particular community.
2. Subjects of subject branches are adapted in accordance to the set goals.
3. «Live» training in professional societies. The key role of the teacher is the organization of creative teamwork for real tasks.
4. Youth must receive training in order to organize the life of their local community in accordance to the principles of sustainable and successful development.

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BLENDING LEARNING IS A NEW TREND IN PROFESSIONAL EDUCATION

In the project of the Concept for the Implementation of State Policy in Professional Education «Modern Professional Education» for the period up to 2027 [3] emphasized the need to modernize the educational environment to ensure innovation, accessibility, transparency, flexibility and openness of the educational process. For these ambiguous, perspective ways to improve educational processes, we

were asked to change blended learning. Blended learning provides assistance with connecting elements of online learning, traditional learning, self-education.

The adoption of the universally accepted phenomenon in the world is associated with the publication «The Handbook of Blended Learning» [2, p. 5] by Boncom and Graham in 2005. The authors point out that blended learning means the mix of full-time and computer-assisted education.

Leaders of mass additions of blended learning are USA's universities: United Kingdom, Central Florida, Illinois-Chicago states, Wisconsin-Milwaukee states, Pennsylvania state, Stanford University; University of Jyväskylä (Finland); Gagan School of Distance Studies (Germany); Umeå University (Sweden); University of Exeter and the University of Hertfordshire (United Kingdom); Hong Kong University of Education, Open University of China.

The effectiveness of blended learning in Ukraine was proved by the implementation in 2017 of a tentative project based on leading Ukrainian universities: Igor Sikorsky, Ivan Franko Lviv National University, Lviv Polytechnic National University, Ukrainian Catholic University. The leader of the training of teachers for the introduction of blended learning is the National Technical University «Kharkiv Polytechnic Institute». The author, teacher and tutor of computer-assisted courses for teachers of blended learning is Professor Volodymyr Kukharenko. The main developments are published in the monograph «Theory and practice of blended learning» [3].

In general, the goal of introducing blended learning in the educational process is to improve the quality of the educational level of graduates and optimize the educational process. Blended learning involves the use of modern innovative pedagogical technologies: distance learning, inverted learning, game learning, MOOC (Massive open online course) technology, cloud technologies, etc.

To reveal the possibilities of introducing blended learning in the process of preparing future masters of the art and craft training of the sewing profile at the Professional and Pedagogical College of Oleksandr Dovzhenko Hlukhiv National

Pedagogical University an experimental development and use of distance course-resources for students who study on shortened training period are conducted.

Nowadays, with the use of the Moodle platform, distance courses-resources are developed and implemented: «Basics of the composition of clothing», «History of costume design and material culture», «Equipment and automation of sewing equipment». Through the use of blended learning, students have an opportunity to master a large part of the material at a convenient pace, place, get additional advice through the platform Moodle and other means of network communication, to integrate into a microgroup for creative tasks.

Thus, the use of blended learning in the process of professional training allows:

- to modify the content of pedagogical activity and the nature of teacher training for future professional activities;
- to take into account the conditions of an educational institution and the current level of readiness of students for new ways of studying;
- to evaluate the process and the result of educational activity in a timely and objective way.

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PHOTOPERIODISM IN PLANTS

Photoperiodism is a widespread and important phenomenon, found in all classes of higher organisms. This phenomenon was discovered in 1920 by American scientists W.W. Garner and H.A. Allard. who clearly demonstrated that flowering and many other responses in plants could be accelerated either by long days (LD) or short days (SD), depending on the plant. Their findings were based on observations with the late maturing strain 'Biloxi' of *Glycine max* (soybean) and the 'Maryland Mammoth' variety of *Nicotiana tabacum* (tobacco), being used in breeding programmes at the time. Plants growing in pots under glass in winter and early spring flowered while still quite small, compared with their continued vegetative growth outdoors in summer [1].

The term 'Photoperiodism' was derived from the Greek roots *phos/photos* for 'light' and *periods* for 'duration of time' and is defined as the response to the changes in the daily duration of light and darkness that enable organisms to adapt to seasonal changes in their environment [1].

Photoperiodism is based on complex biochemical and physiological processes regulated by the humoral and nervous systems. As a result of photoperiodism, plants produce phytohormones that affect many physiological processes.

Plants depend on the duration of light and dark photoperiods that determine transition from vegetative to reproductive development, the period of growth and rest of shoots, stem growth in diameter, growth rate, time of leaf fall, and indirectly affect frost resistance. The photoperiodic receptor is the phytochrome pigment which can be found in leaves.

Depending on the need for day length, all plants are divided into three groups: short day, long day and neutral: e.g. plants such as barley flowered when the day

length was longer than a certain critical length, they are named long-day plants (LDPs) and flower mainly in the summer as the days are getting longer. Others, such as soybeans, flower when the day length is shorter than a certain critical length. These short-day plants (SDPs) flower in the fall as the days are getting shorter. Still others are not sensitive to the photoperiod and are called day-neutral plants.

In each of these groups, there are plants that necessarily require the corresponding photoperiod for blooming (obligate plants), and there are plants that only accelerate blooming at a certain length of the day. Short-day plants include plants of tropical latitudes, particularly: rice, sugarcane, corn, chrysanthemum etc., long-day plants are plants of temperate latitudes such as wheat, oats, flax, beets, spinach, clover etc.

For many plants, even a 15–20 min change in the length of the day causes a photoperiodic reaction. Plants vary greatly in the number of photoperiodic cycles. Some plants need only one cycle which is enough for them to start blooming. Others have to get a certain length of day at least for 25 days (25 cycles). Thus, the photoperiodic effect is necessary for the plant organism only for a certain period, after which the plant blooms at any ratio of day to night. This phenomenon is called photoperiodic induction.

Studying short day plants the researchers concluded that it is the length of the night rather than the shortness of the day which is crucial. If in the middle of the dark period at least a flash of light was given, the plant of a short day does not start flowering anymore. For long-day plants, a short dark period is needed.

The photoperiodic effect is due to low intensity light. It is enough to interrupt the dark period with a 3-5 lux flash of light so that the short-day plants do not bloom. Even moonlight impedes short-day plants' transition to flowering. There is no photosynthesis under such light intensity.

Photoperiodism is responsible for the distribution of many plants worldwide. For example, ragweed (a SDP) is not found in northern Maine because the plant flowers only when the day length is shorter than 14.5 hours. In northern Maine, days

do not shorten to this length until August. This is so late in the growing season that the first frost arrives before the resulting seeds are mature enough to resist the low temperatures, and so the species cannot survive there. By contrast, spinach (a LDP) is not found in the tropics because there the days are never long enough to stimulate the flowering process [2].

Thus, short day plants should more accurately be called long-night plants; and long day plants should be called short-night plants to emphasize the key role played by darkness in photoperiodism.

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PROBLEMS OF INFORMATICS TEACHING METHODOLOGY IN MODERN SCHOOL

In modern society, interest in informatics as a scientific discipline has increased considerably. School informatics is the youngest of all general education disciplines and, perhaps, the most problematic. One of the problems is inadequacy of teaching methods for computer studies. It is impossible to adopt existing methodologies of teaching mathematics, physics, etc. to teaching informatics, because it differs from other school subjects in content and in training purposes, but often teachers draw a parallel between mathematics, physics and computer science. Undoubtedly, there is a certain similarity both in the way of organizing educational material (theory – solving problems), and in the methods of teaching, because at the

beginning of its introducing into school curriculum in 1980-s this subject was taught by teachers of mathematics and physics, professional programmers and researchers.

In accordance with the common goals of teaching, the teaching methodology of informatics has the following objectives: to determine the specific objectives of studying informatics, the subject content and its place in the school curriculum; to develop the most rational methods and organizational forms of training that work towards the objectives; consider the entire set of teaching aids in informatics (teaching aids, software tools, technical tools, etc.) and develop recommendations for their application in the practical work of a teacher. In other words, to the methodology of teaching informatics, as well as to any school subject methodology, are the following basic questions:

- why to study informatics?
- what to study?
- how to teach informatics?

Primary school education is the most responsible and complex part of the entire school process, regarding all school subjects. It is in forms 5 to 9 school students are provided with basic information about the world around them, their world outlook is being developed and it is influenced by their personal out-of-school experience. We can highlight the following tasks for study informatics, which are advisable in 5-9 forms:

1. Forming schoolchildren's adequate understanding of contemporary information reality.
2. Forming a school student algorithmic, as well as operational thinking, that is, the ability to make thoughtful, well-considered decisions.
3. Developing school students' skills in conscious and rational computer using.
4. Forming the idea of the goals, tasks and methods of informatics as a science.
5. Providing school students with knowledge about some algorithms used by man in processing information, demonstration of informatics and computer technology role in the development of modern society.

The above mentioned goals can not be achieved unless similar goals are met by each school subject. Motivation to studying informatics by a large number of schoolers will greatly depend on the quality of educational work.

Studying informatics emphasizes the importance of combining cybernetic and pedagogical ideas in the educational process. This changes the role and increases the leading capacities of a teacher in the classroom that significantly enhances management functions. The teacher largely focuses on intensifying a school student independent cognitive activity and forming his/her practical skills.

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FORMING RESEARCH COMPETENCY OF FUTURE JOB TRAINING INSTRUCTORS IN THE PROCESS OF STUDYING SCIENCE DISCIPLINES

Transforming the system of higher education actualizes the problem of forming students' abilities to study, to acquire knowledge independently and to think creatively, to make non-standard decisions, to be responsible for their actions and to predict the consequences. At the present stage of education modernization there are new requirements for training future job training instructors capable of organizing and implementing the educational process in accordance with modern requirements.

As new educational standards are based on the competence approach and the aim of higher educational establishment is to train a specialist who has research skills and is easily adaptable to rapidly changing conditions, special attention should be paid to forming research competence of the future job training instructor. This, in particular, is provided by a conscious study of science disciplines, which are the basis of research activities. A special place among science disciplines occupies physics, since physical laws determine the essence of the material world of machines and

mechanisms, devices. Professional training of future job training instructors is impossible without sound physics background, since it is the physics study that provides the foundations of one's research competence, which is an integral part of the professional competence and influences the readiness of a student to master the disciplines of the professional and practical training and one's level of mobility and competitiveness.

I. Adayev, R. Azarova, M. Arkhipova, L. Burchak, L. Bondarenko, Y. Gavrons'ka, N. Zolotareva, M. Zolochevska, I. Zimnya, I. Zyazyun, V. Kuleshova, O. Pometun, N. Sychevska, G. Tereshchuk, A. Khutorskoi and others scientists studied the problems and tasks of introducing a competence approach.

The problem of research activities was the subject of research by V. Andreyev, A. Vorobyov, P. Zapasko, O. Ivashchenko, I. Ilyasov, L. Kvitkina, N. Kushnarenko, O. Mikityuk, F. Orhekhov, V. Popov, V. Strel'ska, I. Usachev, V. Shaiko, M. Golovan and others. Issues of the organization of research work as a significant component of training future teachers were given attention by such scholars as V. Zagvyazinsky, Z. Yesarev, V. Sidenko, V. Shevchenko, N. Yakovlev and others.

A. Antonets, N. Vasil'eva, N. Dvulichanska, V. Yeliseyev, L. Motorna, S. Starostina, N. Belousova, T. Gladyuk, M. Golovko, G. Lutsenko and others devoted their investigations to different aspects of science training in higher educational institutions.

As a result of the analysis of scientific and pedagogical works, which reveal the essence and meaning of the concepts "research competence" and "science research competence", we can conclude that there is no generally accepted definition of this concept. So, A. Khutorsky [4, p. 59], as the basis of research competence definition, considers the following qualities of a specialist: possessing basic knowledge, skills, abilities to recognize and solve a problem situation. M. Golovan [2, p. 61] reveals the essence of research competence as an integrative (integral) quality of a personality, expressed in readiness and ability to independent solving new problems and creative transforming reality. The generalization of the above definitions allows to consider

scientific research competence as an integrative, integral quality of a person, based on the motivational-value relation to the research activity, which is in constant development, reflects the conscious readiness and ability to independently solve the research (problem, educational, professional) tasks by applying the methods of scientific knowledge, on the basis of acquired collections of knowledge, skills, experience.

At the same time, in modern Ukrainian pedagogy the problem of forming the future job training instructors' research competence in the process of studying sciences has not received adequate scientific reflection. This problem outlines a number of fundamentally important issues, such as the structure of future job training instructors' research competence, the identification of patterns of this competence formation in the process of studying sciences, the development of research competence model and experimental verification of its effectiveness.

Solving these issues will allow to increase the didactic potential of the modern high school; to more fully use pedagogical innovative models; to provide a higher level of professional training of future masters of vocational education capable of organizing research activities; to raise future specialists' awareness of the necessity of mastering sciences for further professional and scientific formation; to improve the system of future job training instructors' education in the aspect of forming their research competence in the process of studying science disciplines.

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CLOTHING COLOR INFLUENCING PERCEPTING EDUCATIONAL MATERIAL

Color is related to human life in various spheres of activity, psychologically, emotionally and spiritually etc. Different colors affect a person differently and can cause certain emotions, which may be due to both objective and subjective reasons. In many cases people's color perception is formed as a result of their interaction with the environment. During a long period of historical development, a person was very dependent on him. The relationships between color and the environment have been fixed at the subconscious level [1]. Therefore, people react emotionally to color regardless of their thoughts. People's reaction of to one or another color may be due to their cultural environment and personal preferences [2].

The purpose of our research is to find out the influence of color on a person and his/her perception of different daily information, educational in particular. We plan to study this issue through the color of clothes of the participants in the educational process and the design of offices in educational institutions.

Historical values of the past centuries that have come to us show that a person was looking for various color solutions, simple and sophisticated, but invariably related to something. Scientists of various spheres of activity are constantly interested in the phenomenon of color, among them the most famous personalities of Aristotle, Leonardo da Vinci, Goethe, M. V. Lomonosov, I. P. Pavlov, S. I. Vavilov and others.

Ancient Greek philosopher Aristotle considered black and white the main colors which gave the birth to rest of the color spectrum. Leonardo da Vinci believed that there were five main colors, and each of them had its meaning: white meant light, yellow – earth, blue – air, green – water, red – fire. Great attention to the influence of color on a person and his psychic state was paid was paid by the swiss psychologist Max Luscher. So, he found that the yellow-red tones create a feeling of excitement and activity, blue and gray, on the contrary, were calming [1].

Color is one of the most effective ways of influencing the mind of a person avoiding the language barrier. The behavior of a person, his mood and well-being are closely related to the color scheme of the environment – the color of the landscape, interior and exterior, rooms, clothes, objects, etc. The colors and their shades surrounding us both in everyday life and in work (study) lead us to study their significance in training future specialists for the garment industry.

Scientists have noticed that the combination of colors and their type used in clothing can carry information about a person. The color of clothing can be the reason of different attitudes towards him/her. A harmonious combination of colors creates positive feelings and respect, but rough, vulgar, uncertain color dissonances cause distrust and negative emotions.

At the end of the twentieth century a study of methods described by D.A. Biryukov, S. M. Gorshkov was carried out. The purpose of the study was to determine working capacities of seamstresses which use different colors of textile materials. The research has shown that warm colors are stimulating, cold colors are calming. Work efficiency largely depend on the correct relations of colors. It was found out that red fabrics are the most difficult to work with. This color can only be a

temporary stimulus. With long-lasting effect of red, productivity declined sharply and fatigue of workers increased. The minimum number of defects was observed while working with green textile materials [3].

To check the assertions about color influencing subconsciousness of teachers and students, we have developed and conducted a questionnaire. According to the results of our study, recommendations were developed for the use of colors and their shades in the clothes of teachers and students of educational institutions of different levels of accreditation. Based on these recommendations, the development of clothing collections for participants in the educational process is underway.

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USING INNOVATIVE TECHNOLOGIES OF LIGHT INDUSTRY IN TRAINING

The process of developing new models of clothing is called “design”. Before the industrial production was not organized, the process of developing the design of clothing was based on moulage and calculation-measurement methods called cutting system. They were used for designing prototype models of clothes for a particular customer. Today, “drawing” methods of designing garments are changed with new

ones, which are based on the research activities that preceded implementation of drawings and development of necessary technical documentation [1].

The development of mass clothing production and growth of scientific achievements in this field made it possible to change the previous views on the process of clothing design. Designing is a coherent action from the challenge to the development of a solution that satisfies the social and individual needs and production capacities. At present, in the most advanced industrial sectors, the clothing design process consists of three stages: emergence of an idea, project design, sewing and testing the model [3].

During the design of clothing, the process of transforming the material, of which the garment is made, into a structurally-organized object, that is a thing with the necessary set of properties, takes place. The result of the design is a model and a set of documentation that defines its structure and contains all the information of sewing, testing and using this thing.

Sewing a garment that meets all the requirements of a consumer, the size and shape of his/her body, is a complex and responsible task. In the cloths production it is impossible to take into account all the requests and tastes of each person (especially in the mass production), that is why the design begins and ends with studying consumer demands through questionnaires, exhibitions. Representatives of enterprises monitor the production realization. Information obtained as a result of the survey is necessarily taken into account when designing new models.

The process of developing new patterns of clothing takes place according to the generally accepted in industry scheme: development of a technical task; development of a technical proposal; development of sketch project; development of a technical project; development of working documentation. The following specialists are involved in the design of the model: artists, designers, contractors, technologists, seamstresses; rate-setting workers, pattern makers and others. They carefully study the requirements for the product: functional and operational; psychophysiological; those determined by environment; constructive; technological; economic; artistic and

aesthetic. These data serve as source information for developing sketch proposals that are presented in several variants to choose a better design solution. Such organization provides a high professional level of work on developing a new model that meets all of its functions [2].

Due to developing modern clothing design technologies, the importance of standardization issues in clothing design; ergonomic studies of the “man-clothes” system; requirements for clothing quality; the process of designing a human body models and clothing mannequins; methods of surface deployment; taking into account plastic possibilities of sewing cloths; taking into account the factor of fashion and problems of automation of design work in the garment industry ergonomic studies of the "man-clothes" system; requirements for clothing quality; the process of designing human body models and mannequins for clothing; methods of surface deployment; taking into account plastic possibilities of sewing cloths; taking into account the factor of fashion and problems of automation of design work in the garment industry increase. These problems have already been treated by A.T. Trukhanova, T. S. Huseynova, Yu.V. Nefedova, Yu. M. Bezdit’ko, G.O. Zemskaya, V. O. Hrintsevich, N. B. Bidnyk, O.O. Zaremba, O.O. Honcharenko, L. M. Ocheret’ko, M. S. Hrinchuk.

Standardization plays a special role in the modern industrial production of all types of products, including clothing. It is one of the most effective means of accelerating technological progress and improving a product quality. There are two forms of standardization: direct (official), the result of which is the development of standards defining the form, number, symbols, the degree of binding and validity, and the indirect (actual), which widely uses the principles and methods of standardization, but is not resulted with the release of standards. In the garment industry, there are both forms of standardization. They help to define the optimal number of types and dimensional parameters of human figures; limited a variety of design details and nodes; regulate the quality of materials; arrange the methods of technological

processing and methods of control and evaluation of quality of finished sewing products.

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The 21st Century Challenges in Education and Science

Наукове видання

**THE 21ST CENTURY CHALLENGES
IN EDUCATION AND SCIENCE**

*Збірник наукових праць молодих учених, магістрантів, студентів іноземними
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