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Section 1.
UNSOLVED PROBLEMS IN LINGUISTICS AND LITERATURE

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DENGLISH: ENGLISH BORROWINGS IN THE MODERN GERMAN LANGUAGE

Over the course of German language development, the lexical composition of the language underwent significant changes both under the influence of the outside and as a result of internal phonetic and morphological processes that turned borrowed vocabulary from Celtic, Latin, French and other European and world languages into neologisms. In modern times, words are mainly borrowed from English language, largely reflecting the realities of Anglo-American society [4].

Anglicism - a word or speech in any language, borrowed from the English language or built on the English model [1]. An important fact is that in German advertising texts the number of Englishisms is about 4% of the total number of words used. If the vocabulary of the German language is approximately 300,000-500,000 words, then the number of absolutely all borrowed words is 100,000 words. Intrestingly, that the most borrowed words are among nouns, in second place are adjectives, then verbs follow and then the rest of the speech [3]. Anglicisms have spread in the following areas: advertising, technology, sports, media, cosmetics industry, and fashion.

Anglicisms can be classified according to different criteria. One of them is a way to adapt them in the language. For example, there are direct borrowings (Talkshow, CD – Player, Team,

Meeting), terminological synonyms (leasing – die Vermietung; marketing – die Massnahmen eines Unternehmens), mixed formations (Powerfrau – die Geschäftsfrau; Livesendungen – Sendungen über das Alltagsleben) and pseudo-anglicisms (Dressman, Oldtimer, Shorty), as well as English verbs transformed according to German grammar, with the ending of -en, -n (traden, swappen, managen) for the verb infinitive.

At the intralingual level, there are certain difficulties which are associated with Anglicisms using. Being borrowed from another language, the new vocabulary differs at the phonetic, morphemic and morphological level from the native one (downloaden, checken, Site).

Recently, problems have arisen because of the era of globalization and the active development of various interacting languages.

The transition of a word to another language happening if there is no equivalent in the source language to denote a specific subject or action. Thus, borrowing a foreign word avoids semantically inaccurate translation or difficult description of the content. Over the past 20 years, the borrowing of Anglicisms by the German language is caused more by extralinguistic reasons, such as the increased influence of the English language in the modern world, as well as the emergence of new terms that receive English names, mainly in the field of computer technology.

English, which is currently the universal language of international communication, is used by all cultures in politics, economics, science, and the media. Not surprisingly, borrowing from it has become predominant in modern German.

Due to the excessive use of Anglicisms, some German words were supplanted. This language situation called Denglisch. To study the linguistic phenomenon of Denglish, Germany created an association, the Verein Deutsche Sprache (VDS), which currently

classifies borrowings (mainly Anglicisms) and replaces them with original German words. VDS promotes the purity of the German language.

According to the association, nowadays, there are 7,300 Anglicisms. From this amount of Anglicisms, 3% marked as "ergänzend" (words that have almost assimilated in German), 18% marked as "differenzierend" (meaning concepts for which there is no name in German language) and 79% as "verdrängend" (words that are used instead of existing words in German) [1].

As a result of the analysis of German texts in various subjects from the website slowgerman.com, the largest number of Anglicisms (52%) was found in the article "Soziale Netzwerke" (computer-related). These are words like MySpace, teenager, superstar, follower. This fact is explained by the widespread use between the young generation of expressions from the computer sphere, social networks, sites, most of which are in English. The second place in the abundance of Anglicisms belongs to the article "Zeitungen" (social topics) with 35% of English borrowings. Words such as yellow press, magazines were revealed in it. The third-place belongs to the text "Einkaufen" (economic topics), where the percentage of English borrowings is 15%, for example, the widespread name of the fast-food restaurant chain McDonald`s. So the words and concepts used in the texts denote the realities of American or English origin.

Words and expressions labeled as Denglisch can come from various sources, including loanwords, calques, anglicisms, pseudo-anglicisms, or adoption of non-native grammar, syntax, or spelling.

The amount of English influence will have, although currently heavily influenced by a globalised economy and both economic and political ambitions, will ultimately be decided by the people that speak German and use it to express themselves. Older people in Germany will for now have to put up with Denglish and can only try to ensure that the younger generations don't forget their roots by promoting interest in German language and culture. If German can be enriched by some English words, it can only be a positive thing - as long as a healthy balance is maintained.

In conclusion, Anglicisms in German, on the one hand, enrich the language and facilitate its study for those who speaks English. On the other hand, it is necessary to maintain the percentage of Anglicisms at a certain level. It is impossible to isolate the language, but everything necessary can be done to preserve the original language, the foundations on which the whole history of people, their traditions, customs and customs, are built.

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DYSTOPIA AS A FICTION GENRE: THE SATIRICAL AND ALLEGORICAL NOVEL 'ANIMAL FARM' BY G. ORWELL

Dystopia – is a genre of fiction that critically illuminates the imagined future, in particular its dangerous consequences associated with various experiments on humanity in order to "improve" it.

Among the creative heritage of J. Orwell, the allegorical novella "Animal Farm" takes a special place. According to the genre "Animal Farm" - a satirical allegorical novella, an example of a work-dystopia, which has a didactic direction. Its theme is the depiction of the spiritual degradation of personalities in the conditions of totalitarianism. The author artistically interpreted the events in England, where the farm Paradise for Animals appeared as an allegorical image of the former Soviet Union under Stalin's rule. Therefore, the main problem of the work is the transformation of a thinking person into a being who can only perform the requirements of the regime.

The writer reflected over the meaning of animal life, substantiated the idea that the cause of all the misery and miserable existence of animals is human. It is precisely this that makes their existence intolerable, exhausting. Humans use the physical force of animals, exhaust them with labor, and then simply destroy them. Therefore, the boar Major appeal to get rid of man by rebellion: remember always your duty of enmity towards man and all his ways. Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must not come to resemble him.

All the farm animals began to live by the principles of Animalism, which was invented and slaughtered by intelligent pigs

on the barn wall. They provided the following: 1. Whatever goes upon two legs is an enemy. 2. Whatever goes upon four legs, or has wings, is a friend. 3. No animal shall wear clothes. 4. No animal shall sleep in a bed. 5. No animal shall drink alcohol. 6. No animal shall kill any other animal. 7. All animals are equal. Thus, animal principles are more humane than the laws of human existence.

Inhabitants of such a kind of mini-state came up with their own attributes (official anthem, flag, state awards), built a sanctuary, started national holidays, organized separate committees and societies (Egg Production Committee for the hens, the Clean Tails League for the cows, the Whiter Wool Movement for the sheep etc.)

All the animals worked honestly, benefiting the farm. Only the pigs mooched, they were managing the activities of others, giving instructions. For other animals, the situation was acceptable because pigs were smarter, able to read and write according to the old spelling.

Over time, it became clear that the animals' dreams of a better future remained unfulfilled. The pigs used their selfless work to enrich themselves and, by establishing a Committee of Pigs, strengthened the authoritarian regime. Napoleon, the image allegory of Stalin, headed the Committee. He had an assistant, an adviser the pig Squealer. It is also an allegorical image of propagandist who, in every way defending the interests of the ruling elite, have distorted reality, replacing reality with myth.

Therefore, the lives of simple animals (sheep, horses, cows, chickens, ducks, etc.) have not changed for the better. They, like during the reign of Man, slept on straw, drank dirty water, poorly eaten and worked hard.

On the animal example, the writer unravels the process of rebirth of revolutionary programs and established principles, that is, the gradual transition from the ideas of universal equality and the construction of utopia to dictatorship and totalitarianism. The proof

of this sentiment is the recent symbolic episodes of the story, when farmers and pigs, having met at a joint feast, come to a mutual agreement - a conflict-free life, as their problems are common. One of the heroes, speaking to pigs, says: If you have your lower animals to contend with, we have our lower classes!" Thus, this work is an allegory of the 1917 revolution and following events in Russia.

Thus, John Orwell proved in his allegorical novella "Animal Farm" that there will never be equality between people. He assured that the rich will always exploit the poor, use power for their own enrichment. The prose writer argued that only the social consciousness of the people and their active civic position would depend on the impossibility of establishing a "pig", authoritarian power.

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FEATURES OF JANE AUSTEN'S CREATIVE METHOD: THE NOVEL 'PRIDE AND PREJUDICE' CASE STUDY

A special role in the nineteenth-century English literature is played by the creativity of Jane Austen - one of the most famous English-language writers, author of psychological novels of the nineteenth century, prose experimenter, master of the description of life, characters through the lens of subtle humor and irony.

The most famous work of the English writer is the novel «Pride and Prejudice», which she has been writing for many years since 1796. The novel was printed in January 28, 1813 and had great success, and was commended by readers. In England it was recognized as the "book of the year".

The action in the novel takes place in the province of England in the early nineteenth century. Analyzing the problems of social inequality of society, unmasking the negative attitude of the wealthy to the poor, revealing public scorn, the author strives to show the inner world of the main characters, to reveal their thoughts and feelings.

The storyline of the novel is concentrated on two main characters – Elizabeth Bennet and Mr. Fitzwilliam Darcy. The English writer uses the details-characteristics of the characters, instead of almost describing their appearance. This peculiarity of the author's creative manner indicates that she emphasizes on the inner, hidden, which determines the character, but not on the outer details of the portrait, the clothing.

Jane Austen reveals the current problems at the time, characterizing the two main characters: social inequality, pride, the negative effects of stranger interference in another person's life, closed character and family upbringing.

In her novels there are no political motives, heroes are concerned with daily life and the search for their personal happiness is the main component of the meaning of their life.

A feature of Jane Austen's creative method is the use of comic relief. Comic characters constantly enliven the story in the novel «Pride and Prejudice». A special place among such heroes is occupied by Mrs. Bennet, an impulsive and impatient personality, a mother of adult daughters who dreams only of their future marriage. One of the obstacles to a happy future life for children is her stupidity and vulgarity, moral limitations. In her everyday speech, a

woman uses snippets, questions, which make her character extremely interesting and ironic.

In the artistic sketches of comic and satirical characters, the main role in Jane Austen's prose is played by the irony, the dramatization of the story, when each character is given the opportunity to express themselves. The combination of the ironic linguistic tone with the stylistic techniques of psychological narration makes up the individual style of the writer.

Thus, Jane Austen's creativity has a significant place in the history of nineteenth-century English-language literature. The basic features of her creative handwriting, realized in the novel «Pride and Prejudice» are:

— the use of ironic overtones;
— lack of broad social panorama;
— objectivity of the image of the real reality and the place of young woman in it;
— the movement of the plot from "misfortune to happiness";
— aphoristic style, restraint and conciseness;
— the creation of "mixed characters".

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LEXICAL MEANS OF EMOTIVE EXPRESSION IN THE MODERN GERMAN LANGUAGE

The German language has a wide enough arsenal of linguistic means to indicate the emotions and emotional states of a person. The Emotional Lexicon is a complex, multifaceted system of semantically integrated linguistic units that belong to different parts of a language.

The study of the linguistic reflection of the emotional and mental state of a person, his emotional attitude to events is one of the priority areas of modern linguistics, which is conditioned by the anthropological orientation of linguistic studies and the "recognition of the active participation of emotions in the activity of the individual" [4]. Studying the interconnection of the language system and the emotional sphere of person has led to the formation of a separate branch of linguistics - emotiology (linguistics of emotions). Despite the fact that much attention is paid to the issue of emotional linguistic means in the scientific literature, some issues of this relatively new field of linguistics have not yet been covered. The problem of the relation between emotion and evaluation is not well developed in the theory and practice of emotiology.

I. M. Litvinchuk considers emotionality a lingual category that serves to indicate the emotional state of a person through various linguistic means [3, p. 7]. Human emotions have the ability to appear in language and can be perceived through emotional cues.

Modern linguists use different terms to describe the emotional characteristics of the word. Lexical units that express emotions or emotional states are called "emotionally-evaluative" [1, p. 24],

"emotional", "expressive", "emotionally colored" vocabulary [4, p. 16].

E. M. Halkina-Fedoruk divides the emotional vocabulary into the following groups:

- words that express a person's feelings;
- words with evaluative meaning;
- words in which the emotional state is expressed lexically and grammatically [2, p. 136].

In the composition of emotional vocabulary, V. I. Shakhovsky distinguishes:

- emotives (linguistic units with an emotional sema in the semantic structure);
- associative emotives (lexical units that contain the idea of emotion);
- paraemotives (words that do not express emotions directly).

It is known that the realization of emotions by verbal means is carried out by different units of language: phonetic, lexical, syntactic.

Adjective is one of the important means of expressing emotions and emotional state of a person. In addition to its categorical meaning - the marking of an object or person - it can convey the attitude, emotional appraisal of a particular subject, object or action. This function is mainly performed by emotional-evaluative adjectives, among which there are two groups: 1) adjectives with a positive emotional charge (to express a positive characteristic of a person or event): *ehrlich, freundlich, fantastisch, gut, gerecht, hübsch, klug, schlank* u. a. 2) adjectives with a negative emotional charge that are used to express a negative evaluative attitude to a person or event: *abstoßend, böse, faul, furchtbar, schlecht, unangenehm* u. a.

Adverbs that indicate the degree of intensity or quality of an action or feature of an object also have the ability to express positive and negative emotions: *außerordentlich, besonders, ganz*

As a separate group of emotionally colored units of language, there are nouns that resulted from the transfer of meaning (metonymy). The following nouns are used mainly to express a person's positive or negative characteristics: *Blaustrumpf – "gelehrte Frau ohne weiblichen Charme". Schlafmütze* – "langweilige, schläfrige Person".

Thus emotionally colored phraseological units convey the complexity and multifaceted expression of a person's emotional state, enrich the language with vivid, imaginative means. Commonly recognized units of language that have emotional meaning are exclamations.

Emotional vocabulary is an important means of expressing a person's feelings and emotions. Given that the expression of emotions at the verbal level is carried out by different units of language (phonetic, lexical, syntactic), it would be advisable to study the problem of the representation of emotions at other levels, in particular syntactic.

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HISTORIOSOPHY MOTIVES OF
"DIARY RECORDS" BY O. DOVZHENKO'S

O. Dovzhenko in «Diary records» reflects on the past and future times of Ukraine, the economic situation in the country, demonstrates his attitude to the war and the leaders' blunders, which lead to the catastrophic consequences, and grieves at intellectuals' destructions. The author is fully forthright and earnest in parts of «Diary records» that concerns Ukrainian history and preserve historic memory.

O. Dovzhenko's intangible heritage is defined as peculiar history understanding and is the best manual for youth in case of education national identity and patriotism. The artist raises the question: «Who are we as the nation?». For solving this problem, he offers to consider present history, not only the past of humanity. To author's point of view, the following condition gives an opportunity to feel like a history creator, therefore a part of the nation.

«Man», «space» and «time» are the main semantic diary categories. There are a lot of various quotes, allusions, reminiscences on the historical subject. Besides «Diary records» is an inexhaustible source for the writer's literary heritage research. From this perspective, it inspires us with detailed survey of invaluable document of that epoch.

History, as has been mentioned, is not only the past for O. Dovzhenko. He considers every compatriot as a history creator. Since the past is embodied in the present, «present is always on the road from the past to the future ...», as it is written in the movie-essay «The Enchanted Desna» [2, p.80]. The author writes in the movie-

essay «Earth» that historical time brings together «all the difficulties, the evil and the heroism of the past, all the present passions, predictions and anticipation of its historical destiny» [2, p.132]. Thus, O. Dovzhenko has a peculiar time system, which specifies the past is the best value, degree and manner of each character's involvement nowadays and in the future.

The author of «Diary records» tried to understand the sense of folk history. «I re-read Ukrainian history, he wrote on the 27th of April, 1942. – Good Heavens, how sad and dark it is here. So unfortunate and hopeless. Nothing to be honest – we are bad and hapless. More hapless than bad ones» [1, p.111]. The Ukrainians had great and promising existential opportunities for their development, but the historical fate was not merciful to them: «We were not destined to flourish in life. We had all necessary for it – rich land, wealth, the honest, hard-working, healthy and good-looking people. All had been given, only good fate was in short supply. Our unhappy location and unfortunate history ruined us» [1, p. 230].

Immemorial oppression of our nation by foreigners and our leaders, tough exploitation made us to fight for the better life, liberty, therefore a long period of Ukrainian history is the struggle for deliverance. Instead of building and creating our nation we had to spill blood. Therefore, according to O. Dovzhenko's point of view, the following situation made Ukraine of 1950s have only poor villages, few small towns, the outstanding buildings rarely came across. The trouble of our people is that, being geographically in the «frontier», they don`t find the strength and wisdom to overcome the processes of denationalization, the destruction of national consciousness and during many centuries were carried out by various imperial totalitarian regimes. The great blame is on the conscience of political leaders who have been rejected the opportunity to challenge the fate.

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MYKOLA SOROKA'S VISUAL POETRY

In general Ukrainian contemporary visual poetry is not far behind the new wave of the global visual poetry. Mostly interest in visual experiments was associated with Ukrainian futurism of the 1920-30th, especially their chief mastermind M. Semenko. Years of socialist realism, unfortunately, interrupted its natural development – visual poems were declared hostile to the proletarian culture formalism, and their creators disadvantaged. In 1960s appears shoots of new visual poetry in the works of such authors as Mykola Holodnyi, Volodymyr Luchuk, Mykola Miroshnychenko, Anatolii Moiseienko, Ivan Iov, Mykola Soroka, but these experiments on the word until the end of the eighties are mainly drafts with the reader.

Actively development of Ukrainian visual poetry took place outside of Soviet Union, particularly in Canada. Only after Ukraine's independence in 1991 the writers were able to roam freely in the realm of visual poetry. The aim of this paper is to analyze visual poetry of Ukrainian émigré poet in Canada Mykola Soroka.

The achievements of Canadian visual poets of Ukrainian descent can be described to two main factors: the international revival of the genre in 60-70s which has stimulated by Canadian practitioners, as well as interest in their ethnic heritage. The Canadian poems present a helpful microcosm (with unique influences, traditions, and

understandings of such works) of a wider, transnational poetic movement. Of course, international influences and ongoing poetic interactions influence the Canadian poets, and they in turn add to ongoing transnational developments in visual poetry and other experimental poetries [1].

Visual poets can be distinguished by the radicalization of the means of communication and be differentiated from other experiences for not semantic values. Graphic-phonetic relations and the substantive use of space as an element of composition maintain a simultaneous dialectic of eye and voice. The space in the concrete poetry plays an important role in the normal arrangement of letters or drawings that builds a complete picture association. Lack of syntactic relations and word offset degradation in visual quality, acting as components of content and form formation [2].

Baroque experience is also very useful in consideration of contemporary visual poetry and even makes it more interesting. It is connected with the fact that every new period of development is another and is the step forward. For example, M. Soroka's poem "*Piata kolona*" ("The Fifth column") is close to verses-labyrinths by I. Velychkovskyi in form, but has the different meaning. "The Fifth column" is structured as a ten line composition in which the first four columns consist of the Ukrainian letter *ie* while the fifth column presents a vertical succession of the letter of the Russian alphabet which corresponds to the sound *e.* This work is composed as a visual metaphor of the trite verbal metaphor "fifth column" meaning any group of hostile infiltrators or an enemy in one's midst. In Soroka's piece the metaphorical meaning of the expression used as a title is exemplified literally on the visual level by the attempted letter arrangement.

In general, such visualization of verbal metaphors is not very common in Soroka's compositions, in which the relations between the visual and the verbal messages are not so direct. In his logo-like

poem "*Dynamika XX st?*" ("Dynamics of the 20th century") the poet reinterprets and reconstructs semantically neutral unit of communication into one with a strong emotive connotation. Here M. Soroka recalls tragic events of the 20th century in Ukraine: Holocaust, World War II, totalitarianism with its repressions etc.

One of the few examples of visual pastiche in contemporary Ukrainian visual poetry is Soroka's "*Moia kablepoema druzhyni*" ("Cablepoem to My Wife") that is structurally modeled on the first card of M. Semenko's "*Kablepoema za okean*" ("Cablepoem Across the Ocean") – a composite unit, which consists of eight separate cards, each delivering dynamic and panfuturists' messages throughout the world. In preserving the general design, lined dispatch of Semenko's pattern Soroka has radically changed its content. He leads the reader through the lyrical narrative of his personal feelings as well as his brief recollections on the flight across the Atlantic Ocean. He does not send his message to "everyone – everyone – everyone", as Semenko did, but clearly names his addressee by naming her three times; once directly, once in an acrostic arrangement of bold letters on the right panel of the poem, and once in English transliteration at the bottom right comer. The typography of the poem also accentuates the lyrical character of the message, much of the text is written in delicate and fragile letters that have nothing in common with Semenko's aggressive bold typeface [1].

M. Soroka often places poem lines in different contours (in the form of stairs, female breast, tea cap etc). Mathematical-type poem is also written by M. Soroka. This is a number miniature, which is historical exercise. It becomes allegory that is well-known to Ukrainian heart: Acceptance of Christianity in Kyivan Rus, the number of Satan, the year of the end of liberation war, when Bohdan Khmelnytskyi signed an agreement with Russia, that actually end of Ukrainian independence for more than 300 years. The structure achieved by arranging the verbal elements in the space of the page

according to a text-specific strategy can be considered as visible idea. The most rewarding way to read such visual poems is to approach them as metapoems.

Thus, we can state that the art of visual poetry is an original component of poetic art in general. M. Soroka's visual poems have traditional, baroque and symbolic origin. The compressed poetic form is quite suitable for the implementation of global, psychological and national issues. Sometimes this form also strengthens the emotional perception of their reading.

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COLOUR UNITS IN THE MODERN ENGLISH INTERNET DISCOURSE

Colour, as the inherent property of objects, is presented in texts by means of using colour terms, which function not only for description and visualisation of setting, but also for rendering authors' connotative meanings, regarding information stated. Color units are one for marking color and shades and are used to differentiate the colors of objects. The names of the colors are integrated into the system, which is called colour terms.

The main criteria of classification colour units in English Internet discourse are *the form and semantics*. According to the form,

the names of colors in English Internet discourse can be mono- or semilexemic formations: the first ones are expressed by a simple (*green, violet*) or complex word (*reddish, bluish*), and the second ones are part of word combinations (*dark blue sea*) [2].

The colour units are subdivided into *basic and derived* ones. Basic names as units of the primary nomination reflect universal characteristics of color, therefore are abstract and semantically unmotivated. In the English Internet news discourse the set of basic colour units are limited to eleven units: *white, black, red, orange, yellow, green, blue, brown, pink, purple* and *grey / gray.*

Basic colour units are used independently or as part of complex names (elaborate color terms), which denote several features of color: chroma saturation, e.g., *light blue, dark grey* , the play of light and shadow, e.g., *shadowy green*; intensity or tone, e.g., *bright red, dull blue*. The formation of complex colorants from the base occurs by suffixes, e.g., *yellowish lawn, greenish* or compositions, the creation of word combinations , e.g., *deep red, fern green,* which allows you to specify not only its own hue, but also its proximity to the range of the named base color, e.g., *reddish* - "something that has a red hue".

Simple basic colour units have a higher frequency of use in Internet discourse and greater compatibility than complex names that have additional semantics. For example, the -ish suffix gives the lexemes *reddish, yellowish,* and so on the value of similarity and proximity to the base color, passing semantic closeness between a name formed by the hue and root of colour unit [1].

Derived colour units are semantically motivated ones of the secondary category that name a color by reference to objects and phenomena of reality, e.g., *salmon, rose, saffron, lilac*. Colour units are used to represent emotional sphere and to the implementation of influence on the audience in English Internet news discourse. It is mostly formed by combining the names of colors with basic

emotions of joy, sadness, fear, disgust and anger. For instance, for visualization of sad, helpless, loss, despair, grief, sorrow we use such colour units as *sad blue eyes, sorrowful grey street, grief grey river*.

To sum up, basic and derived colour units in English Internet discourse are expressed in simple and complex lexical units and correspondingly correlate with the dominant and secondary perspective of the color image, which allows us to construct a discursive reality. Structural extensions of colours add new connotative meanings to it semantic structure. Not only physical features of colour, such as light-darkness, intensity, temperature, texture are characterized, but their emotional value that has exert an influence on article readers.

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DISPOSITION OF ENGLISH JOURNAL DISCOURSE ARTICLES FROM THE PROSPECTIVE OF INDIVIDUAL AUTHORIZATION

Individual authorization is a category revealing the authorship of a media text and defines the composition of the text, which in a

rhetorical aspect is known as disposition [3, p. 4], which in its classical version includes an introduction (exordium), a nation (narration), a statement of arguments (division), a proof of an author's thought (proof), a refutation (refutation), and a final part (peroration) [3, p. 4-8]. The disposition of journal articles with individual authorization consists of the same elements as antique speech, as evidenced by the analysis of articles from journal "Time", but with certain modifications due to printed and electronic communication channels: a heading appeared; a proof of an author's thought is generalized to comments; a refutation is issued, and the sequence of arrangement of blocks is changed and their discontinuity is observed.

The structure of journal articles is based on an understanding of disposition - rhetorical composition - as a scheme of organization and structural ordering of a whole text. Given the role of the components of the disposition of journal texts, we distinguish two of its levels: formal-content sections outlining the contents of an article and sense sections unveiling all the information, representing the general meaning and turns out to be its division into blocks.

Formal blocks of journal articles — heading and introduction — are visually noticeable and formally distinguished, and therefore important structural and semantic components of the main text [1, p. 263], providing semantic connection [2, p. 41]. Bearing an important communicative load, the title of the text attracts the reader's attention due to informativeness, serving as a support for him during the understanding of the following blocks of the article. Introduction of magazine articles situates in opening paragraph and its semantic filling varies from giving information about time, place, and participants of events to representing preceded events. Conclusion section is in the last paragraph and if is presented ends the article.

The semantic blocks – a rhetorical nation, arguments, the proof of the author's thought provide the full content with its

development and argumentation [1, p. 266]. Rhetorical narration opens up current state of affairs, reminding of events, preceding or resulting in describable situation, detailing facts. Section of comments consists of eyewitnesses' comments, event participants, celebrities or experts, presented by direct speech if official statement is applied or by indirect speech, when other sources quoted. Proof of author thought represents facts supporting author's point of view.

Taking into account the number of constituent sections of disposition, i.e. rhetorical composition, the paper distinguishes the canonical model of implementing individual authorization with the help of six sections and shortened models differing in the number of dispositional sections which may be reduced to three discussed in the article. Three-element disposition model of article with an individual authorization has two types, which differ by numbers of sense sections – one (narrative) and two (narrative and proofing). By the first type model, text topic opens up in the rhetorical narration section, by the second – information about events covers rhetorical narration section by further specification of its content in proof of author thought section.

So, the paperdifferentiates two types of disposition of magazine articles with individual authorization as a category revealing the authorship of a media text. The latter consists of formal-content sections outlining the contents of an article and sense sections unveiling all the information.

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THE ESSENCE OF THE HISTORY OF THE ENGLISH LANGUAGE

English is considered to be the most widely used language in the world. About 2 billion people worldwide speak English. It is mostly used because it is the easiest language to communicate with people of different nations. So, it is taught in all the countries in any educational institution.

English is one of the West Germanic languages, originating from the Anglo-Frisian dialects brought to the UK by Germanic tribes and/or immigrants from places that now belong to northwestern Germany and the Netherlands. This language used the vocabulary different from the other European languages. Most of the modern English words come from the English-Norman languages. English is considered to be a borrowing language.

Middle English was different from Old English because of the two invasions that occurred in the Middle Ages. The first invasion was organized by the people who spoke the Scandinavian languages. They captured and colonized part of Britain in the 8th and 9th centuries AD. The second invasion was carried out in the 11th century by Normans, who spoke Old Norse, and as a result created the English version of their own language, which as a result was called Anglo-Norman. The new vocabulary created in this language, since Middle English, had a very strong impact on most organizations, including the church, the judiciary and the authorities.

European languages including German, Dutch, Latin and Ancient Greek influenced English during the Renaissance [3, p. 26].

Old English was initially a diverse group of dialects that reflected the different origins of the Anglo-Saxon kingdoms of Great Britain. The Wessex dialect of Old English has now become dominant. Ancient English script dating back to 1000 AD was similar to other Germanic languages, such as Old German and Old Norse in terms of vocabulary and grammar. Written Old English is relatively obscure as opposed to Modern and Middle English. Close contact with Scandinavia has given rise to many grammatical simplifications and lexical borrowings in English of the Anglo-Frisian basics (words). However, these changes did not reach South West England before the Norman invasion of 1066 AD. There, Old English evolved into a full-fledged literary language that became the basis for the most widely spoken language in London in the 13th century. Thus, the English language reflected the historic influence of Scandinavia on the United Kingdom [4, p. 103].

The first references in ancient annals to the inhabitants of the British Isles date back to 800 BC. At this time, the tribe of the Indo-European people, the Celts, was relocating to the island. Those tribes who lived on the islands before the arrival of the Celtic people left no footprints in history.

From 800 BC the era of the British Celts and, accordingly, the Celtic language in the territory of Britain begins. Many linguists believe that the word "Britain" comes from the word with the Celtic root "brith"– "colored". In the annals, one can mention that the Celts really painted their faces and bodies when they were going to war or hunting. There are also references in the annals to the fact that the British Celts already had a developed culture during the conquest of the British Isles by the great Caesar. Patriarchy flourished in the tribes. The men had 8-10 wives each. The children were brought up

by women up to a certain age, when the boys went into the care of men who taught them to hunt [2, p.53].

Chronicles also mention that the British Celts spoke a special dialect. Such words as whiskey, plaid, slogan came into English much later in the Celtic languages that were widely spoken in that period: whiskey (Irish uisce beathadh –"living water"), slogan (slaughtered sluagh-ghairm – "battle cry").

Linguists treat modern English as mixed. This is because many words, in the general sense, have no common roots. Let's compare, for example, a number of words in Ukrainian: голова – глава. In English, the same series is represented by the words: head– chapter – chief. All this is explained by the blending of three languages. The Anglo-Saxon words meant specific objects, for example the word "head". From Latin, the language of science and education, the word "chapter" remained. From the French remained the word that was in the nobility, chief.

The same distinction can be found in many semantic series in English. For example, there are words that denote the name of an animal (words of German origin) and the name of the meat of that animal (these words are from French).

During this period of the English history, changes in the grammatical structure took place. Many verbal endings disappeared. Adjectives acquired a degree of comparison, including superlative degrees (with the addition of the words more, most). The phonetics of language was also undergoing significant changes. By the end of 1500, the dialect of London, spoken by 90% of native speakers, was gaining popularity in the country.

In 1474 William Caxton published his first book in English. It was a translation of Raul Lefebvre's work, "A Collection of Stories about Troy". In his lifetime, Caxton published more than 100 books, many of which were of his own translation. It should be noted that

thanks to his work many English words have finally found their complete form [2, p. 47].

As for the grammatical rules, Caxton often invented his own rules, which after publication, became publicly available and considered only true.

There are some fun facts about the English language:

1. English actually originates from what is now called North West Germany and the Netherlands.

2. The phrase "long time no see" is believed to be a literal translation of a Native American or Chinese phrase as it is not grammatically correct.

3. "Go!" is the shortest grammatically correct sentence in English.

4. The original name for "butterfly" was "flutterby".

5. About 4,000 words are added to the dictionary each year.

6. The two most common words in English are "I" and "you".

7. 11% of the entire English language is just the letter "E".

8. The English language is said to be one of the happiest languages in the world – "oh", and the word "happy" is used 3 times more often than the word "sad".

9. 1/4 of the world's population speaks at least a little English.

10. It is the only major language that doesn't have any organization guiding it – as opposed to the French Académie française, the Spanish Real Academia Española and the German Rat für deutsche Rechtschreibung. These organizations are responsible for controlling the evolution of their respective language in terms of usage, vocabulary, and grammar.

11. The most common adjective used in English is "good".

12. The most commonly used noun is "time".

13. The word "set" has the highest number of definitions.

14. "Month", "orange", "silver", and "purple" do not rhyme with any other word [1].

Therefore, as you may have noticed, English is in the first place among foreign languages, and has long since become international. Today, English is used everywhere – in business, travel, science, learning, the internet, movies, etc. English brings people together and helps them to learn from great sources of information.

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«BRIEF AN DER VATER» VON FRANZ KAFKA ALS INDIREKTE KOMMUKATION

Vater-Sohn- Verhältnis ist ein ewiges Thema in der Literatur. Im Leben von Franz Kafka spielt sein Vater eine dominierende Rolle. Intertextuelle Zusammenhang verfolgen wir in seinen Werken: «Urtei» (1912), «Die Verwandlung» (1915), «Brief an der Vater» (1919). Kafka erlebte seinen Vater als Tyrann, Herrscher, König, Gott, Religionsersatz. Gegenteil zu seinem Vater Franz beschreibt er sich selbst als sehr sensible, unsicher und angsterfüllt.

Viele Kritiker haben zu diesem Thema geschrieben: H. Politzer, W. Emprich [2], D. Wedner [3] und andere. «Brief an der Vater» ist eine Reaktion gegen die Autorität des Vaters. Das Werk

beginnt mit Worten: «Liebster Vater, Du hast mich letzthin einmal gefragt, warum ich behaupte, ich hätte Furcht vor Dir. Ich wußte Dir, wie gewöhnlich, nichts zu antworten, zum Teil eben aus der Furcht, die ich vor Dir habe, zum Teil deshalb, weil zur Begründung dieser Furcht zu viele Einzelheiten gehören, als daß ich sie im Reden halbwegs zusammenhalten könnte. Und wenn ich hier versuche, Dir schriftlich zu antworten, so wird es doch nur sehr unvollständig sein, weil auch im Schreiben die Furcht und ihre Folgen mich Dir gegenüber behindern und weil die Größe des Stoffs über mein Gedächtnis und meinen Verstand weit hinausgeht [2, S. 5]».

W. Emrich in seiner wissenschaftlichen Abhandlung über «Brief an der Vater» unterzeichnet: «Nicht das Werk ist aus dem Vaterkomplex kausal abzuleiten und zu «erklären», sondern umgekehrt, der Vaterkomplex durch das Werk zu interpretieren und in jener überpersönlichen Bedeutsamkeit ins Bewusstsein zu heben, die dem Werk selber als weltliterarischem Ereignis zukommt [2, S. 77]».

Historische Grundlage des Werks. Franz Kafka hat im Januar 1919 Julie Wohryzeck kennengelernt, einige Monate später war Verlobung. Reaktion des Vaters war «ungehalten». Es wird angenommen, dass dies Kafka veranlasste, zwischen dem 10. und 13. November 1919 den Brief zu verfassen. Hochzeit also war ursprünglich für November geplant, fand jedoch nicht statt.

Metaphorik des Werkes.

Sozialgeschichtliche Interpretation.

Religion. Jüdicher Diskurs (wirkliche, jüdiche Tradition vs. Vorgelebte, vermeintlich jüdiche Tradition durch Vater).

- Juden schaffen Wohlstand und Status zu erwirtschaften;
- Konflikt von Werten und Regeln der Väter (diese gelangten durch viel Arbeit zum Wohlstand);
- jüngere Generationen wollten eigenen Bildungs- und Arbeitsweg einschlagen.

Literarische Interpretation.
- Untersuchung Kafkas Bildlichkeit im Hinblick auf Mehrdeutigkeit (H. Politzer);
- Ausarbeitung der Paradoxie negierter Sprechakte (Björklung);
- Untersuchung nominalisierten Verbformen (Fois-Kaschel).

«Der Brief an der Vater» enthüllt die Einheit als Lüge, er spiegelt den Endzustand einer patriarchalischen Welt, die der Katastrophe zutreibt. Der Sohn opfert sich selbst in maßlos verblendetem Schuld- und Unschuldbewußtsein, in Demut und Hochmut, in Liebe, die Haß ist, und in Haß, der Liebe ist [2, S. 84-85]».

Wir haben gesehen, dass Haupelemente dieses Werk Angst und Kampf sind.

Der Brief endet mit der Hoffnung, dass sich durch ihn beide (Vater, Sohn) ein wenig beruhigen würden und Leben und Sterben leichter gemacht werden könnten. Bevorzugter Text ist für psychoanalytische und biographische Studien über Kafka.

«Brief an der Vater» ist indirekte Rede, es ist die Bereitschaftung zum Dialog.

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EXPLICIT MEANS OF EXPRESSING NEGATION IN THE ENGLISH LANGUAGE

Negation is a multifaceted phenomenon that most clearly indicates the relationship between language, thinking and objective reality. Negation is very important not only in the process of studying the language but also in the process of communication which is impossible without negative utterances.

There are different views on negation now. A. Paslavska studied it as a linguistic universal. The categorical status of the negation was investigated by L. Kardash, the typology of negation – by G. Glushchuk-Oleya, O. Dal, A. Paslavska. V. Heineman paid attention to the communicative aspects of negation, O.Viznyuk, O.Kontrolevich, A.Newkom-Herman, G.Totti, A.Paslavskaya – to

the functioning and semantics of negative operators, I. Zakharchuk –
to the developing and forming the category of negation in the English
language, A.Serhieva – to functioning of negation means at different
levels of the linguistic structure, G. Krystaliuk – to the linguo-
cognitive aspect of negation in the English discourse etc.

We agree that negation is a universal linguistic category that
is an important component of communication and serves for
adequate description of reality. Any language has means for its
expressing that are usually divided into two types: explicit and
implicit.

There are different classifications of negation in modern
linguistics. Our work is based on the classification of american
linguists M. Celce-Murcia and D. Larsen-Freeman who divided all
the explicit means of negation in the English level into lexical-level,
phrasal-level and sentence-level.

Having analyzed the lexico-grammatical paradigm of
negation in the English language we constructed the lexico-
grammatical field of negation consisting of:

• the **dominant** which includes multifunctional negative
operators **not** and **no**.

• the **core** which comprises different lexico-grammatical
classes of words with negative semantics.

• the **periphery** which is made up of negative word-building
elements such as prefixes, suffixes, word-building morphems, and
expressions that strengthen negation.

We analyzed functioning of negation means in the English
language on the examples from R. Bradbury's novel "Fahrenheit
451". The analysis of factual material made it possible to obtain
quantitative data on the frequency of using negation means in the
English fictional text.

Using the continuous sampling method we selected more than
a thousand units with explicit negation. Among them 705

constituents of the dominant, presented at all the three levels, 217 constituents of the core presented at the sentence and phrasal levels and about 150 constituents of the periphery presented at the phrasal and lexical levels.

After studying functioning negation means in the English fictional text we came to the conclusion that negation is a universal lingual category because it functions at all the language levels. The analysis proved that the most productive means of expressing negation in English are the multifunctional negative operators *not* and *no.* Among the core constituents pronoun **nothing,** adverb **never** and preposition **without** are the most often used. Other core constituents are not very often presented in the text. The most productive constituents of the periphery are negative prefixes **un-** and **in-** and negative suffix **–less**. Expressions which strengthen negation are nonrelevant for this text. Only some sentences have been found with such expressions.

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FUNCTIONS OF ALLUSION AND ITS TRANSLATION

Among the studies o linguists and scholars of such a stylistic technique as allusion, there are many assumptions about the functions it plays. Remember that allusion is the laconic usage of encrypted subtext (sometimes with a high degree of implication) that requires background knowledge from the reader to decodeit. That is why the translation of allusions is not only a linguistic but also a cultural problem.

To provide adequate translation we need to preserve their stylistic functions in the translation of the text. Therefore, the

question of the functions and translation of allusion is quite relevant and researchable theme.

In one of the her ground works the researcher R. Leppihalmeit states that the translation of allusion depends primarily on the function it plays in the context. She also notes that "Determining the allusion function is an important step in deciding which translation tactic will be most appropriate for the specific allusion" [3].

It should be noted that one of the most common manifestations of allusion is metaphorical and symbolic allusion - that is, allusion serves as a stylistic means while playing two other functions - subtext and implicit meaning.

V. Haydar argues that the stylistic functions of allusion are also the study of time, the creation of local colors, characterization of characters, and the study of action conditions.

Analyzing the work of the Italian scientist U. Eco, we can say that allusion lays in the heart of intertextual irony, which can only be recognized by the reader with a large amount of knowledge, and it arises from the comparison of the "superficial" context of the work and the context that the author hints at, using allusion [6].

It is also believed that allusion can be used as: 1) argument, 2) ridicule, 3) expulsion, 4)manipulation, 5) encouragement and 6) provocation [1].

It is very difficult and almost impossible to name all the possible functions played by allusion. According to R. Leppihalme, it is advisable to distinguish, first and foremost, allusions that function at the micro- and macro-level. Where the inside structure of the whole text and its interpretation are the macro-level, and lexosemantic and stylistic level are the micro-level [3]. O. Kopylnaya, who interprets it in a somewhat different way, agrees with this opinion: "An allusion can function as a thematically significant element of a work of art - a dominant allusion, which in a

concise form introduces a key theme of a work ..., and as a fragmentary element of a work of art - a local allusion which actions do not organize the semantic level of a work of art, but only promote its development on a limited section of text" [2].

Researcher R. Leppihalme identifies the following functions of allusion that are partially duplicate V. Haydar's functions: a hint of macro-level interpretation, character trait, parody, irony, allusions that reveal interpersonal relationships in fiction [3].

Writers or speakers can use allusions for the variety of reasons:

- to create a sense of cultural affinity between the storyteller and the listener, since those who pick up allusions have a sense of "knowing";
- to convey great ideas effectively or to reach stories that will take too long;
- to deepen and enrich the meaning of the text by adding a layer that may not be obvious to all readers;
- to add grandeur to a work by linking it to other texts;
- to invite readers to reflect on the similarity between their own lives and those of the authors or characters in question;
- to demonstrate cultural literacy or to screen readers or listeners for cultural literacy[5].

Therefore, it can be stated with certainty that allusion is not just a reference or a subtext, it is a phenomenon, because the range of functions that it plays is extremely wide. Although many of the above named functions intersect nominally, the problem of "allusion translation" remains poorly researched.

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ANTHROPOCENTRISM OF OLEKSANDR DOVZHENKO'S LITERARY WORKS

The idea of anthropocentrism in culture and historic development was always marked to be relevant. At different periods of time a person was assigned to the specific role. For instance, during the antiquity the paganism dominated and the person was treated as a thing among other ones, generally a man had a passive role. In the Middle Ages his place in the world was transformed in some way: it was no longer a thing in the nature, but rather considered a superior human being, capable of analyzing and comprehending of its existence and seeking to approachthe highest substance.

After the Middle Ages the new worldview system of the Renaissance appeared. The anthropocentric role was defined in a

completely different way: a person became a figure. He bared the marks of a perfect human being in the world and was proclaimed as a creator and free personality. During the Age of Enlightenment knowledge, activity and ethic didacticism were the major priorities in the people's lives. The anthropocentric trends of that time period was characterized by introversion and vitality, a moral and ethical dimension.

The same peculiarities of anthropocentrism were reflected in O. Dovzhenko's literary work. It can be characterized as unique, consolidated phenomenon that combined the traditions of both Ukrainian and world literature. The author portrayed the images of people of modern culture who grew up from a collective identity to a responsible personality. It is important to note that the character's aesthetic ideal is one of the peculiarities of the O. Dovzhenko's theoretical and aesthetic programme. The person is in the center of his fictional prose.

A characteristic feature of O. Dovzhenko's poetic manner is the comparison of images which relates to the aesthetic. Moreover, the person's life, the perception of the beautiful becomes the highest value in the author's worldview system. An original feature of the author's style is his vision of a new type of personality – an aesthetic man. Long ago F. Schiller emphasized the possible existence of "aesthetic man" in his European dispute about "natural" and "civilized" man.

Aesthetic worldview, reflected in the man'smind and heart, has its projection in the artistic endeavor. There are artistic allusions in O. Dovzhenko's prose, which is due to the fact that the author watches the world from the perspective of a prose writer and artist.

The characters of O. Dovzhenko's film essays, relating to the fine art, seem to turn out into transcendental reality. In the plot of the essay, not only the author, but the characters are in the state of perception of the beautiful – immersion in art.

The perfect ideal doesn't miss the opportunity to pass through the prism of the perception of the author, who is able to notice the beautiful things even in the most unfavorable circumstances. And the dominant of O. Dovzhenko's literary work is the anthropocentric concept of existence. Thus, there are some present features of the constructive anthropocentric worldview in the O. Dovzhenko's literary work, which are based on the stoicism of personal perfectness.

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THE IMPACT OF SOCIAL NETWORKS ON LANGUAGES

The relevance of this study is that, through social networks, a language has never been so dynamic before, and so many transformations have not been experienced.

The purpose of the article is to highlight the factors that influenced the changes in the language and to indicate the main transformations through which modern languages take place.

The main task of the work is to trace the extent to which social networks are changing the modern languages.

Social network is a social structure formed by individuals or organizations. Today the number of social networks is counted in thousands, and their number is increasing every day. All known social networks today can be divided into three categories: general,

specialized, business. But each category affects the language in one way or another [2, p.64].

Main reasons and factors that social networks are actively changing languages are:

-each participant in the social network is the creator of his own discourse and co-author of the general Internet environment;

-to express their thoughts, authors often use their own linguistic designs that draw attention to their non-standard, not typical, original form and excellent content;

-linguistic activity here mostly manifests itself in the form of spontaneous writing, which not only enables the possibility of metalinguistic reflections, but also develops the norms of a written chat-style, which is a relatively new practice of the language use [1, p.9].

The most common language for social networking (including Facebook as the most popular language) is English. Currently, about 80% of all social network users speak English, which means that there is a rapid increase in the number of non-native English users, which is also provoking their tendencies in language development: methods of using English, its lexical, grammatical, stylistic aspects, punctuation, etc. [3, p. 7]

The main features of linguistic communication in social networks are: spontaneity, informality, dialogism, situational attachment, tendency to conciseness and expressiveness, as a result, the use of linguistic elements of informal communication. It is characterized by the absence of a clear structure and a single center [2, p. 65].

All these factors have influenced vocabulary, spelling, grammar, punctuation and phonetics.

The main lexical changes in the language under the influence of social networks are the tendency for English-language borrowing,

word reduction, abbreviations / acronyms, neologisms, word meanings, etc.

Most neologisms play the role of the word-forming nest of the lexemes "twitter", "tweet", "follow" and "facebook": "twitterazzi", "tweetstealer", "followorthy", "facebooktivist", etc.

With regard to the spread of slang, the most popular among slang expressions on social networks are also foreign-language borrowings: "user" - "user", "online" - "user online", "content" - "content, content" and etc. [3, p. 8]

From the spelling peculiarities we can name the general tendency to deviate from the spelling norms of the literary language. Often the information is presented without distinguishing between uppercase and lowercase letters ("I will go to kiev", "he is in america", "there were no roman").

Due to the impossibility of using extra-lingual means (voice, timbre, tone), capital letters are used to indicate the accents in the words "pleasE", "sorrY", "becausE" or to enhance emotionality and expressiveness [3, p.10].

At the morphological and syntactic level, the language of social networks also has its own peculiarities. Social networks promote free, simplified communication. There is a tendency towards grammatism, which is most often manifested in:

– insufficient or incorrect placement of punctuation marks or their absence;

– violation of the order of words in a sentence, lack of inversion in questions: ifine = Iamfine, meis 31, youfeelingbetternow?;

– different types of breakages (apopiosis and prosyopesis): takeyoshoesoffwhenyuwalkinthehouse ..; denydenydeny !!;

– omission words, violation of agreement between members of the sentence: idon possiblyknow, howyadoin, igotenuf, thN = then, nEd = need) [3, p. 10].

The main punctuation and phonetic-graphic changes of the language on social networks are:

– the use of punctuation marks to express the emotional state of the user;

– lack of direct contact and inability to use non-verbal means leads to an excessive number of punctuation marks: "why ???? 777" "wow !!!!!!!", "you where ?????", "you know .... . I wanted to… ask you…. "- the use of capital letters to emphasize the words and sentences of" it'sRight "or to enhance the emotional and expressiveness of" NOOO! "due to the inability to use extra-lingual means (voices, timbre, tone);

– replication – repeating one letter at the end of a word several times (Yessss, hushhhh) to express emotionally-meaningful accents;

– the use of emoticons, mathematical symbols, punctuation to express feelings, emotions and mental state, visualization of the text [3, p.11].

So, as we can see, social networks have caused the active transformation of languages, both at lexical and spelling levels, and at punctuation with grammatical levels. The main reasons for this are: spontaneity, informality, dialogism, situational commitment, tendency for conciseness and expressiveness in writing their posts, comments, etc.

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ENGLISH DISTOPIA AND G. ORWELL'S WORKS

Modern social progress, accompanied by wars and environmental disasters, has contributed to the increasing attention of scholars and writers to the novel-dystopia (E. Batalov, E. Brandis, E. Hevorkian, Yu. Zhadanov, S. Leighton, V. Mildon, V. Muraviov, N. Ovcharenko, E. Harris, etc.). The authors of this genre of fiction always respond to important political events, to changes in scientific and technological progress and social structure of society. Therefore, dystopia has been marked the emergence of new genre varieties in the fiction: dystopia, anti-utopia, cacotopia, negative utopia, contrutopia, ecotopia, tractotopia, and so on.

The appeal to the works of English writers of dystopia is decisive in the world cultural space. Dystopia appeared in England according to Yu. Zhadanov. "The corresponding milestones in its path were "Gulliver's Travels" by J. Swift and "Erewhon Revisited" by S. Butler, but "The Time Machine" by H. Wells was the real cornerstone of this rather popular genre in the twentieth century" [2, p. 101].

As a genre, dystopia has no established definition in the contemporary theoretical thought. The concept of "dystopia" refers, firstly, to the ideological trend of contemporary public opinion, which calls into question the possibility of achieving a just social order; secondly, to the political and artistic works that prove the

danger of the realization of a particular variant of the society development; thirdly, to works belonging to the so-called "anti-progressive" direction of philosophizing, which deny the very possibility of the progress of mankind and certain regions of civilization (cultures) [4]. Therefore, dystopia is also called negative utopia.

The synthesis of the traditions of many world writers played an important role in the development of the novel-dystopia, in the works of which the anti-utopian tendencies did not necessarily have a comprehensive manifestation, but there were significant situations of "predicting" the future, defining global human perspectives. Significant reminiscences were expressed in the books of many writers of the twentieth century, who in one way or another contributed to the genre formation of the novel-dystopia. Among them are E. Burges, Ye. Zamiatin, J. Orwell, J. Fowls, A. Huxley, and others.

George Orwell (1903-1950) has occupied a special place among the pleiad of writers. He is a world-renowned writer whose name is a symbol of the dystopia genre. The figure of the artist is in many ways contradictory: both in terms of fate and in terms of writing. Although Orwell's books were translated into all languages and screened, the outstanding English writer remained unknown for a long time. The fact is that the writer asked his friends and colleagues not to write anything about him, because his life is a chain of continuous compromises and failures. Only Professor Krieg, a well-known political scientist, decided to write an academic biography of Orwell, which came to light in the late 80's of the twentieth century.

George Orwell's most famous work is the anti-utopian novel «1984». This book was written under the influence of Ye. Zamiatin's novel «We», but at the same time, Orwell's work had many differences. It reflected the realities of the mid-twentieth century, which separated Orwell's work from Zamyatin's book. So the

English writer was able to translate into the artistic form all the features of totalitarianism, all forms of its manifestation, to show the anti-human content of "communist paradise", its detrimental impact on the society, in particular on the person [1].

George Orwell also used the artistic experience of A. Huxley's dystopia "Brave New World", which he compared with Zamiatin's novel "We": "In both works, the narrative is about the rebellion of the natural human spirit against a rational, mechanized, soulless world; the action is postponed to six hundred years in advance. The atmosphere of both books is similar, and the same type of society is depicted» [2, p. 101].

In fact, the writer wanted to tell about his time, trying to open the people's eyes to the truth that they stubbornly did not want to see. Therefore, all the events in the work unfolded in the fictional country of Oceania, which included the United Kingdom, North and South America, which was one of the world's blocs alongside the hostile Eurasia and Astasia. In this police society, which professed the principle of English socialism, everything was under the control of the authorities: work, personal life, free time of citizens, their actions and even thoughts.

The totalitarian state of Oceania lived by several mottoes: "War is peace", "Freedom is slavery", "Ignorance is power". The state apparatus was formed of four ministries: a Ministry of Truth, which was responsible for information, education, leisure and the arts, and engaged in professional lying; a Ministry of Peace, which waged wars; a Ministry of Love, which was responsible for regulating love affairs, preventing the need for their manifestation for the state and giving people fear and hatred; the Ministry of Prosperity which concerned the economy.

A specific feature of the novel "1984" was a set of ideas explored by the author. Orwell was convinced that a totalitarian regime would be able to existent only when it was forbidden for

people to dream, to remember, to speak the usual language, and most importantly, to make them thieves. First, in the conditions reproduced by the writer, the hungry and frightened faceless person was easily controlled. Secondly, he proved that a free personality is only a concept. If a person is tortured for a long time, he or she will turn into a pile of bones and meat, who will only pray for the cessation of physical pain. The author revealed that the cruelty of the system was precisely the fact that the person was subjected to inhuman punishments, because torture here was perceived as an exam. Orwell sought to rehabilitate a man who could not turn to iron. He blamed not the victim for weakness, but the executioner for the cruelty.

Another interesting concept of the artist, reproduced in the novel, was the concept of power. He claimed that representatives of the middle class of the society were fighting for power, since the lower classes had enough to worry about bread daily and the higher authorities already had it. In addition, Orwell divided people into technocrats and intellectuals, believing that the latter – spiritually rich personalities – could not rule. But among middle-class intellectuals, there were certainly people armed with management science who had the flexibility and perseverance to do what they wanted. That's why closed systems like the one pictured in the novel «1984» appeared.

So, it's no wonder the novel became famous. He opened reader's eyes to the reality that threatened humanity in the Bolshevik state. At one time, famous English writer J. Wayne wrote: "It is not certain that the arrival of totalitarianism in Europe was delayed by two novels, "1984" by Orwell and "The Night at Noon" by Kestler, but they played an enormous role" [3]. Undoubtedly, Europe managed to escape the totalitarianism that was a great credit to George Orwell.

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DIALOGICAL SPEECH AS ONE OF THE MAIN FORMS OF ENGLISH SPEECH COMMUNICATION

Competence in oral speech plays an important role for competence in literacy development and learning in general. According to the process of teaching there is a main and important goal in teaching the English language; it is a communicative goal which determines the process of education. The development of dialogical speech is considered to be one of the most important problems of modern pedagogical science. Such a situation needs a new way for teaching dialogical speech, in which practical results can be achieved in the shortest way, spending on it less time and efforts, according to that, the learning process can be fascinating and exciting for pupils [2].

Dialogical speech is considered to be more difficult than monologue, so it is necessary for teachers of English to find all possible ways how to motivate pupils to speak right. It means that we always speak because we have the reason for it and there is a determination of external and internal stimulation for this [1].

It is worth to say that oral speech in the class should be stimulated and interesting for pupils. Teachers of English should always encourage pupils for the learning process. It is often during lessons teachers try to develop communication skills with the help of exercises which have the aim of memorizing words, sentences. But not always texts which are proposed in school books are good for the development of communication skills. That is why pupils often have problems with their English communication skills [3].

It is considered that for developing spontaneous communication skills in English teachers should use such types of exercises which can reproduce a communicative model. A well-prepared teacher should have a strategy for teaching dialogical speech. Dialogical speech is one of the forms of speech communication and it plays an important role at school.

Well, dialogical speech is a very important tool in learning English as it can lead to rational knowledge; it also has an effect to pupil's critical thinking. So, it is necessary to create good conditions for pupils to have a desire for speaking.

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RECEPTION OF UKRAINIAN COSSACKS IN A DRAMATIC POEM «THE DESCENDANTS OF THE COSSACKS»

In the play «The Descendants of the Cossacks» by O. Dovzhenko it is disclosed the problem of national mentality transformation of the Ukrainian peasantry in the XX century. The ground was close to the writer. He was also aware of the post-collectivization fate of the Ukrainian grain farmers. Therefore, it is naturally that the image of the tragic breakdown of the peasantry's mentality was reflected in the writer's playwright, namely in the dramatic poem «The Descendants of the Cossacks».

Initially, the drama mainly deals with social problems, but at the same time traces the attraction to the psychologism, the creation of new types of characters, highlights the influence of their formation. A significant aspect is the definition of the author's interpretation of the plot, archetype, motives, which reveal the implied texts, new sense of meanings. The writer proceeds to develop the concept of Ukrainian Cossacks, turning to the work to the Cossack era from time to time.

The dramatic poem «The Descendants of the Cossacks» was written in 1954. The drama raises many problems that remain relevant today. For the better understanding of the play, the reader should take a look at the notes into O. Dovzhenko's «Diary», which contains the frank, full of suffering of author's reflections on the reasons why the most part of his contemporaries lost the national consciousness. In the diary notes it is reflected not only the author's thoughts on the causes of the loss of national memory, they are the genotext for interpreting the semiosphere of the play «The Descendants of the Cossacks». As it was mentioned in the notes to

the «Diary», the first version was entitled «The Measure of Life» [1, p. 200].

It was remarkable that the necessity of collectivization was justified by one of the characters of the play (Pasichnyi) and he claimed that the Zaporozhian Cossacks were also «collectivists» in some way" [2, p. 119]. The kurkul Palivoda also pointed out that they lived in the place where Zaporizhs`ka Sich in the time of Bogdan Khmelnitsky was situated and all of them were «descendants of the glorious Zaporozhian people" [2, p. 106]. In this way, the author involves the historical specifics into the context of the play.

From O. Dovzhenko's point of view, a person combines the past and the present, and what is more the future prospects of his existence. Giving a brief description of the characters, the author mentions about their past, describes the present and predicts their actions in the future. Pasichnyi emphasizes the unity of the past and the present on behalf of the author: «That's where we are. There are the ravines, rye and hay fields over the Dnieper. Flowers and grain. Labor and harvest holiday. Grandfathers' graves in the field and children's cradles under stacks of wheat. And there is no limit for you!» [2, p. 116].

Skidan constantly reminds his Cossack root and his actions are guided by the unwritten Cossack laws: «If only the Zaporozhian breed, my descendants in communism had been proud of even my mistakes, as in the old times the knights' children had been proud of scars on dark portraits of their neglected fathers – the robbers and the defenders of the faith» [2, p. 166].

The action of the play takes place, as it has been already mentioned, in the time of collectivization from 1930 to 1932, therefore, just before the famine. It was clear that O. Dovzhenko, who was brought up in the countryside, knew about these horrific events, during the totalitarian communist regime he wasn't able to condemn the «new» Stalinist policy for the peasantry in public. One

of the character is the ordinary peasant Levko Tsar, who is considered the speaker of author's position. He is an individual, self-employed farmer, opponent of collectivization. Developing the poetic concept of the Cossack leader, the author portrays him as a protector, defender of the idea, Orthodox faith and folks' will.

Consequently, the author tries to convey the idea to the public that during collectivization the land has lost its true owner. The farmers cared for it for centuries, but now there were only employed workers. In drama context, the following character's name (Tsar) can also be deciphered as «owner» or «master on his land».

From time to time the images of the Cossacks appears in the dramatic poem, that's why the author metaphorically tries to emphasize their heroic struggle with enemies and conquerors. Thus, the writer's historical worldview in the play «The Descendants of the Cossacks», which can be unsafe for the following time period, are depicted through the pictures of old time.

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FEATURES OF MYKHAILO KOTSIUBYNSKYI'S INDIVIDUAL STYLE

Developing his writing manner M. Kotsiubynskyi focused on the works of Ivan Nechui-Levytskyi and Panas Myrnyi, thereafter he developed his own style. His style is characterized by such features:

the author focused on the human inner world, considered the dialectics of the character's soul and showed different features of his nature in the process of activities and changes.

The poetics of writer's prose was developing in two ways: he used the traditional plotline, but at the same time he went into more complicated forms of fiction, in particular he showed the character through internal mental processes. These two style trends constantly interacted in each of his artistic works and in literary writing generally. Due to this fact we can identify the following rotations in M. Kotsiubynskyi's pieces of work of the predominant story-driven compositions and sentimental ones.

The second tendency is characterized by portraying the character through internal reflections, which are very noticeable in his short story "Doll". In fact, he formulated his artistic and psychological concept, which found expression in the following works: "Apple Blossoms", "The Unknown One", "Intermezzo" and others. M. Kotsiubynskyi gave it an idiosyncratic name: "ringing of mental processes". Taking into account his awareness in the field of psychology, this expression cannot be interpreted as just a metaphor. On the contrary, microstructure study of the short story "Doll" proved that the writer revealed to the character's inner world in the form of interconnected mental processes, which have been called "concatenation" in modern science. For depicting these processes the novelist chose a predominantly monologue narrative form that became the genre feature of the most of his novels. At the same time, there are works where the author developed the story-driven base, including "On the Road", "Fata morgana", "Horses are not guilty" and others. The following short story "On the Rocks" also came to this notion.

The writer seemed to return to the traditional narrative style in this artwork, although he had already had a psychological sketch in creative writing, for instance "Doll", completely written in a new

manner. However, the returning to the narrative story turned out in a new spiral turn, taking into account the writer's achievements in searching a new art form. The contrary opinion was expressed about the short story "On the Rocks", which was considered as a piece of work with a completely new art form, built on the reflections of characters. This imaginative contradiction reflected the process of Kotsiubynskyi's style evolution in the form of interpenetration of different style principles – traditional and new. The writer's attention was riveted on the traditional story base that goes back to the realistic literature of the XIX century with its tendency to describe typical events, circumstances and actions.

The narrator's point of view changes time and again in the short story. Different "voices" of the characters are united and organized by a single author's "voice", which gives the floor whether to one character or the other one. However, the question is "What is the purpose?", and Yu. Savchenko answers in a very unambiguous manner: "The writer can record his subjective impressions". We cannot completely agree with this statement.

Monologism and polyphonism, the transmission of the image through the character's perception are the common idiostyle, which is spread in the literature of different countries and art direction. This phenomenon manifests itself in the indirect speech from the linguistic point of view. In the realistic literature this art principle is a means of a deeper understanding of the character's psychology. In the context of this psychological approach M. Kotsiubynskyi develops impressionism manner.

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"HUMAN APPEARANCE" AS A LINGUISTIC PHENOMENON

At the present stage of science development, studying a human being is conducted within a large number of specific disciplines, each of which explores its individual aspects. The human image, his/her appearance and spiritual world are the nucleus of every national culture, the system of its values. These values are the result of accumulating human knowledge and experience over the whole period of this culture development. That is why the humanistic, or anthropocentric, approach is now the main for all the humanitarian disciplines, including linguistics.

Human being is a structurally complex system characterized by the interdependence of relations between tangible and intangible, biological and social, mental and neurophysiological. Human appearance as one of this system components, remains relatively unchanged throughout the human life and is characterized by the unity of three groups of features which are identified during the visual perception of the person. The first group includes anatomical features that make up the physical aspect of a person; the second one comprises functional (or dynamic) features, expressed by facial expressions, gestures, mannerisms, posture, gait, etc.; and the third is social features embodied in clothing, jewelry, hairstyles and related accessories.

We analyzed in detail the first group of anatomical features of human appearance. Anatomical (anatomical-morphological, static) features are the peculiar features of the external human body structure and his/her skeleton. V.O. Snetkov notes that individuality

of appearance is first manifested in the unique combination of forms, sizes and peculiarities of body parts. The researcher considers the height, general structure of the body, the shape of the head, forehead, eyebrows, nose, lips, mouth, appearance and color of hair, face, nose and other parts of the body to be the anatomical features [2].

We summarized the details of a person's portrait characteristics and the adjectives indicating peculiar features of human appearance in Table 1.

Table 1

Anatomical features of human appearance

The portrait details	Features characteristics
Face	beautiful, round, lengthened, gentle, rough, white, pale, ruddy, dark, elongated, thin, full, serious, good, gloomy, evil, sieve, rusty
Forehead	narrow, wide, high, low, dark, white, wrinkled
Eyebrows	straight, long, black, dark, faded, thin, wide, thick, overhanging
Eyes	expressive, wide-ranging, dark, light, brown, black, blue, gray, clean, open, delicate, clear, lovely, radiant, wicked, brown, sad
Nose	big, small, long, snub, thin, wide, fleshy, smooth, straight, hump, humpback
Cheeks	big, small, thin, full, thick, ruddy, pale, red, white, tanned
Mouth	big, small, small, wide
Lose	full, thin, fresh, pale, bloodless, compressed, spread
Chin	straight, beveled, vertical, protruding
Ears	big, small, wrinkled, white, red, pale, dark

Hair	dark, light, fair, black, chestnut, ash, blond, golden, red, gray, shiny, dull, wheat, thick, liquid, long
Stature	medium-bodied, full, thin, skinny, slender, fragile, hunched, awkward, broad-shouldered, chunky, fat
Height	tall, medium, low
Skin	white, pale, red, dark, tender, rough, young, old, wrinkled
Organs (arms, legs, etc.)	large, small, long, narrow, wide, short

Thus, the human appearance can be regarded as a certain physical form, a physical body with certain, though variable parameters, regulated by a "set" of elements that make up this body [1, p. 75]. In relation to "I" they as a physical form are to some extent independent, that allows to consider the human appearance as a physical object, characterized by both quantitative and spatial certainty.

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IMPLEMENTATING THE STRENGTH AND COURAGE OF COSSACKS' DESCENDANTS IN O. DOVZHENKO'S MOVIE-ESSAY "UKRAINE IN FLAMES"

In the movie-essay «Ukraine in flames», written by O. Dovzhenko, Ukrainian beauty and tenderness are depicted in girls and mothers' characters. The author personified strength and fortitude of Ukrainian nation through the men's characters, especially, the Lavrin's family from Zaporizhya, which consisted of the head of the family and his five sons: Roman (officer), Ivan (warrior), Savka (chornomorets), Hryhoriy (agronomist) and Trokhym (cultivator).

The Zaporoztsi are hard-working, cheerful and proud people. When Savka was advised to fall down during a German plane attack, he seemed to be reluctant and answered: «Why should I fall? Are we going to the war and will we fall from the first bomb?» That's why the best Cossacks' heirs fall at crossings and battles.

The author stands out the Zaporozhian Cossack Lavrin purposefully, he is the person who absorbs the Cossacks' traditions and inherits them to his sons. Lavrin doesn't lose courage turned over by peons, captured and tortured by fascists, he speaks with great dignity to the executioner. He derives strength from hatred to invaders.

Lavrin fights like Antaeus on the barbed wire with the police chief, so the unarmed defeats the armed. «They hit each other with heavy rusty fragments of their hard history», – has been mentioned in O. Dovzhenko's piece of work. Faithfulness overcomes betrayal, because «the craving for life in Zaporozhya was trembling. From the

broad Ukrainian prairies, from ravines, a pitch of history sparkled on him. The passion of struggle and revenge, all will, all mind, burst into him with such a terrible power that he in one moment seemed to be elevated to some extraordinary degree ... and stood up – all in blood, hot and inspired» [2].

Lavrin is a man of a Cossack temper: he has the battle of his life and sparks a thirst for freedom of others in the concentration camp: "Rise up, who is strong and masculine! Who wants to live, get out of the graves!.. No step back! Forward!» The miracle happens: «The moon and the dawn of Ukraine have not seen the same. Zaporozhian Cossacks destroys half of the enemy assault rifles by himself. He brings people to freedom» [2].

It is written in the manner of best folk epic traditions, historical songs and dumas. When you read the pages devoted to Zaporozhian Cossack Lavrin, figures of great Baida, Sirko, Nalyvaiko and others grows and grows before you.

Kravchyna is another character. Kravchyna is from a Cossack family in the movie-essay. This character has already been mentioned and is supposed the central character of the unfeasible O. Dovzhenko's work «The golden gate». Vasyl impresses the reader with physical and spiritual greatness. Calm and sensible by nature, he shows a model of resilience and heroism during the fights. Kravchyna has the commander's state of mind. He was the person who won the decisive battle with the fascists. In private life he is the embodiment of faithfulness and spiritual purity.

When your land burns and flies into the abyss there's no time for joking. Nevertheless, one of the special features of Ukrainians' skills – the ability to laugh at themselves and others, it cannot even be put down by the war. Intel officer Myna Tovchenko makes fun in the novel. In the Gestapo to the terrible question about the partisan Zaporozhian Cossack he replies: «Where is a bush, there is Zaporozhian Cossack, where there is a forest, there are thousands».

He does not only joke, moreover, he acts with humour. Caught and brought to the staff headquarters, he is able to get into the oven and listen to everything. In the fuss Myna manages to escape, but he returns to the oven, because, as he says, he has not yet got to know everything. Myna jokes with the Germans even under the gallows in every possible way and even sings their anthem.

Thus, the characters of the Zaporozhian Cossacks, Kravchyna, Tovchenyk, Bessarab are depicted with the glorious Cossack's courage which comes alive in the literature.

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FUNCTIONS, CATEGORIES AND COMPONENTS OF NON-FINITE PREPOSITION CLAUSES

Non-martial preposition clauses of English as constructs with generalized semantics verbalize the supersituative coordinates of human activity, concerning which context is formed. By status without articulative prepositions, we refer back to constant expressions, which, revealing only an oriental metaphorical meaning, occupy an intermediate place between free phrases and phraseologisms. The semantics of the studied clauses include three components: categorical, reflected in the maximum generalization of the marked relations; constructive, which is manifested in the rooted non-martial preposition clauses in the minds of the speakers as

permanent expressions; situational, which includes the activity dimension represented by the components of the reference situation, and the relational dimension represented by the image diagrams that indicate the relationship between specific components of the situation.

The theoretical foundations of the analysis of non-martial preposition clauses imply the establishment of their status that is the place in the system of language, properties and differential features that allow them to be distinguished among other linguistic means. Therefore, determining their status consists in correlating them with free phrases and phraseological units by comparing their characteristics.

A phrase is a semantic and grammatical combination of two or more words by contractual or conjunction. It is characterized by the relative freedom of choice of constituents. The syntactic property of free phrases is the productive association of their elements, which is the ability to form new units from existing components, such as a new / big / green car or a new dress / book / idea. Structurally free phrases do not exist in finished form, but arise in the process of speaking each time according to certain models for the realization of specific meanings.

The semantics of non-martial prepositional clause statements are formed as a result of the interaction of three components: categorical, structural and situational, which is subdivided into activity and relational. The interaction of the components of semantics is manifested in the combination of the most generalized meaning and form in the structure of structures that reflect the components of the reference situation and the relationship between them. The studied clauses of English indicate the coordinates of human activity at a supersituative. They are independent of context, level. The situational level is indicated by their discursive variants - designated name groups, when designating specific activity

coordinates, and the individual level is indicated by unspecified name groups that signal the establishment of new coordinates.

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THE INTERPRETATION OF UKRAINIAN IMAGE IN UKRAINIAN POETS' LITERARY WORKS OF THE SECOND HALF OF THE XX CENTURY

The Ukrainian fate, its past, present and future is the oeuvre keynote of Ukrainian poets of the second half of the XX century: D. Pavlychko, I. Drach, B. Oliynyk, L. Kostenko.

In D. Pavlychko's works the image of Ukraine is mainly apted with his native land – Hutsulschyna. He speaks deeply respectfully and pathetically about these places: «Frankivsk! My native land…». The image of Ukraine in D. Pavlychko's creative work emerges from the memories about significant historical events, wonderful people, honest, spiritually rich. The poet repeatedly refers to T. Shevchenko, whose prophetic words are perceived as Ukrainian science. That's why D. Pavlychko combines his thoughts in prayer with Kobzar (the poem «Molytva») to imbue and sanctify by the genius of the «age of the twenty-first forerunner» to a great

achievements for the sake of Ukraine. T. Shevchenko's creativity is perceived by D. Pavlychko as the history of Ukrainian people.

In the cycle «Poems from Mongolia» Pavlychko's angry word is heard against those who tore the golden tops from our cathedrals, and those who «planted the foundations», «ripped this stones» − Stalin, Postyshev and Kosior's batyrs. In the poems of the following cycle the vision of Ukraine, that has been destroying for centuries by different invaders, but has not broken its spirit, is created.

In 1983 D. Pavlychko writes the poem «Granny with Flowers», where peculiar analogies, a comparison of an old, wrinkled grandmother with Ukraine evokes from the first lines. In a noisy town, the old woman sells the bouquet of lilies, which are always a symbol of purity. The sad image of the lonely old lady, almost a pauper in poverty, causes the keen sense of pain for the author, for the Ukrainian mothers' fate and Ukraine itself.

I. Drach makes a Ukrainian image in his own original way. Combining the innovative form of his poems with deeply national poetic means and techniques, the poet sees Ukraine in the form of viburnum (the poem «Letter to the viburnum left in the native meadow in Telizhentsy»), cherry blossom («Cherry blossom» from the poem-symphony «Shevchenko's death»), in the tragic image of the Chornobyl Madonna from the poem of the same name. Wherever he is, his thoughts are always with Ukraine.

The poet of planetary thinking B. Oliynyk often combines Ukraine's problems with human's ones. A number of the poet's works are devoted only to Ukraine. In a distant America, the poetic image of a white peasant hut comes to him, arouses a longing for the Motherland («From The White house to the white hut»). The national spiritual ancestry, its historical memory are important motives of B. Oliynyk's poems «The movement», «The fate», «The road», «The thought about a city», «Frying pan and the world», etc. The person's

essence, his humanism, high honesty are always from his native root. Such an opinion the author claims in his poem «The movement».

Despite the sharp feeling about a bad fate of her native folk, Lina Kostenko's poetry, dedicated to Ukraine does not sound pessimistic. The great Ukrainian future is philosophical and sagely valid. The poetess in her works repeatedly refers to the glorious past of Ukrainian people, and relates to it the burning current problems. In the cycle of poems «The History of the XXth century» from the book «The uniqueness», she reminds coevals of glorious names, heroic events that are in line with the modern time, call to action. These works complement our knowledge about a rich history of Ukrainian people. Through numerous poetic works, Lina Kostenko responds to contemporary problems of Ukraine, related to the state of education, culture, particularly language, to the problems of its democratic development.

Section 2.
NEW CHALLENGES IN TEACHING METHODS

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METACOGNITIVE STRATEGIES IN BILINGUAL EDUCATION OF BACHELORS OF FINANCE

In general didactic and foreign language didactics, the concept of educational strategies emerged relatively recently in the 1980s. The study of the ways of mastering the language, methods and strategies of forming of the English language lexical competence are presented in the works of R. Oxford, U. Rampillon, G. Ellis, A. Wenden, J. Rubin, R. Riding, D. Wolff, W. Edmodson, N. Koryakovtseva and others. However, the application of the theoretical provisions on this problem in the field of professional foreign language training requires separate consideration.

In 2019, the Ukrainian Ministry discovered a foreign languages intensifying concept of implementation the integrated courses to educational process. According to which all alumnae of higher educational establishments have to operate English on the level B2 and pass entrance exam for Master's Degrees.

The purpose of the article is to analyze the metacognitive strategies in the field of the foreign language acquisition and to identify possible ways of implementation a foreign language for specific purposes by means of bilingual education in educational process of the bachelors of finance.

In the center of metacognitive approach to the language learning acquisition, specially vocabulary learning there is an explicit statement of values of new lexical units, including the metacognitive aspect. We elicit on the great importance of the independent

mastering lexics because limited lexical students' vocabulary causes wrong reading, listening and writing comprehensions and unavailable speaking.

Among the psychophysical methods we use, first of all, the cognitive approach and the integrated method of studying the disciplines through the language-mediator (Content and Language Integrated Learning / CLIL). The method of studying the disciplines through the mediating language, proposed by D. Meshem in 1994, aims at mastering the content of the discipline (finance, economics, etc.) with the help of a foreign or second language, thus providing simultaneous study of the subject and the language [4].

Using the metacognitive approach is organizing active speech-thinking activity of students in the process of teaching a foreign language professional vocabulary. In our research terms «professional vocabulary» and «vocabulary for specific purposes» are equal. Training should be based and provided on an active and purposeful involvement of cognitive processing strategies, metacognitive strategies, retention and reproduction of lexical information.

Under cognitive strategies V. Borshchovetsky understood taking into account the process of repetition of lexical units when using mnemonic of memorization of English vocabulary for specific purposes [1].

Scholars W. Edmodson and J.House defined language learning strategies as subject and mental actions that are used to expand foreign language competence [2, p.235].

Taking to the attention educational strategies here are three classes of learning strategies: metacognitive, cognitive, and social-affective. Through metacognitive strategies, subject learning plans a student can control his own educational activity, analyse his own successes. These strategies are based on the student's awareness of the goals of their learning and understanding of this process [1, p.33].

S. Muntyan used the method of communicating ready-made knowledge, followed by discussion of learning skills in group discussion, as this pathway intensifies the learning process through significant savings in classroom time [3]. For the same reason, in our opinion, it is also important to ensure the advanced nature of mastering the general and special educational skills that a student needs in the process of independent work on the language. Therefore, we take it advisable to include a special module-blocks on the formation of the English language lexical competence at the beginning of the course in a foreign language for professional orientation and discipline «English for specific purposes by means of bilingual education for future bachelors of finance».

The realization of the task of teaching students professional lexics in mastering a foreign language, in addition to the inclusion in the program of training a special module-block also facilitates the development of purposeful materials. We consider offering students «Methodical recommendations for self and individual work» in our discipline. They cover advice on the use of forms and methods of learning in the foreign language acquisition.

In the conclusion of the article the analyzed metacognitive strategies in the field of the foreign language acquisition took a great role in implementation a foreign language for specific purposes by means of bilingual education in educational process of the bachelors of finance.

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PEDAGOGICAL CONDITIONS OF APPLYING ICT IN CHILDREN'S PHYSICAL EDUCATION

In recent years, significant changes in pre-school education. There is a tendency to look for new approaches to education and training, implementing innovative directions in the activities of preschool education. One of these trends is the use of ICT in the educational process zdo that are designed to be an integral part of the whole educational process, greatly increasing its effectiveness.

Relevance of the use of information and communication technologies (ICT) in physical education of preschool children caused by social and practical need to improve the quality of healthy technology. Practice has proved feasibility of their use for the development of motor skills of children, the formation of interest to physical culture and sports, personal training, moral, volitional and behavioral qualities, the implementation of comprehensive training for school and subsequent public life.

Experience shows that the use of information technology can change the educational process by making it more efficient and attractive for preschool children. Training with the help of

information technology becomes child's creative search, which can be fun and through which they can assert themselves.

The main purpose of information is a qualitative transformation of the education system in the direction of training citizens for life in the global information society. It is achieved by building knowledge and skills that ensure every member of the society the potential for easy access and interaction with the public information by means of information, adequate to the current level of technological development.

The main ways of applying computer technology in the optimization of the physical education of preschool children are the following: a graphic representation of the basic movements; training and control of knowledge of children in physical education; control the physical development and readiness of preschoolers; preparing and processing research results of motor fitness; control and optimization of technical movements; control of physical disability respondents; creating computerized systems of physical activity breaks, athletic pauses and hygienic morning gymnastics [1].

The efficiency of the process ensured the creation of children during playing positive emotional experiences, education motivation, interest, awareness and activity in older preschoolers formation of theoretical knowledge, practical skills, which corresponds to the cognitive, emotional and evaluative components of education and activity of the individual.

Applying ICT, the development of multimedia projects, teaching aids and games and putting them into practice can improve teacher quality organization in the educational process [2].

The set of advantages of using ICT in physical education should include the following:

1. ICT greatly enhances the presentation of educational information. The use of colour, graphics, sound can play a real object or phenomenon.

2. Using a computer can significantly increase the motivation of children to physical training and facilitate the assimilation of children of various educational material orientation.

3. ICT involves the child in the educational process, promoting the broadest disclosure of their abilities, enhance mental activity, creativity.

4. Applying ICT enables fitness classes to be attractive and truly modern, individualized exercise training children with different levels of physical, cognitive development. It allows enriching the methodological possibilities of joint activity of teacher and child, giving it a modern level.

5. Training using the computer in children promotes reflection. Training programs make it possible to visualize the results of their actions to correct the error if it is made.

6. ICT can also solve the problem of finding and storing information, planning, monitoring and management of physical education, diagnosing health and physical fitness of those involved.

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THE METHODS OF WORKING WITH TEXTS AT ENGLISH LESSONS

Reading is one strand of literacy. The reading process is complex and multi-dimensional. Effective teachers have an understanding of this complexity and are able to use a range of teaching approaches that produce confident and independent readers. As students progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is key to a student's success in learning.

Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

Effective readers use strategies to understand what they read before, during, and after reading.

Before reading, they:

• use prior knowledge to think about the topic.

• make predictions about the probable meaning of the text.

• preview the text by skimming and scanning to get a sense of the overall meaning.

During reading, they:

• monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text.

After reading, they:

• reflect upon the ideas and information in the text.

• relate what they have read to their own experiences and knowledge.

• clarify their understanding of the text.

• extend their understanding in critical and creative ways [3].

What teachers do:

Before. 1) Select a subject-related textbook, Website, or print or electronic resource. 2) Create a text search handout. Use ten to twelve prompts to guide students to particular features of the text (e.g., "List the major topics in this textbook." "Locate information about early trade unions." "Where do you find a summary of each chapter?" "What symbol tells you to pause and think?" "What symbol tells you to complete a process or experiment?") See Teacher Resource, Suggested Prompts for a Text-Features Search. 3) Read the prompts out loud, if needed.

During. 1) Ask students to work in pairs to complete the search within a specific time frame. 2) Have partners share their findings with another pair.

After. 1) Discuss which items were easy and which items were challenging to find. 2) Ask students to suggest which features of text were very helpful and not very helpful, and which features should be added to the text. 3) Ask students to use the text features to complete a relevant reading task [2].

Writers use signal words and phrases (also called transition words or connectors) to link ideas and help the reader follow the flow of the information.

Purpose:

• Preview the text structure.

• Identify signal words and phrases, and their purposes.

• Familiarize students with the organizational pattern of a text.

Students will:

• make connections between reading and writing tasks in related subject-specific texts.

• read and reread subject-specific reading material.

• practise their reading strategies of skimming, scanning and rereading; make predictions about the topic and content as they read and reread; learn signal words; and use the signal words when summarizing [2].

The teaching of reading needs to include a range of comprehension strategies. Comprehension strategies can be defined as the "mental processes" that good readers use to understand text. The process of comprehension begins before we start to "read" and continues even after the "reading" is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during "reading" itself. Strategies should be introduced and mastered individually [1].

Vocabulary development is the enrichment and extension of pupils' word knowledge and understanding. Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). We build vocabulary by picking up words that we read or hear and through direct instruction from teachers or other professionals. Mehigan states that four types of vocabulary are often mentioned by

researchers: Listening vocabulary – the words we need to know to understand what we hear. Speaking Vocabulary – the words we use when we speak. Reading Vocabulary – the words we need to understand what we read. Writing Vocabulary – the words we use in writing. He claims that these categories are significant because the source of children's vocabulary knowledge changes as they become more familiar with the written word [1].

There are several reading strategies necessary for students to read and comprehend test. Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks. Cooperative learning instruction has been used successfully to teach comprehension strategies. Students work together to understand texts, helping each other learn and apply comprehension strategies. Teachers help students learn to work in groups. Teachers also provide modeling of the comprehension strategies.

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UNDERSTANDING SEX AND GENDER

Historically, the terms "sex" and "gender" were used interchangeably, but nowadays their uses are becoming increasingly distinct, and we must know the differences between them.

According to Cambridge Dictionary, sex is the state of being either male or female [3]. It is a common definition that everyone knows. But what must be emphasized, it is the fact that sex relates specifically to biological difference between organisms.

In humans, biological sex is determined by five factors present at birth: chromosomes, gonads, hormones, internal reproductive anatomy, and external genitalia [4].

By the way, we have to know that sex is typically divided into male, female, or intersex. What is intersex? It is a variation in biological sex characteristics including chromosomes, gonads, or genitals that do not allow an individual to be distinctly identified as male or female [2].Such variation may involve genital ambiguity and/or combinations of chromosomes other than XY (typically found in males) and XX (typically found in females). So, sex has a biological aspect.

Gender refers to the roles, behaviours, activities, attributes and opportunities that any society considers to be appropriate for women and men. Gender interacts with, but is different from, the binary categories of biological sex [1]. It is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially.

Gender is the range of characteristics referring to masculinity and femininity. Masculinity is a set of attributes, behaviors, and roles

associated with boys and men. Femininity is a set of attributes, behaviors, and roles generally associated with women. For instance, we used to thinking that man must be powerful, active, initiative, determined, rational. Whereas all women are considered to be weak, humble, emotional, gentle, dependent. But not all men have only boyish characteristics so as not all women have only girlish ones.

Gender depends on many circumstances and one of them is language peculiarities of men and women. The researchers found out that the predominant majority of women in language communication follow a style of collaboration whereas most of men follow a style of competition. Men's speech is more discreet , they select nouns and adjectives for their expression with attention. Women's speech is characterized by sophistication of words, richness of expressively colored vocabulary. But it is obviously that this characteristic of manlish and womanlish speech is based on stereotypes. Speech of the representatives of any sex and gender depends on many factors.

To sum things up, sex and gender have different definitions. Sex is just a biological state whereas gender is a sociocultural characteristic. We have to remember that there is no man who has only boyish features and evidently there is no woman that has only girlish ones. And all language signs of gender vary according to many conditions such as traditions of the nation's culture, age, social status, methods of education and of course environmental conditions.

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CATEGORY OF THE AUTHOR IN SCHOOL COURSE OF WORLD LITERATURE

Among the various directions in the study of literary works, the philological analysis of the artistic text has been most actively developed in recent years. Philological analysis synthesizes the knowledge and achievements of linguistics, stylistics and literary studies. The central category of philological analysis is the image of the author. The interest in this category is connected first of all with its ability to express the essence of a work of art, to combine its compositional-structural and linguistic (stylistic) features into an unbreakable unity.

The theoretical foundations for the study of the category 'author' are laid by fundamental studies of native and foreign researchers (R. Bart, M. Bakhtin, V. Vynohradov, V. Holubkov, A. Horban, M. Yevshan, V. Zhyrmunsky, O. Isaieva, Zh. Klymenko, O. Kutsevol, Yu. Lotman, L. Miroshnychenko, H. Ostrovska, Ye. Pasichnyk, M. Rybnikova, H. Tokman I. Franko, M. Foucault, M. Khrapchenko and others). The problem of the author image is studied in works devoted to the theory of the text, the general methodology of the fiction language studying, the philological analysis of the artistic text, the psychology of perception of the literary work, the fiction poetics, etc.

The analysis of the functioning of concepts 'author', 'image of the author' and 'narrator', it can be noted that they are often used as synonyms in native and foreign philology [1]. Despite constant attention to the research problem, many aspects of it aren't explored or fully elucidated. These reasons substantiate the relevance of

theoretical and applied researches, which help to achieve a deeper understanding the nature of the author image and the practical use of this category in the analysis of the text.

The "image of the author" should be interpreted as a mental construction created by the reader in the reading process. It can be separated from the text, since the author reflects in the work, and the reader highlights his image at the time of reading. The reader freely creates the image of the writer in the process of reading the text, because the work bears the coded imprint of its creator [2].

In the process of creative expression, the author, whether he wants it or not, reflects in his text certain personality traits. And these features can be traced through artistic expression means of the work. They are specific and unique features which reflect the author's state of mind, his inner world and life experience, in addition to his will and consciousness. The reader, on the other hand, realizes the information provided by each particular writer and creates an image of the author on its basis.

The interest in the category 'author' is relevant in the context of studying the school course of world literature [3]. Therefore, studying foreign literature at school, pupils must perceive the author's personality, that is, feel his leading moods, emotions, mental states; understand spiritual, aesthetic, philosophical, social directions of his activity; be aware of the ideas that govern author's individual choice in threshold situations; perceive the artist's unique creative 'I' that manifests in his individual style; interpret the dialogue that the writer lead throughout his existence with the world around him - people, works of art, public institutions, etc. The specifics of the epic work analysis by the senior students is considered as an artistic reality studying, in particular its historical basis, types of human characters, realities of life circumstances. At the same time they perceive the human fate and events narrated by the author through the artist's aesthetic senses or understanding.

It is also necessary to mention the great importance of the category of the author image in the system of philological analysis of artistic text. Thanks to it, the linguistic and literary approaches to text study are isolated: emotional and ideological analysis is based on the study of the literary material, and linguistic studies are directly oriented to the identification of meaningful meaning of the word.

Specific features of the author image of each particular work make it possible to consider it in the context of the writer's creative work, literary direction or school, the development of the literary process as a whole. The complexity of the substantive and formal structure of the text is reflected in the multilevel category of the author image and makes the image of the author a fruitful tool for analyzing the text both in the study of its linear deployment, and in the comparison analysis of various elements of text structures.

Thus, the image of the author unites the linguistic and literary understanding of the text and determines the algorithm of its perception.

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READING AS A TYPE OF FOREIGN LANGUAGE ACTIVITIES

Foreign language reading as a communicative skill and a means of communication is an important type of language activities and the most common method of foreign-language communication which pupils of secondary school have to master according to the requirements of the Foreign Languages State Standard and Program. Reading makes any information accessible, facilitates transfer of the experience accumulated by mankind in various spheres of labor, creative, socio-cultural activities. The ability to read in a foreign language enables school leavers to use foreign language literature for searching necessary information, for satisfying their reading or creative interests, for improving their communication skills.

Reading is a receptive kind of language activities that incorporates reading and comprehension techniques and is classified as writing. In this regard, they distinguish between substantive and procedural aspects of a reader's activity. The substantive aspect of reading depends on the procedural one and means understanding information, perceived by a reader through decoding graphic signs and semantic links of the text.

Reading focuses on recognizing written language units. Depending on the level of language acquisition and visual perception, the process of recognizing can be quick and direct, or slow with elements of remembering.

There are two basic levels of understanding the text: the level of meaning and the level of content. The first concerns the revelation of the perceived linguistic units' values and their direct links, the

second – understanding the content of the text as complete language unit. In this regard skills and abilities which provide understanding the text would be divided into two groups, though processes of perception and judgment happen at the same time. The first group covers technical skills of reading. They provide immediate perception of graphic signs and their correlation with relevant meanings. The second group covers abilities which provide semantic aspect of reading: establishing semantic connections between the text language units, understanding the text content, the author's plan. To achieve such level of understanding, the reading technique skills must be extremely automated in order to focus the reader's attention on the semantic text processing.

When teaching a foreign language at secondary school, it is necessary to develop reading skills at sufficient communicative level so that students can achieve basic understanding the content of simple authentic texts, and complete understanding of more complex and meaningful adapted texts of different genres: sociopolitical, popular science, fiction. Students should be taught to use bilingual dictionaries and various reference materials.

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THE TECHNOLOGY IN ENGLISH FOR ACADEMIC PURPOSES

Traditional classroom-based teaching in which students are just passive recipients of information provided by a teacher has commonly been replaced. Living in the technological age, a wide range of tools which boost the effectiveness of second language

teaching and help to avoid boredom and the routine of using only a coursebook can be observed in the classrooms.

In the early 21st century the range of technologies are available for use in language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world have become central to language practice. We are now firmly embedded in a time when digital technologies are 'normalised' in daily life in many parts of the world, although not amongst all people as there are digital divisions everywhere and still not always in the world of education. However, digital tools have long been a feature of the world of education and particularly language education. This is the established and recognised field of computer assisted language learning, but are also increasingly a core part of the English language teaching in general.

English for academic purposes (EAP) is "the teaching of English with the specific aim of helping learners to study, conduct a research or teach that language". The merits of technology used in language teaching contexts include meeting the needs, preferences, and interests of individual students, the opportunity of the use of authentic materials, the use of a variety of materials, the possibility of ubiquitous learning, a personalized approach to learning, increasing students' motivation and confidence, efficient and self-directed learning, and knowledge consolidation [2].

Current needs analysis in English for Academic Purposes reveals that along with linguistic demands, many academic tasks involve the use of technology. Students and faculties are expected to produce word-processed reports and documents, create digital slides to enhance presentations, use email to communicate and collaborate, access and participate in online learning platforms, and conduct research using online electronic databases and the internet. This expectation is still growing, and forward-thinking EAP practitioners realize it makes good sense for students to develop technology

related knowledge and skills as part of their EAP study. Today's non-native speakers students being able to operate efficiently, effectively, and appropriately in academic contexts have an additional element, and they are able to do so in an electronic environment. Such environments have, of course, become a prevalent feature at many higher education institutions across the globe. From a needs-based perspective, the use of technology to support academic study can be viewed as part of the study skills side of EAP. In their purposeful efforts to prepare students for the academic contexts they will enter, EAP teachers are integrating a variety of technologies into learning experiences which support language learning. Many of these learning experiences also mirror current uses of technology in target post-secondary learning environments. Each type of technology use in EAP teaching is rooted in learner needs as recognized by researchers and classroom instructors, and the classroom illustrations of technology use are inextricably linked to the EAP teaching contexts they are embedded in. First discussed is the use of technology to help EAP learners build accurate linguistic knowledge through concordancing. Next, the need for learners to develop critical e-literacy skills is examined, and examples of hands-on webpage searching and evaluation experiences are presented. This is an example of how a simple class wiki can help EAP learners share and build the important cultural knowledge needed to more fully participate as members of the wider communities in which they live. Finally, webbased learning management systems are explored, and an example shows how flexible learning opportunities can be provided where learners see limited class time in intensive programmes [3].

For example, a whiteboard, a smartphone, Skype, blogging, podcasts have changed the English language teaching and learning. The apps are for classroom use, they are for free and available for teachers and students. The teacher uses his account to create a public

room for a maximum of 50 pupils per session. He/she makes a list of the students in one group or he can divide them into smaller groups. The teacher creates a quiz, gives a time limit, checks the results and gets the students' feedback and experience. It is a good and entertaining way of testing the knowledge while you do not need any online connection, just a charged battery and a phone.

Using interactive whiteboards teachers have much more opportunities for learners to engage. Most of the learners are visual which means they use colours, pictures, images to organize, separate and learn information so the existing curriculum can be supported by videos, moving diagrams, stories or online content. In other words, teachers can increase student interest by adding stimulating visual aids to new and existing curriculum and moreover everything what is done on the computer can be seen on the IWB.

Skype was released 15 years ago, in 2003, and therefore it might be difficult to perceive it as a modern technology. However, its potential for teaching English undoubtedly. It is an easy and inexpensive way which gives students and teachers an opportunity to connect with the outside world without leaving their seats. In the language classroom, learners can contact native speakers everywhere in the world and fine-tune their English language skills. Learning becomes more authentic, inspirational and engaging when it transcends the walls of the classroom. Skype can be used to provide a variety of authentic language experiences, including an interview with an English author or the international collaborative projects with other classrooms.

A podcast is an audio or video file which is produced in a series and could be broadcast via Internet or downloaded to a computer or mobile device. In terms of language teaching, students can listen to existing podcasts and improve listening comprehension or create their own podcasts and practise speaking skills. Both options are much more engaging than traditional listening and

speaking tasks included in the coursebooks mainly because of students' independence in the choice of topics [1].

So, the use of technology has become an important part of the learning process in and out of the class. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. When technology is used appropriately, it can bring about a lot of advantages for teachers and learners. It is a resource that can be used by learners because it helps them solve their learning problems and find methods to use what they have learnt in ways that are effective and meaningful. In addition, the use of technologies plays a key role in language learning based on their own pace, helps in self-understanding, does not stop interaction with the teacher, and creates high motivation for the effective learning of language skills.

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FORMING DIGITAL LITERACY

The development of digital technology is so rapid that it is evident in every person's daily life. But the active use of digital technology in training of the highly qualified specialist has only been observed in the last decade. It is in our time that the process of

digitization of society has become intensive. The notion of "digital literacy" and its derivatives has been formed recently in the scientific world, but the formation of digital literacy as a key component of the digital competence of the specialist, in the epoch of digital economy, is the main task in the professional education of developed countries and Ukraine.

For a long time, the concept of digital literacy was considered only in the context of the educational process, but because of the impact of digital technology on all spheres of human life, it became necessary to form digital literacy of all members of society. For example, the digital economy, on the one hand, creates the need to train a modern specialist who has professional competencies in the field of digital technologies, on the other hand, for the citizens of all countries, it is a question of having a common digital literacy, which will allow intensive and productive use of digital technologies for their own needs (self-realization, work, rest, study, leisure of everyone), as well as for achievement and realization of common economic, social and public goals [4].

We consider the concept of digital literacy according to D. Belshaw's interpretation. In his book "The Essential Elements of Digital Literacy" he points to the existence of different models of this phenomenon and distinguishes eight major components of human interaction with digital environment: cultural, cognitive, constructive, communicative, isolated, creative, using of analytical and digital content assessment skills, civic component of life [2].

Therefore, based on the Association Agreement signed with Ukraine and the European Union, the main goals of Ukraine's development are the gradual integration into the priority directions of development of the Europe digital society. Among these areas is the initiative "Digital Agenda for Europe", which sets digital society priorities within the Europe economic growth strategy "Europe 2020: A strategy for smart, sustainable and inclusive growth" [3].

Based on European norms, the concept of development of the digital economy and society of Ukraine for 2018–2020 has been developed, measures are taken to implement appropriate measures for digitization of the economy, public and social spheres, awareness of the existing challenges and instruments for development of digital infrastructures, acquisition of digital competences by citizens, identifies major digital industries for stimulating the internal market for the production, using and consumption of digital technologies [1].

The most common mechanism of forming digital literacy in society is educational programs aimed at digital literacy in the period of getting education and various courses that aimed at adapting society to the conditions of digitalization. At present, national policies on digitization vary significantly across countries.

The situation in Ukraine has developed in such a way that in the age of the digital economy education and public administration require major reform in the direction of digitalization. The development of digital technologies helps to change the form and methods of professional development of teachers, which in turn increases the level of training of the educational recipients themselves. At the same time, higher and vocational education cannot be reformed in accordance with the requirements of society and the development of digital technologies. The growing number of open online resources for education and training provides educators with opportunities for non-formal learning and ongoing professional development. But there is no systematic state support for this process, so not all teachers have mastered the key professional skills of the modern person. Therefore, it reinforces the need to accelerate the digitalization of higher and vocational education, and in particular the introduction of new teaching methods and technologies for teachers and students [5].

At the same time, a large number of the Ukraine population shows the relatively low level of digital literacy required to exist in a

digital society. The main problem is the low digitization of infrastructure and remote regions. In order to bridge the digital divide in comparison with the developed EU countries, a set of digital economy measures aimed at new business opportunities and citizens focused on the development of national digital infrastructures was created: mobile and telecommunication infrastructure, digital television infrastructure, radio and technological infrastructure for projects "Internet of Things" (LoRaWan, etc.), computing infrastructure, virtualization and data storage (including cloudy and foggy), cyber security infrastructure, special lysis infrastructures and others. For the development of the digital economy of Ukraine should not be ignored identity and trust infrastructure, open data infrastructure, interoperability infrastructure, blockchain infrastructure, online payment and transaction infrastructure, e-commerce infrastructure and online interaction of business entities (e-contracting, e- invoicing, online lending, smart logistics, etc.), public service infrastructure (e-government), life support infrastructure (medicine, education, public safety, transport, etc.), geoinformation infrastructure, industrial digital infrastructures and others [1].

Digitalization is differently reflected in the national strategy of different countries, but the spread of digital technologies in all aspects of human life requires the state apparatus to immediately increase the level of digital literacy of all segments of the population. And bearing in mind that the active development of digital literacy is closely linked to innovative teaching methods, in order to master digital literacy, the modern educational process must have a sufficiently high level of digital technology.

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WAYS OF CHANGING STUDENTS' ATTITUDE TO THE HOMETASK

According to a study of more than 3,000 students over the past 15 years, spending at least two hours a day doing homework is connected to accomplishing better grades in English. The Department of Education has said that spending any time doing homework has benefits, but that the effects were much more

significant to those students who put in two to three hours each day (*Pam Sammons, a professor of education at Oxford University*) [3].

We believe that the home task helps to reinforce learning and develop good study habits and life skills.

Everyone knows that practice makes perfect. Students typically retain only 50% of the information teachers provide in class, and they need to apply that information in order to learn it truly.

Homework helps students to develop key skills that they will use throughout their lives, such as accountability, autonomy, discipline, time management, self-direction, critical thinking, and independent problem-solving [1].

A study of elementary school students who were taught "strategies to organize and complete homework," such as prioritizing homework activities, collecting study materials, note-taking, and following directions, showed increased grades and positive comments on report cards [2].

Research by the City University of New York noted that "students who are engaged in self-regulatory processes while completing homework," such as goal-setting, time management, and remaining focused, "are generally more motivated and are higher achievers than those who do not use these processes" [3].

Moreover, the home task allows parents to be involved with their child's learning. Thanks to take-home assignments, parents can track what their children are learning at school as well as their academic strengths and weaknesses. Data from a nationwide sample of elementary school students show that parental involvement in homework can improve class performance [1].

Research from Johns Hopkins University found that an interactive homework process known as TIPS (Teachers Involve Parents in Schoolwork) improves student achievement: "Students in the TIPS group earned significantly higher report card grades after

18 weeks (1 TIPS assignment per week) than did non-TIPS students" [2].

Homework can also help clue parents into the existence of any learning disabilities their children may have, allowing them to get help and adjust learning strategies as needed. Duke University professor Harris Cooper, PhD, noted, "Two parents once told me they refused to believe their child had a learning disability until homework revealed it to them" [1].

In addition to this, I can say that the use of home tasks in learning a foreign language has a positive impact on students' thinking and memory. In my opinion, home tasks teach children to work independently and to take responsibility for his or her work. Moreover, it helps to learn to use resources, such as libraries, reference materials, and computer Web sites to find information. I am sure that such an essential skill as independent work is of vital importance for schoolchildren. Moreover, it will be vital for them when they will study at university, as the process of study and its progress depends on students' self-education.

I do support all statistics about the usefulness of home tasks and their input in students' outcomes. I cannot imagine success in classes without repetition and additional work at home. So, I want to deliver it to students with whom I am working now and plan to work in the future. The main aim is to change their opinion and attitude about this issue and encourage them to work at home for their personal improvement.

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MODERN FITNESS TECHNOLOGIES IN FEMALE STUDENT PHYSICAL TRAINING PROCESS

At the present stage of Ukraine development one of the most important problems is preserving and strengthening health of the younger generation, primarily of the modern student youth. The analysis of information on the Ukraine Ministry of Health official website shows that the number of young people with cardiovascular, respiratory and nervous diseases, with problems of the musculoskeletal system has recently increased. Modern students are future parents and their health is a guarantee of health and wellbeing of Ukraine. So examining student motivations, preferences and requirements for fitness training and trend types of health improving aerobics is very important. Deterioration of student health intensifies searching modern trends and popular fitness technologies used in the process of physical education.

Aerobics is a form of physical training when special gymnastic exercises, elements of running, jumping and hopping are done to the music. These exercises are designed to increase the amount of oxygen in the blood and they strengthen the heart and lungs. The basis of modern aerobics is gymnastics with borrowed elements of European gymnastic schools, the elements of Eastern culture and the elements of dance and choreography training.

Step aerobics is a form of physical training based on the basic steps of classical aerobics using a special step platform. It allows to do steps, jumps on it and over it in different directions and also use the step platform while doing exercises for the abdominal muscles, back muscles etc. The step platform regulates the height and controls the physical muscle loading. It allows to organize simultaneous training people with different fitness levels and thus makes the training process more individual.

Fitball aerobics gives the opportunity of vestibular apparatus training and developing physical coordination. Such training helps to reduce additional loading on the spine that allows people with spinal problems and overweight to feel themselves quite comfortable. The main function of fitball aerobics is to unload the joints when it is necessary. Fitball aerobics is useful for people with the problems of varicosity, osteochondrosis and arthritis.

Stretching is a set of exercises to stretch the certain groups of muscles and ligament. The idea of these exercises is in stretching the relaxed muscles or alternating tension and relaxation of the stretched muscles. This type of training is widely used as a part of health improving training complexes. Stretching is an independent system of exercises that can solve a large number of tasks.

Fitness yoga is one of the most amazing training programs that helps to create balance between body and mind, to achieve the excellent physical form, to develop the attention concentration. The training improves the functional body tone, promotes inner quietness and steadiness thereby reduces tendency to the stress. These exercises do not require the expensive and special equipment,

Pilates is a fitness program based on the method created by the gymnast Joseph Pilates. It includes a series of exercises aimed mainly at the abdominal muscles, especially at the deep layer. The exercises softly influence the body thereby changing it, they help to

strengthen the stabilizing muscles that carry out the role of the peculiar corset, fixing the normal position of the body.

Shaping is a complex system of physical exercises individually selected for every person that allows to achieve physical perfection, beauty and harmony of the body. Shaping is closely connected with the recent achievements of science, medicine and sport. The English word «shape» in Ukrainian means «form». To go shaping means «to do the form», to form the figure. Shaping was born as a way of training aimed at correcting the body of a person.

Modern technologies of health improving fitness allow to keep up student health, to promote the harmonization of a person through the use of the progressive technologies, the innovative techniques, allow to solve effectively the tasks of health improving and educational orientation.

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DEVELOPMENT OF STUDENTS' COMMUNICATIVE SKILLS USING INNOVATIVE TECHNOLOGIES AT THE ENGLISH LESSONS

The digital age has changed the conditions of life and education. Everything changes around, and accordingly, the attitude towards learning must change. The content of education in modern schools remains unilateral; state standards based on an objective approach are morally outdated. Education at school does not give students a clearly expressed positive motivation to choose a life path, interests and prospects.

Now, in the 21st century, the role of international education is growing. To rise own culture, to develop and go forward is a vital necessity of our century. The same vital necessity is learning foreign languages in order to keep pace with the times. Today, if you speak English, it shows a large global world with its wide flow of information and innovations.

In recent years, the usage of new information technologies in schools has been raised increasingly. Since the main goal of teaching foreign languages is the formation and development of a communicative culture of schoolchildren, the training of practical mastering a foreign language, the use of computer technology, Internet resources is the best approach in teaching [3]. It's been quite a few years since a computer entered our life, and we can't imagine a modern lesson without the use of information technology.

ICT becomes an integral tool in increasing students' interest and developing visual-figurative thinking. Everyone understood that the use of ICT in the learning process has the potential to activate

cognitive, intellectual and independent activities of students. Information technology makes it possible to change significantly the forms and methods of academic work.

Using of the Internet for teaching English has a great role in modern schools. Today, new methods of using Internet resources are opposed to traditional teaching foreign languages. To teach communication in a foreign language, you need to create real life situations that will stimulate you to learn the material and develop adequate behavior [5]. The use of information technologies also facilitates the implementation of group work; allows planning creative activity, active and purposeful communication (within the group and with the outside world); provides opportunities for organizing collective creativity, information retrieval in open information net-works (when creating a project and preparing individual tasks) and preparation of reports on the event [2].

In the 21st century, the society makes ever higher demands on the practical knowledge of English in everyday communication and in the professional sphere. The volumes of information are growing, and often routine ways of its transfer, storage and processing are ineffective [5]. The use of information technology reveals the enormous capabilities of the computer as a means of learning. But we must not forget that the use of multimedia technologies can not provide a significant pedagogical effect without a teacher, since these technologies are only ways of teaching. The computer in the educational process is not a mechanical teacher, a tool that enhances and expands the possibilities of its teaching activity [1].

So, the use of information technologies in teaching the foreign language helps solve various problems of modern methods, such as the organization of successful communication-directed learning, creation of an educational language environment, involving all students in the communication process at the lesson, improving the role of the teacher, his active participation in adjusting the

content of training, the selection of the most effective ways of presenting information [4]. Thus, at present the issue of using new methods for teaching a foreign language is working with multimedia technologies. All innovative techniques ensure the effectiveness of training within the framework of a modern system activity approach.

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FORMS OF ORGANIZING INTENDING PHILOLOGY TEACHERS TRAINING IN PHONOSTYLISTICS

Interaction of linguistic trends leads to formation of new linguistic sections. Thus, in particular, Ukrainian language phonostylistics has appeared as a section of linguistics. It has been formed at the intersection of phonetics and stylistics and studies the

regularities of phonetic means functioning at segmental and prosodic linguistic levels.

Analysis of linguistic literature (B. Hafurov, M. Dzhusupov, H. Kuznetsova, O. Naumenko, S. Perevertayeva, K. Saparova) showed that nowadays phonostylistics is gaining momentum of independent science. Therefore, it is necessary for future teachers to develop theoretical and methodological bases for mastering this linguistic science in order to form a subjective phonostylistic competence in them.

The main components of educational process in higher education institutions, ensuring the optimal functioning of students' educational activity management, are certain organizational forms of training that involve teacher-students interactions in order to achieve a projected educational goal.

Traditionally, forms of studying process are classified into educational classes (lectures, practicals, labs, seminars, etc.), practical training, independent, individual, group and teamwork, as well as control methods.

The main theoretical and methodological theses of organizational learning process in higher education institutions are reflected in works of the following scientists: A. Aleksyuk, Y. Babans'ky, K. Bahanov, S. Vitvits'ka, A. Kuz'mins'ky, Z. Kurland, V. Lozova, V. Ortinsky, A. Khutorsky, linguistics Z. Bakum, N. Holub, O. Horoshkina, O. Karaman, S. Karaman, K. Klimova, O. Kopus, V. Melnychayka, M. Pentylyuk, A. Nikitina, O. Semenoh, T. Symonenko, H. Shelekhova.

Educational classes include lectures, seminars, laboratory, practical and individual lessons, educational conferences, consultations, and educational games.

The main form of students' classroom work is a lecture. While studying the course of phonostylistics, it is possible to use both: traditional types of lectures, including introductory, informative

(thematic), survey and summary lectures, and unconventional (problematic, lecture-visualization; lecture with planned mistakes, binary lecture, lecture-press conference) lectures. For example, a lecture on "Phonostylistics as an Independent Linguistic Science" is introductory, where students familiarize with phonostylistics as a linguistic science, its categorical and conceptual apparatus, a genesis of its formation, and learn about its relation to other linguistic disciplines.

It is common knowledge that informative lecture is the most general type of lectures in high school practice, so it may prevail in the problems and directions of phonetic stylistics study. A resume lecture may take place at the end of the course in order to analyze students' activities in the content of the acquired knowledge, and their skills and understanding of how to implement this information in professional practice. We suppose that it is necessary to pay attention to non-traditional types of lectures, which may be appropriate when working out such themes as "Stylistic Potential of Phonetic Functional Styles" (namely: lecture-visualization, binary lecture, multimedia lecture); "Relation of Concepts: a Phonostyle and a Functional Style" (a problem lecture), etc.

A practical class is a type of training, which is focused on deepening, expanding, consolidating and detailing students' scientific knowledge, gained at lectures. Students perform practical classroom work, aimed at developing their professional skills under a teacher's guidance. Such work involves verification, control and evaluation of students' theoretical skills, and their ability to perform practical tasks.

When studying a theme "Stylistic Functions of a Phonogram", it is necessary to discuss theoretical issues. A practical component involves identifying phonetic figures of the phonogram in texts and performing a phonostylistic analysis.

When studying phonostylistics, in particular when developing students' practical skills, it is possible to use such a form of training as a laboratory class, where students are offered to work with texts for analysis and perform creative tasks (making a phonostylistic editing and text reconstruction, setting a phonostylistic experiment, writing texts with the use of phonetic figures according to a certain purpose, task, objectives or communication situation, etc.).

Seminars are used to deepen, systematize and summarize students' knowledge in order to foster their independent work skills. Typical themes of seminars on phonostylistics may be as follows: "Linguistic and Extralinguistic Factors of Stylistic Classification of Phonetic Units", "A Phonostylistic Language Norm and its Variability in Styles", "A Sound and a Symbol. Phonosemantics", "Problems of a Phonetic Norm" etc. We suppose that these themes may be considered in the form of a training conference.

Practical training as an organizational form of learning enables a teacher to develop practical skills in students in the conditions of professional activity. Practice is a key means of forming students-philologists' professional language competence, whose component is phonological stylistic competence.

Independent work is a form of training, which is aimed at completing an independent task in order to learn new information, deepen, expand and systematize students' knowledge gained during their classroom work. When studying phonostylistics there may be distinguished the following types of independent work: work with printed sources; self-management (performing various exercises on the model, typical tasks); independent study of certain issues; scientific and research work (preparation of abstracts, writing of a term work and thesis; independent viewing of television programs, thematic movies, listening to radio programs in order to make an analysis of phonostylistic phenomena in the framework of scientific research, etc.); and preparing module control and examinations.

Monitoring and evaluating students-philologists' studying achievements is a necessary component when studying phonostylistics. Control measures include: test control, test work, module control, tests, exams, term paper and thesis defense.

When assessing students' knowledge, a teacher has an opportunity to determine the level of their mastering learning material in phonostylistics, to establish the degree of phonostylistic skills formation, which develops the further competence, to identify gaps in learning the information in phonostylistics and analyze his/her own methods of using different forms and training tools.

Thus, methodologically optimal planning of organizing educational process forms contributes to the effectiveness of studying phonostylistics, increasing the efficiency of philology students professional linguistic competence formation, in particular, its component, which is phonostylistic competence.

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THE MAIN DIRECTIONS OF FORMING ENGLISH PHONETIC COMPETENCE OF INTENDING PRIMARY SCHOOL TEACHERS

The main tendency of modern pedagogical education is providing the quality of learning and teaching processes. According to State standard of primary education, realization of the goal of the language educational sector needs to solve the problem of training a teacher, which is ready to implement a competent learning approach in the context of the New Ukrainian School. One of the main aspects of this approach is forming a foreign language communicative

competence, which includes phonetic one [4]. Since the new primary school curricula have been implemented, there is a need to review the requirements for forming English phonetic competence of intending primary school teachers.

The aim of our research is to outline current trends and directions of forming English phonetic competence of intending primary school teachers.

Many scholars have been researching the problem of the foreign phonetic competence formation. There were given different approaches to the contents of some aspects of the foreign phonetic competence: study of theoretical and practical phonetics of English (Arakin V., Dvorzhetska M., Torsuev G.); comparative typology of phonetic systems of the Ukrainian and English languages (Halytska M., Korunets I., Kushneryk V., Steriopolo O.); methodological peculiarities of forming a foreign language phonetic competence, at primary school in particular (Nikolaeva S., Roman S., Bigych O., Kolominova O., Borysko N.).

The analysis of scientific literature proves that there is no single opinion as for the definition of the foreign phonetic competence.

N. Borysko emphasizes that the phonetic competence is the ability of a person to correctly articulate and intonationaly formulate their statements and understand the language of others, based on the complex and dynamic interaction of relevant skills, knowledge and phonetic awareness [1, p. 3].

Jong Bok Kim, a Korean professor who is teaching in England now, defines the phonetic competence as the ability to know what sounds are in the language and how they may be "strung" together to form meaningful units. Phonetic knowledge consists of different phonetic terms and notions which students are likely to assimilate during their studies [2, p. 160].

In our research we should take into account the notion of **English phonetic competence** of intending primary school teachers. Most scientists consider the English phonetic competence of the intending primary school teachers to be a combination of its basic components which are theoretical phonetic knowledge, phonetic skills and professional readiness of intending teachers to develop secondary school students' appropriate knowledge, skills. This definition seems to be difficult. Therefore, we offer to distinguish between the following notions:

– the English phonetic competence of intending primary school teachers is the dynamic ability of a primary school teacher to use the English language fluently, intonate correctly and speak rhythmically. Its main components are: theoretical knowledge of the English phonetics, auditory and rhythmic-intonational skills of students;

– the professional English phonetic competence of intending primary school teachers is their readiness to use knowledge of the English phonetics while creating the English communicative competence of secondary school students. Its components can be defined as methods and approaches for teaching English at primary school.

Having clarified the notion of intending primary school teachers' English phonetic competence, we can outline main directions of training intending primary school teachers:

– in accordance with the Concept of the English language Development at Universities, developed by the Ministry of Education and Science of Ukraine in 2019, the level of the English proficiency of a school leaver must be B1 and the level of a university graduate B2 [5]. In fact, the level of the English proficiency of a school leaver and a university graduate is lower. That's why we support the conceptual idea of organizing corrective courses in specific subjects for student groups. For example, a corrective course in practical

English phonetics can prepare a first year student of the Primary Education Faculty for thorough work in the classroom in future, providing motivation and interest.

– some scientists (Vasyliiev V., Nikolaieva S., Roman S.) focus on the implementing the methodological principle of integrating the mother tongue into the process of teaching English to primary pupils and into training intending primary school teachers. They offer to pay attention to the principle of comparative analysis of native and foreign phonological systems, which will help intending primary school teachers to avoid difficulties with identification and differentiation of sound units, their characteristics, and elements of prosody through the influence of the mother tongue [3, p. 48].

Thus, having analyzed some definitions, notions, approaches and methods we have come to the idea of **three relevant directions** of creating the English phonetic competence of intending primary school teachers:

1) domination of a communicative approach to teaching English;

2) using means of comparative analysis of the English and Ukrainian phonetic systems for developing integrated courses;

3) improving the system of student self-studying (providing creative tasks aimed at developing skills of a foreign language communication and the phonetic competence).

To conclude, the question of perfect mastering phonetic systems of both English and Ukrainian languages, deep theoretical studying is urgent for intending primary school teachers. Therefore, the process of creating the phonetic competence as a system involves the acquisition of knowledge, mastering of skills, requires a new integrated approach to learning and teaching the basics of phonetics and phonology in the process of forming professional personality of a primary school teacher.

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SOCIAL NETWORKS AS ONE OF THE IMPORTANT ELEMENTS OF MODERN EDUCATION

Social networks are one of the main methods of communication in the 21st century. We immediately ask persons about their profiles on the social network when we meet. It's kind of a way of getting to know them more, because by looking at their subscriptions, we get to know more. This type of communication is easy and accessible both locally and globally. Currently, web technologies have streamlined and strengthened links worldwide, allowing people to interact, to distribute information and practices [1, p. 3]. Students today want new, effective and fascinating teaching methods. They dislike and do not tolerate passive learning. A novel

approach to solve this problem and motivate the learning process is with the use of Social Media. Students already use social media (in text messaging, chat, Facebook, Twitter etc.). Nowadays, as information (more and more) is available everywhere and mainly on the web, people need the skills and knowledge to find, access and use it effectively and this necessitates the information literacy [2, p. 25].

Currently, educational institutions are in the process of introducing social networking as a teaching and learning tool by adopting a specific platform (i.e. wiki, blog, discussion board etc.), especially regarding assessments, as a means of improving students' personal skills (i.e. motivation, leadership, negotiation, communication, problem solving, time management, and reflection) and professional skills (i.e. reading, writing, research, information, critical thinking, decision making technology, digital oral presentation, visual representations and teamwork) to enhance students' learning in the academic environment and to prepare them for the workplace in the future [1].Nowadays, every person can learn in different contexts: formal (school, university, professional training), non-formal (workplaces, associations, clubs), informal (personal life) and incidental/experimental learning. For the best training it is important to join all type of educational platforms and learn everywhere at every time [2, p. 3].

In today's world, many educational institutions have their own profiles in social networks, but in our country this process is poorly developed. For example, the most famous universities in the world such as Cambridge, Oxford have over 500,000 followers on Instagram. Prospective university students can learn more about the educational process, student life, and more. If I plan to study at an institution, I immediately find its profile. This is very convenient because I am able to find students who study there and ask them about it. Teachers can also create conversations for easy communication with students. Technologies are evolving, so new

features are emerging on social networks. For example, you can post surveys, tests, class schedules. In social networks, students can watch videos and read posts in foreign languages. It's a great experience of speaking with native speakers.

Unfortunately, education in social networks is not widespread in Ukraine. Universities have a small number of subscribers because they do not develop their page/site. Public universities don't even think that social media advertising can work. Ads on radio and television are not effective. At this time, private universities are attracting special people to promote their pages on social networks. Students do content for their teachers' blogs, take photos, and shoot videos. Statistics show that about 45% of the world's population use social media, with an average of 2 hours and 23 minutes spent per day on social networking and messaging platforms. Facebook leads the pack with an average of58 minutes spent per day on the platform. Instagram comes a close second at 53 minutes, and YouTube at 40 minutes per day [3].

The adoption of Social Networking has been very useful in the education sector as a means of improving knowledge acquisition and encouraging social interaction between students', and students and lecturers. Currently, web technologies are being used by enterprises to help the organization and the customers to interact, communicate and collaborate since the interface design has been developed with intellectual features to increase the interaction among the users; however, this tool has opportunities as well as some risks: therefore the use of this technology in the higher education sector will increase the interaction among students and lecturers; however, specific guidelines should be established so that opportunities to students can be maximized and risks or potential risks can be decreased or eliminated [1, p. 4].

Social networking is available in the learning management system through wiki, blogs, and discussion boards. These tools will

assist students to interact with their peers and lecturers. The lecturers will use these tools to assign specific assessments to foster and enhance students' professional and personal skills.The social networking usage for educational purposes has changed teaching and learning approaches in higher education. Students become more responsible for their own learning by being provided with the appropriate tools of social networking such as wiki. These tools allow more interaction, participation, debate and discussion among students and lecturers in various assessments and activities. Furthermore, scientists confirmed that using technology for teaching and learning will allow students to manage and organize their learning based on their individual needs. On the other hand, to ensure a smooth transition from traditional teaching practices to e-learning teaching, lecturers will play a key role in the effective delivery of teaching, since the lecturer will facilitate the teaching and learning, not the technology. Several studies confirm that working and learning with social networking facility in the higher education sector will bring new opportunities for students, namely: exposure to cutting edge knowledge; the opportunity for collaboration and intercrossing relationships; enhanced communication skills; acquisition of new acquaintances, and an awareness of an environment-friendly means of communication. However, this tool can create risks related to cognitive development, social development, physical development and security [1, p. 9].

A large number of people think that digital content and online tools like social networking have helped students by providing them with online video lectures, studymaterials and presentations from the best professors in the world [1, p. 53].

According to the statistics, social networks have become a fundamental part of the global online experience. It's a unique learning opportunity for students who do not have the opportunity to go to the university every day. This is a worldwide box where

anyone can find the information they need. Social networking is a great learning platform. Official university pages, teacher blogs, surveys, testswill help students in their studies.

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LEARNING OF FOREIGN LANGUAGE IN THE PRESCHOOL EDUCATION SYSTEM THROUGH INNOVATIVE TECHNOLOGIES

Innovative educational programs in pre-school institutions should reflect the values of modern society, namely: to create an environment that enables children to acquire social skills; provide equal opportunities for all children to study within the curriculum; propose specific goals and objectives for each subject area; plan tasks for the content of the program for development, better knowledge and skills; link the content of the curriculum to the key concepts necessary for successful learning in a preschool setting; organize the curriculum according to topics, units and projects, and

use technology with a focus on key concepts of pre-school education and children's literature.

In particular, foreign teaching methods in pre-school educational institutions distinguish technologies of integrated learning, cooperative learning, differentiated approach, goal setting, cross-curricular education, etc.

Integrated learning technology involves the use of existing technical learning tools, such as the Internet, as well as meaningful use of them to enhance the knowledge of preschoolers, strengthen their technical skills and enrich learning opportunities.

Today's young people were born in the Internet age. Many are more technologically advanced than the adults who teach them. Therefore, teachers should learn to speak the language of modern children and familiarize them with the latest technologies. In addition, the stronger connection that accompanies this technology requires that teachers emphasize the importance of online safety, both in the classroom and at home.

Cooperative learning initiates engagement by encouraging interaction between the students themselves, allowing children to discuss educational materials with friends or in groups. In doing so, a teacher becomes a facilitator, leading to higher academic achievement of his students, while facilitating team-building in the classroom.

Using a differentiated approach, teachers can tailor their learning experiences to the individual needs of students in the classroom, according to visual, auditory and kinesthetic styles of learning. Teachers can also set tasks to students' readiness levels by suggesting appropriate interventions in the learning process or extending learning material, if needed. In particular, allowing children to choose activities based on interesting topics is another example of successful demarcation of educational material. Small group work is one of the most effective ways to meet the needs of

diverse students in pre-school settings with a large number of students.

Involving children in the goal setting process is a good example of encouraging them to participate in learning. In the early stages, goal setting needs to be made very clear and simplified, such as frequent two-way conversations with children about their learning progress. In general, helping children achieve their goals requires teachers to provide specific, frequent feedback, and sufficient time for self-reflection.

Cross-curricular learning, particularly in foreign language learning, can help preschoolers learn foreign languages much more deeply and develop phonetic and lexical skills. In particular, project-based learning involves the completion of a task that results in a specific outcome. In problem-based learning, the teacher directs children to work out real-world problem-solving. During inquiry-based learning, children generate their own questions according to their interests, which they then explore. These methods involve children in learning and disclosing content in a meaningful way when all the items come together and turn into a game [1].

In teaching foreign languages, the teacher may also use the following strategies:

1. Provision of clear systematic instruction on vocabulary implementation. Children need repeated words of development to understand their meaning and use. Teachers need to introduce interesting new words into speech.

2. Presentation of a thematic vocabulary that helps children to make associations between words and "build a frame" to learn the following words.

3. Ensuring interaction between peers and a teacher, social interactions with other children.

4. Encouraging parents to practice a foreign language when possible (To this end, songs and videos can be used effectively,) [2].

However, in view of the above, a teacher can be creative in choosing innovative technologies for teaching foreign language preschoolers.

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GROUP WORK: HOW TO USE GROUPS EFFECTIVELY

Group work is one of the most effective strategies for learning at any level. It is a powerful teaching form which is used to enhance learning and productivity. At all levels, people learn best from their peers in informal groupings, whether in the classroom, at workshops, training sessions, or other forums. Group work is a form of collaborative learning which requires members to work closely as a team. Essentially, it is a pooling of knowledge, skills, and competencies to produce desired results. It facilitates the learning of concepts, solving problems, planning for events, designing projects, and allows for discussion, sharing, explanations, and exchange of ideas among members.

There are four stages of group work. Firstly, the instructor must decide that he/she wants to incorporate group work into the class. The group work should be designed according to the syllabus. The second stage involves teaching the students to work in a group. Instructors cannot assume that students know how to work together, structure time, and delegate tasks. The instructor must be able to teach the students how to work proactively in groups. It leads to the third stage, which involves monitoring the groups. The last step, and the most important to the students, is the assessment of the group. The instructor should develop a detailed rubric for grading the students.

The best place to start group work is at the beginning. When developing a course syllabus, the instructor can determine what topics and themes lend themselves to group work. It is the time that instructors can think about how they will form their groups, help negotiate the group process, and decide how to evaluate the final product. Johnson, Johnson, and Smith (1991) suggest that group tasks should be integral to the course objectives. It means that the group work should complement the learning objectives outlined in the syllabus. If one of the learning objectives is to promote critical thinking skills or writing enhancement, then the group work should support these areas.

It is difficult for teachers to design and implement group work effectively. Moreover, it is challenging for students to foster the group process, especially if they do not have the skills to make effective use of group work. Many students have never worked in a group before or lack the skills to work with others. Instructors cannot assume that students know how to work together, structure time, or delegate tasks. There are several ways for instructors.

First, the instructor should make sure that each student understands the assignment. Students should know the purpose of the project, the learning objective, and the skills which have to be

developed through group work. Successful group work is more comfortable if the students know how the assignment relates to the course content and what the final product is supposed to be.

Second, the instructor needs to reinforce listening skills and the proper methods to give and receive constructive criticism. These skills can be discussed in class and modeled during class activities. Some faculties use various exercises that help students to gain skills to work in groups. For instance, small in-class group activities help to reinforce cohesion and group unity [1, p. 2–4].

Third, the instructor should help the students to manage conflict and disagreements. The instructor should avoid breaking up the groups. When a group is not working well together, the students need to learn how to communicate effectively and establish goals for a successful group.

One method to help groups succeed is to ask each group to devise a plan of action. The strategy of action involved assigning roles and responsibilities among the group members. Each member should have a part, such as the note take or the group spokesman. The instructor can review each group's written plan of action or meet with each group individually and discuss their strategy. Another method to help monitoring a group's progress is to ask them to submit weekly progress reports. These reports (or weekly meeting notes) should outline what the group discussed, who attended the meeting, and the objectives set for the next week. In this manner, the instructor can monitor the group's activities and progress throughout the semester and assess the level of involvement from each member [2, p. 66–68].

Groups will not always work well together. Some groups lack motivation, strong leadership, or they have personal conflicts. Even when it appears that a group is falling apart, it is essential to avoid breaking up the group. Not only will the group dynamics of the original group be affected if the members are reassigned, but the

addition of members to other groups will disrupt their dynamics as well. One way to help prevent conflict and group members who shirk duties is to keep the group small.

It is necessary to help a group work through disagreements and find a resolution. Only breaking up, the group does not encourage the students to work through differences. Freeman and Greenacre (2011) suggest that group interventions should be aimed at the destructive group member, focus on the behavior and not the person, and address the benefits of the group process for the group as a whole. The instructor should assist the group in creating ways in which to handle unproductive members and foster communication skills.

Evaluating a group is a difficult task, and the instructor should have a clear idea of how he/she wants to evaluate the group work. First, the instructor should decide what is being assessed: the final product, the process, or both. Next, it is necessary to determine who assigns the grade: the students, the instructor, or both. Some faculty members entrust each member of a group in the same class, which may promote unhappiness if some members devote more time and effort to the group and get the same grade. Some instructors assign each group member an individual grade, which may or may not foster competition within the group and may undermine the group solidarity. If the group is graded as a whole, it is suggested that the project or presentation should not count for more than a small percentage of the student's final grade [3, p. 69–75].

If the aspect of the process is going to be evaluated, it is essential to allow the students to assess the effectiveness of their group. At the end of the process, they should be able to list their contributions, their group member's contributions, and the process as a whole. They should be able to identify the aspects that worked and the aspects that did not work. The student's group assessment allows

the instructor to evaluate the group process and apply the most effective methods for future group projects.

There is a well of information about group work and the benefits of collaborative learning. When students spend time meeting in groups, they can achieve more profound learning themes covered in class as well as develop skills, such as writing and communication (Light 2001). Wright and Lawson (2005) found that the bridging of in- and outside classwork encourages students to spend more time preparing for class and having conversations with team members outside of regular class time.

Working in groups is an essential component in teaching, which plays a crucial role in collaborating students. While working with students and organizing a group, the teacher should follow several vital stages. Moreover, it is challenging for teachers to design and implement group work effectively. So there are some useful ways of dealing for teacher / instructor:

- make sure that each student understands the assignment;
- reinforce listening skills and the proper methods to give and receive constructive criticism;
- help the students manage conflict and disagreements [2, p. 43–44].

Overall, active student participation in group work is a valuable learning outcome.

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PECULIARITIES OF TRAINING FUTURE PROFESSIONALS IN GREEN TOURISM IN UKRAINE

Green tourism is a free time in rural areas, getting acquainted with life, traditions, localities. For foreign guests of Ukraine green tourism is an opportunity to become a direct participant of rural life in the Ukrainian province. Understanding of this tourism as a specific form of recreation in the countryside with a wide possibility of using natural material and the cultural potential of the region. Rural tourism has a positive impact on solving the socio-economic problems of the village. First of all, it expands the scope of employment of the rural population and gives the villagers extra income, increases opportunities employment of the farmer not only in the manufacturing sector but also in the service sector [6].

Today, priority regions for development of rural green tourism in Ukraine are as follows :

– Western region (Transcarpathian, Ivano-Frankivsk, Lviv and Khmelnitsky regions);

– Southern region (Zaporizhia, Mykolaiv, Kherson regions);

– Central and Northern Regions (Kyiv, Poltava and Chernihiv regions).

In these regions programs are being implemented with tourism development. A large proportion of those who prefer this type of recreation due to the ability to become very close to the environment (bathing in the ponds, walking in the open air, picking up berries, mushrooms). The desire to get involved in folk culture, customs, traditions, participate in holidays and rural entertainment, to immerse yourself in rural life is an important motivator for leisure in

the countryside for tourists. In order to promote the national tourism product in the foreign market needs both organizationally and partially financially support from the state, and the creation of the positive image of our country and its tourist sites has become part of the tourism development strategy in Ukraine [5, p.176].

Beside this among the factors that impede the intensive development of green tourism in Ukraine are: the lack of interest of the state and local authorities in the development of rural tourism in Ukraine; financial problems, lack of interest on the part of professional tour operators; shortage of qualified specialists in the organization of green tourism. Actually, the problem of skilled personnel in rural tourism remains the most urgent [1, p.10].

Today training for tourism and hospitality about 150 higher education institutions of I-IV accreditation levels, as well as a network vocational schools.

Training of specialists in the direction of «Rural tourism» is carried out only in Higher education institution. In particular, there is a specialty «Tourism» at the Kiev National University of Bioresources and Environmental Management, where green tourism is considered. Studying in-depth green tourism, students are introduced to the development prospects and ways to improve this area. In addition, the School of Rural Green Tourism has now been established by the National Agrarian University and the Union for the Promotion of Rural Green Tourism in Ukraine. In turn, Drohobych Ivan Franko State Pedagogical University offers the study of the discipline «Green tourism» as part of the variational part of the working curriculum [4, p.136].

Today, a lot of universities of different profiles are not able to provide a proper study of the basics of rural green tourism − agriculture. In addition, there are a number of problems in this area that need to be addressed. Note only the main:

− firstly, the difficulty in coordinating activities with customers in the training, as the main employers in the field of green tourism are still small businesses − agro-estates.

− secondly, the creation, corresponding to the current level, of material and technical base for the implementation of the educational process in the field of rural green tourism.

− thirdly, the creation of a base for complex ones interdisciplinary research on rural green tourism [3, p.51].

The designated educational institutions in the direction of preparation of «Green tourism» teach students the features of the market of tourist services in rural areas, the theoretical bases of rural green tourism as an activity, as well as practical aspects of organizing and conducting this type of tourism are conducted and trains rural tourism managers. In charge managers include organizing and managing the process of developing rural green tourism in the region. However, there is no such education in the villages, and the owners of the estates face problems and questions regarding the development of this type of business in practice [2, p.9].

As a way out of this situation, it is possible to offer introduction in school education (since schools unlike higher education institutions are practically in all villages) in the form of a special program training in rural green tourism. This the owners of the estates can also attend the special course. The course of study of discipline includes lectures and practical classes and independent work. Such a variety of training is necessary to achieve the tasks.

Also the problem of the low level of qualification of specialists in tourism is compounded by the lack of appropriate methodological literature on the organization of rural, green tourism, planning, control, pricing and management in this field [7, p. 42].

Thus, improving the quality of educational services in the field of training for the tourism industry becomes crucial, as a low level of vocational training that does not correspond to the current

scientific and technological achievements, complicates the economic recovery and slows down innovation processes in Ukraine.

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THE CRITERIA FOR CHOOSING ONLINE MATERIALS

The best way to learn a foreign language is to communicate with native speakers, visit the country where this language is spoken and be immersed in the native environment as much as possible. One of the best ways to introduce students to real-life English language is to use authentic materials in the classroom. These authentic materials can be widely found in the World Wide Web.

So, the aim of the given research is to analyse the main requirements which should be met for choosing online materials.

First of all let's consider the definition of the term "authentic materials" - "materials that have not been designed especially for language learners and which therefore do not have contrived or simplified language" [2].

Authentic materials can be found in great abundance that is why certain attention should be given to the process of choosing them. Let's consider their relevance and appropriateness. Speaking about relevance of online materials, we should pay attention to four distinct components: culture, current trends, wants and needs and presentation.

Culture is the most important component. Material which violates social norms and beliefs can bring about a negative response from the students. Current trends are usually what the students are most interested in. It can be really useful in the classroom to discuss the topics that receive a lot of attention in the news, such as politics, fashion, the latest video game etc. Authentic materials relevant to the students' interests are sure-fire resources that will guarantee attentiveness and spark curiosity. Students' wants and needs are extremely important and they like to feel that these needs are being met. They need to feel that what they are learning is relevant to their situation. If the students' needs are not met, the teacher may be perceived as ineffective and the students may experience the feeling of hopelessness. Wants and needs should be reviewed and analysed prior to starting a class in order to help maximise the students' satisfaction and ensure the effectiveness of the selected materials. Conducting a need analyses is useful in this situation as it can reveal what is expected by the students. In order to maximise student learning, a variety of information delivery methods should be used. Articles, video, worksheets relating to current events theme can be introduced. Vocabulary is reviewed and the information is discussed.

Another influential factor is appropriateness of online materials. Authentic online materials often come with «surprises» – content that is unsuitable for the English language classroom. It is imperative, therefore, that the materials be checked to ensure that they suit the classroom. There are several things to consider when determining the appropriateness of a piece of authentic online material: age, culture, length, difficulty, new word to old word ratio.

Online materials that illustrate graphic depictions of real-life situations should not be used with younger students. Additionally, content that is too difficult for young and inexperienced learners will only hinder the language acquisition process. Culturally sensitive topics should be avoided so as not to cause offence. If the teacher is unaware of how the students will react, then the material should not be used at all. The length of an online article or video is extremely important consideration. Materials that are too long will cause the students to lose interest in the lesson. Conversely, materials which are too short may not have enough substance to create a meaningful lesson. Rafael Sabio suggests the following lengths of online articles: advanced learners – 700 to 800 words; intermediate students – 400 to 600 words; beginning learners – 100 to 200 words. For online video of all levels this is maximum 5 minutes and minimum is 3 minutes [1, p. 58].

Difficulty is one of the hardest factors to define. Here are some suggestions of questions teachers should ask themselves when trying to assess the level of difficulty of online materials:

Is the material beyond the students' comprehension level?

Does the material contain sentence structures which are too difficult for the students to follow?

Does the vocabulary content parallel the students' current level of English or does it far surpass it?

Inundating the students with too many new words may cause language regression rather than language progression. An overload of

new vocabulary may cause stress and anxiety. One way to overcome this problem is to introduce new vocabulary alongside words that students already know. The students see the familiar words and perceive the lesson to be easy.

Summarising the information mentioned above, it should be noted that using online materials provides students with an introduction to real-life English language use. Moreover, it gives the students a chance to see how English is used in an international context.

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THE CONCEPT OF DISTANCE EDUCATION DEVELOPMENT IN HIGHER EDUCATION ESTABLISHMENTS IN UKRAINE

The global transition from the industrial to the information society, as well as the socio-economic changes taking place in Ukraine, require major changes in the field of education. The current problem of providing access to education and training is finding a solution in the implementation of distance education.

The concept of distance education development in Ukraine was approved by the Decree of the Ministry of Education and Science in Ukraine by V. Kremen (the Fifth Minister of Education

and Science in Ukraine) on December 20, in 2000. It includes the following points: *1.General provisions and definitions; 2. The feasibility of creating a distance education system in Ukraine; 3. Purpose of creating and main tasks of the distance education system in Ukraine; 4. Principles of creating and functioning of DES (distance education system) in Ukraine; 5. Organizational structure of DES; 6. Steps of creating and developing DES; 7. Social groups targeted by the distance education system; 8. Financing DES; 9. Expected consequences of creating a distance education system in Ukraine* [1].

Point1. According to the Concept, "distance education" is a form of learning, which is implemented mainly by distance learning technologies (pedagogical, informational and telecommunicational); it is an aid to traditional education, modern and equally effective; it is an opportunity to study and gain the necessary knowledge remotely from the educational institution at any convenient time. The main advantages of DE are outlined, the most important of which are flexibility of learning, parallel learning with professional activity, adaptability, internationality, social equality, new role of the teacher and other [1,2].

Point 2. Following the creation by the Ministry of the Ukrainian Center for Distance Education for full functioning, legal protection and integration into the European space, a national system of distance education was created and implemented, which ensures the functioning of distance education as an equal form of education with the issuance of government documents, as well as distance learning courses courses - with the issuance of certificates (certificates) of the respective educational institutions of the distance education system [1].

Point 3. DES solves a number of problems, namely: raising the level of education of society and quality of education; realization of the population needs in educational services; increase of social

and professional mobility of the population, its entrepreneurial and social activity; preservation and renewal of knowledge, human and material potential accumulated by the domestic education system; the formation of a single educational space within the entire world community.

Point 4. The aim of the DES is to implement the principle of continuity, democratization, integration and globalization of education.

Point 5. The organizational structure of the distance education system of Ukraine includes: Council on Monitoring the Development of Distance Education under the Cabinet of Ministers of Ukraine; Coordinating Council of the Ministry of Education and Science of Ukraine on distance education; Ukrainian Center for Distance Education; regional centers of DE; basic centers in the fields of professional training; local DE centers; scientific and methodological commissions on the directions of the DES activity.

Point 6. The Concept outlines 2 stages on which the basics of DES will be created (1 - during 2001, which includes the creation, organization and implementation of the structure of DES, the bases, bases and bases for financing the DE, and 2 - during 2002-2003, which envisages a full-scale the deployment and implementation of distance education, financial and legal aspects of DE) [1].

Now establishments of higher education in Ukraine independently organize DE attracting the state and sponsor funds, grants, payment for student education, which negatively influences the pace of implementation of distance learning [2].

Point 7. Distance education in Ukraine is primarily focused on people living far from educational establishments, people with disabilities, gifted children and young people who are able to master the material on their own, students and citizens of Ukraine who live abroad and unable to attend classes according to family circumstances [1]. Anyone who wants to study can do this, but the

rules and condirions of the DE may vary in each HEE(higher education establishment).

Point 8. The DES is funded through: budgetary funds; international grants; extrabudgetary funds and from the activities of the structures of the distance education system.

Point 9. The concept also foresees the consequences of creating a DES: expanding the range of consumers of educational services; improving the quality of students' learning regardless of their location; creation of additional jobs for Ukrainian citizens; creation of special DE training courses; creation of programs and courses of psychological support; the possibility of obtaining education under Ukrainian programs for citizens of foreign countries; implementation of the system of continuous education; individualization of education in the mass of education [1].

Therefore, the spread of distance education in the HEE is an important mechanism for informatization of society, education of a well-developed personality, overcoming inequalities in the education system. In spite of the fact that before the distance education there are a lot of problems, DE has been developed in many universities of Ukraine.

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LITERARY REGIONAL ETHNOGRAPHY AT WORLD LITERATURE CLASSES IN MODERN SCHOOL

Literary education is an important component of a well-educated personality, its spiritual and social progress. According to the State standard of basic and complete general secondary education, the literary component of the field "Languages and Literature" should have a Ukraine-oriented line [4]. In this regard, the school course of world literature should promote the students' national self-identification, their awareness of national values and traditions, the creative thinking, humanism and patriotism formation in current global world.

Special attention should be paid to the literary regional ethnography in the course of teaching the subject according to the "World Literature" syllabus for the senior classes of the profile level, which will contribute to forming the students' ideas about Ukraine, their native land, and developing the national-patriotic feelings. For this purpose, it is advisable to systematically use regional ethnographic materials, in particular to conduct lessons in literary country-studying (regional ethnography) [3, p. 14]. Therefore, the theme is relevant in modern methodological science.

The Ukrainian studies content of the world literature course is revealed through the coverage of the literature relationship between Ukraine and other countries, the connections of foreign writers with Ukraine, the specificities of embodying the Ukrainian theme in their works, as well as acquaintance with the literary museums of Ukraine and other nations, achievements of Ukrainian writers and translators of foreign authors' works, the Ukrainian language and literature

wealth against the background of world culture. This is the main purpose of using the literary regional materials in studying the world literature by the senior students.

The concept "literary regional ethnography" in the methodology of teaching literature has been used since the 30's of the XX century [1]. The theory and practice of using the literary regional materials in the literature studying process were explored by known Ukrainian and Russian methodologists (I. Volynets, Zh. Klymenko, Yu. Kovbasenko, A. Lysenko, L. Miroshnychenko, Ye. Pasichnyk, H. Samoilenko, S. Samarian, H. Tokman, S. Turaiev, M. Cherkesova, etc.).

Literary regional ethnography in the school course of world literature is considered as a substantive component of the literature, which reveals the world literary process in close connection with Ukraine, has its own subject of research, sources, and also promotes the development of each student's personality, enhances the effectiveness in learning of the subject. We agree with the Ukrainian scientist I. Volynets, who proposes the following definition of this concept: "It is a type of regional ethnography and a specific branch of literature that studies the world literary process in close relationship with Ukraine" [6].

According to the directions in which these relationships are considered by well-known researchers (L. Miroshnychenko, Y. Kovbasenko, Zh. Klymenko, S. Safarian, Z. Cherkezov, etc.), and the source base and research objects of literary regional ethnography (A. Lysenko, V. Lukashenko, M. Piksanov, H. Samoilenko, M. Yanko, etc.), we consider that the problem of using the literary regional materials at world literature classes in the high school includes two main aspects:

1) the content of literary regional materials which may be included in the educational process (facts of foreign writers' lives in connection with Ukraine, literary and personal contacts);

2) forms and methods of the educational pupils' activity organization that are used by the teacher at classes, including extracurricular reading lessons and literary regional ethnography lessons, and also in extracurricular work.

The main purpose of using the literary regional materials at world literature classes is the disclosure of place and role of Ukraine in the life and literary work of the world literary process representatives: the study of the world literature artists' activity and major themes of their works; the famous Ukrainian figures images analysis in the foreign writers' heritage; the disclosure of literary and personal connections of foreign writers with figures, politicians, scientists, artists of Ukraine.

V. Kachur points out that it is necessary to carry out literary regional ethnography at the modern lesson of literature in three directions:

a) at individual literary regional ethnography classes, for which there are separate hours in the syllabus and which require special training related to the search for materials;

b) at literature classes, in which students receive elements of literary regional ethnography knowledge in accordance with syllabus (the main task is to report data about a writer who has connections with Ukraine, or events from works that took place in Ukraine, etc.);

c) in extracurricular work, applying different forms and methods of extracurricular activities conducting [2].

Analysis of scientific and methodological works on the research problem shows that literary regional studies at the modern lesson of literature can be carried out in various organizational forms, using different methods and types of educational activities: regional ethnography conversation; work in creative groups or micro groups; literary excursions to museums, thematic rooms and corners; staging; competition of experts in literary regional ethnography; experimental search work in a library or museum; cognitive-project work;

imaginary meetings, interviews and correspondence with writers; discussion of books, as well as the wall newspapers or literary maps making, exhibitions organizing, etc. [5]. Also, the modern lesson of world literature with literary regional materials using can take the form of review lecture, lesson-discussion, lesson-conference, lesson-seminar, lesson-excursion, lesson-interview, a research lesson, an extracurricular reading lesson, a literary regional ethnography lesson, and so on.

Thus, the study of literary regional ethnography materials in the school course of world literature provides a close interconnection of the life and literary ideas of the writer; promotes the development of cognitive activity, creative independent activity of high school students; expands the knowledge about historical, literary and cultural relations of Ukraine with other countries of the world. Given the relevance of the study, the prospects for further research can be seen in the study of Joseph Conrad's life and literary work, the English writer of Polish descent who has Ukrainian roots. In addition, some of the artist's works are introduced in the current syllabus: "Prince Roman", "Sisters", "Amy Foster".

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PSYCHOLOGICAL TRAINING OF 13-14 YEARS OLD FEMALE SOCCER PLAYERS DURING THE COMPETITION PROCESS

Introduction. Team sports make special demands on the psychological training of athletes [2]. Women in team sports have a slower perception of game situations and decision-making because of lower response rates than men. Therefore, research of issues reflecting the structure and content of psychological training of female athletes is of paramount importance in this direction [1]. However, it is possible to speak about the insufficient development of theoretical and methodological works concerning the psychological training of 13-14 tears old soccer players in the competitive period. Thus, the study of their psychological training on the basis of their individual characteristics is of considerable theoretical and practical interest.

Purpose: is to substantiate the directions of psychological training of 13-14-year-old players in the competitive period on the basis of their individual characteristics.

Outline of the study material. Psychological training is a necessary link in the training system for female athletes. Due to psychological training, the formation and improvement of the athlete's personality traits and mental qualities are necessary for improving the efficiency in preparation for competitions and reliable performance in them [1].

In psychological training, it is important to focus on the qualities of the athlete, such as emotional resilience and resistance to stress, which are included in the reliability of the athlete. Not only personality traits but also the mental states of each player and the socio-psychological characteristics of the team as a whole affect the effectiveness of sports activities. The program of psychological training should be built on the improvement of the strengths of the individual and increasing the capabilities of female athletes [2].

We used the following means of psychological training of 13-14 years old players, taking into account the individual psychological characteristics in the competitive period (Table 1)**.**

Table 1 – Means of psychological training of women football players 13-14 years in the competitive period

Goal	Instrumentality	Methodical Recommendations
Improving self-regulation skills	Self-regulation exercises, breathing exercises	The ability to bring yourself to the optimal combat state at a sensory level is being perfected
Increasing the ability to feel a partner	Exercises on team-formation, art-therapeutic and	1-2 times a week with the whole team, in groups individually

	physical practices	
Formation of motivational units for competitive activity	Auto-suggestion formulas	Before the competition individually
Work on muscle relaxation	Exercises of body therapy by A. Louen	2-3 times a week with all female athletes individually
Ensuring optimal mental state	Work with self-guidance formulas and target setup	3-4 times a week and before the competition individually

During the competitive process, it is necessary to take into account changes in the functional state of the female body and muscular capacity due to the phases of the menstrual cycle. It will provide achievement of higher increase of motor abilities of sportswomen, than at the common training. Coaches need to differentiate students by the adaptive capacity of their body and, if necessary, make individual schedules of their training. In case of menstrual irregularities, the load should be reviewed. At the age of 13-14, the requirements for girls are significantly increased: the training process becomes more intense, young players begin to participate in major competitions. Sometimes all this evolves into one constant and endless stress that can cause conflict between the organism's genetically programmed adaptation reserves and the "requirements" that place them in the "social environment". This conflict can turn into pathology, the severity of which depends on the individual characteristics of the body.

Thus, the system of psychological work with football players 13-14 years was built as a program that includes the means and methods of influence, selected in accordance with individual

psychological characteristics, based on the strengths of female athletes.

Conclusion. The results of diagnostics of the dynamics of the status of football players 13-14 years in the process of football competitions during the implementation of the program of individualization of psychological training, taking into account personal qualities, allow to speak about the approximation of female athletes to the optimal balance of psycho-vegetative balance, the availability of internal energy resource for effective activity.

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THE ESSENCE OF THE COMPETENCE APPROACH TO ORGANIZING TEACHING

The level of education, especially in modern conditions, is not determined solely by the amount of knowledge, it's encyclopedic. From a competency-based perspective, the level of education is determined by the ability to solve problems of different levels of complexity based on available knowledge. With this approach, the goals of education are described in terms that reflect the new opportunities of students, the growth of their personal potential. In the first case, the goals of education model the result, which can be described by answering the question - "Which new knowledge

students learn at an educational institution?". Otherwise, the answer to the question is provided "Why does a student learn over the years of study at an educational institution?".

In both cases, the development of certain personal qualities, first of all, moral and, accordingly, formation of a system of values is considered as the "end" result of education. There may be different views on what personality traits and values should be shaped by today's students, but these differences are not closely related to the approach to defining educational goals. Differences in these approaches are related to differences in perceptions of ways of forming students' value orientations and personal qualities. The traditional approach to defining goals is that personal results can be achieved by acquiring the necessary knowledge. Otherwise, the main path is gaining experience in self-solving problem. In the first case, problem solving is seen as a way of reinforcing knowledge, in the second, as a content of educational activities [1].

It is worth saying that there is no single agreed definition and list of key competences. Since competence is the first and foremost an order of society to train it's citizens, such a list is largely determined by the agreed position of the society in a particular country or region. It is not always possible to reach such agreement.

For our country, European education trends have never been indifferent. But our education has always chosen "its way", due to the specifics of national traditions and processes. Most likely, the tendency to strengthen the role of competences in education will not be an exception. In terms of heuristic learning, competencies related to students' ability to be creative must be identified [2].

Building Ukraine's education policy as its own "third path" takes into account the following factors:

- Main provisions of the global educational and political consensus;

- Market realities and prospects of national economy development;

- Current state of the national education system and internal patterns of it's development;

- National educational traditions, moral values;

- The civic values and norms of a democratic society adopted in Europe, which are our political guideline.

It is necessary to distinguish simply "competence" from "educational competence". Competence for a student is an image of his future, a benchmark for development. But in the period of study the student forms some components of these "adult" competences, and he acquires these competences from an educational point of view. Educational competences don't apply to all activities in which a person (for example, an adult specialist) participates, but only to those that are included in general education branches and subjects. Such competences are reflected in the subject-activity component of general education and are intended to ensure the comprehensive achievement of it's goals. For example, this could be the case. A student in a school acquires the competence of a citizen, but fully uses it's components after graduation, so during his studies this competence appears as educational [3].

Formation of competences is due to the means of content education. As a result, the student develops abilities and opportunities to solve real problems in everyday life - from domestic to industrial and social.

Thus, the competence content of education goes through all subjects (educational fields), receiving each time a realistic, active, personal and socially significant embodiment on the relevant material. As a result, it is possible to combine the educational subjects into a single holistic content, defining the system-forming elements of general education both at the individual degrees of education and at the level of cross-curricular links [1].

Educational competences become a systemic characteristic of a person-centered heuristic approach to education, as they relate exclusively to the student's personality, manifest themselves in the process of his creative activity and are expressed in the products he creates.

Designed on this basis education will provide not only separate subject but also comprehensive competency education. The student's educational competences will play a multifunctional meta-curricular role, manifested not only in the school, but also in the family, among friends, in future industrial relations.

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USE OF INERACTIVE TOOLS IN TEACHING ENGLISH SPEAKING IN HIGH SCHOOL

The processes of intercultural integration at national and international levels have led to the modernization of the content of language education in Ukraine. A language is a means of knowing the picture of the world, the key to discovering one's own national

identity, the historical achievements of representatives of other cultures. Today requires changes in both organizational and substantive aspects of the language education system. The socio-cultural context of foreign language learning has significantly changed, the educational and self-educational functions have increased, the task of forming students' methods of independent acquisition of knowledge, cognitive interests, an active life position is increasing, the motivation in learning languages of international communication is increasing. The problem of learning motivation arises during the study of each school subject. Ways of its development and stimulation are developed taking into account the subject, but insufficiently taken into consideration the system-forming nature of educational motivation and psychological and age characteristics of students, in particular high school students. The high school student combines the traits of a teenager and the characteristics of adolescence. It dialectically combines not yet lost childhood with the manifestations of adulthood. The upperclassman already develops certain principles of behavior, forms an image of his own "I", his values. The differentiation of interests is clearly manifested. Attitudes toward disciplines become more selective. Since students with a particular strength manifests a desire for self-assertion, self-expression, the ability to defend their views and beliefs, it is the communicative orientation of learning and the creation of a favorable psychological climate for communication that are the factors that are of particular importance at this stage. In the speech of high school students there is the ability to analyze, draw conclusions, predict. All these features must be taken into account in the learning process.

Nowadays, interactive technologies are actively introduced into the school practice, which effectively contribute to the assimilation of the material, since they influence the student's consciousness, his feelings and will, form a creative personality that

is able to apply the acquired knowledge and skills in any practical activity in a practical and effective way. For successful completion of the tasks facing the modern school, it is important to create a situation in which the teacher and the student will become full subjects of the education system, and the basis of education will be an equal dialogue between teachers and students [1, p. 28]. In this regard, the effectiveness of learning depends directly on the expediency of using various, most appropriate teaching methods in the subject, as well as on the activation of the whole learning process. In English lessons, methods that stimulate students to creative, productive work, arousing active action, communicating and expressing their own thoughts in English should be used. These requirements are best met by interactive teaching methods. Today, the problem of introducing interactive teaching methods at school is very relevant in the education system as a whole, so the amount of scientific research on this issue is growing rapidly.

Interaction means feedback from the teacher and students. Interactive learning is a type of activity that involves the interaction of the student with the learning environment, which serves as a source of experience he has learned [3, p.150]. Interaction in the understanding of pedagogical methods involves learning in collaboration when both the trainees and the educator are the subjects of learning. Interactivity in learning can be explained as the ability to interact, learning in the mode of conversation, dialogue, action.

The interactive form of educational work is related to the communicative approach to mastering a foreign language, which dominates the practice of the modern school. According to the concept of learning a foreign language, social interaction of students is envisaged as interpersonal communication, an important characteristic of which is the ability of one of the interlocutors to accept the role of the other as a partner in communication and accordingly to interpret the situation, defining their own actions. In

the practice of teaching foreign languages, interactive learning can be associated with the development of critical thinking as a constructive intellectual activity of students during the organization and implementation of speech interaction [2, p. 12].

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THEORETICAL AND PRACTICAL ASPECTS OF DEVELOPING CRITICAL THINKING SKILLS AT PRIMARY SCHOOL

In today's conditions of becoming Ukraine and creating a New Ukrainian School, it is important to form creative and critical students.

Important theorists, supporters and researchers of critical thinking defend its fundamental role in all different fields and knowledge domains, as well as in all life settings where human beings develop, such as work, education, family, friends, and community.

First of all, let us consider some definitions of critical thinking. Critical thinking should be understood as a process of considering ideas from many points of view, in accordance with their meaningful connections, comparing them with other ideas.

In theoretical scientific thought, the problem of the formation of critical thinking was significantly influenced by L. Vygotsky's position regarding the zone of immediate development, which noted that training is built not only on completed stages of development, but, above all, on those mental functions that are not yet ripe and move   forward their formation. The development of cognitive activity, the ability to object to the teacher, to argue, to defend their own thoughts, we learn from the research of Sh. Amonashvili and V. Sukhomlinsky.

S. Rubinstein, J. Piaget, V. Stern, and others were critical of the development of critical thinking. They believed that the vast majority of students in this age period were characterized by such qualities as imitation, low self-control, emotionality, imaginative thinking, and so on. Therefore, these scientists considered the problem of the development of critical thinking in elementary students to be premature.

In spite of this, the processes of democratization and globalization of education in modern conditions require the formation of critical thinking in students from a young school age. Ignoring this approach greatly complicates this problem in the upper classes. Scientists have asked questions about the development of the ability to independently comprehend educational material, perform non-standard tasks, draw conclusions, notice both their own mistakes and the mistakes of their peers. However, there is relatively little direct pedagogical research aimed at solving the problem of developing critical thinking in primary school students. Thus, A. Bayramov's study was aimed at studying the features of the development of critical thinking in elementary school students,

which are reflected in the process of solving special problems – the identification of misunderstandings, errors, deformed content of drawings and texts.

M. Lipman proposes that critical thinking is a form of skillful serious thinking based on criteria so that it facilitates judgment, decision making, and self-assessment. He also considers the context characteristics [8].

Critical thinking should be understood as the process of considering ideas from many points of view, according to their meaningful connections and comparing them with other ideas. Critical thinking is the antithesis of the dogmatic. It raises a person to the level of a person who is not manipulative, is not afraid to think, evaluate, compare. Therefore, before modern education faces the task of educating a person to be independent, free, able to independently understand the phenomena of the surrounding reality, to defend his/her own thought.

It is time for us, teachers, to play a decisive role in changing the spoon-feeding education paradigm and help our learners develop critical thinking skills and foster human values. Critical thinking skills and subject matter are not mutually exclusive but complementary. Our world needs people who really care about how to restore integrity, promote welfare, equity and social justice; our world needs critical thinkers.

The effectiveness of any pedagogical technology depends on many factors, in particular on its humanistic orientation, which requires the implementation of a personal approach to the selection of educational content, methods, organizational forms of learning, the learning process as a whole.

It is important to note that critical thinking develops gradually, and is the result of the daily collaboration of teachers and students. The teacher should remember that it is virtually impossible to teach younger students to think critically from the first lesson.

Therefore, it is important to systematize and summarize the pedagogical conditions of critical thinking that would encourage elementary students to analyze critically and make informed decisions.

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KEY COMPETENCIES AT HIGHER EDUCATION

Competencies are a dynamic combination of knowledge, understanding, skills, and abilities. The development of competencies is the main goal of educational programs. Competencies are formed in different disciplines and are evaluated at different stages. Despite the apparent closeness of these categories (basically both have knowledge, understanding, skills, and abilities).

Competency is a person's underlying feature in which it may be a motive, a trait, a skill needed to do a particular job, an aspect of one's self-image or social role, or a body of knowledge which he or she uses [2, p. 5]. Profession is a type of labor activity of a person

who possesses a complex of theoretical knowledge and practical skills acquired as a result of special training and work experience. The concept of «competence» is awareness, authority, qualification, erudition of a person in the certain field [1, p. 93].

There is the difference between learning outcomes and competencies, the former are formulated by teachers at the educational program level, and at the levels of individual discipline, and competencies are acquired by trainees.

Another feature of learning outcomes is that, unlike competencies, they must be clear measurable. It should be emphasized that the results of studying and competence are formulated by the one language (the language of competencies), so in practice it is not easy to find out the difference between them without understanding the context in which they are formulated [4, p. 8].

At the present stage of the development of education one of the innovative approaches to the educational process is the competent approach. The term «approach» in a general sense means a set of different means and techniques that act in a certain way on someone. In the scientific sense, the concept of «approach» is interpreted as the starting position that forms the research basis [3, p. 20].

Today, generally accepted is the division of competencies into two groups: subject-special (professional) competencies (subject specific competencies) and general competencies (transferable skills). According to the definition the first depend on the subject area, they determine the profile the educational program and the qualifications of the graduate, they make each individual educational program. But there are others, no less important competencies that the student masters in the process of implementation of the educational program, but they are universal, not tied to subject area character. This is, for example, learning ability, creativity, and knowledge of foreign languages, basic information technology, and the like. Although these general competencies must be balanced with

special competences, with the development of educational programs, their development must be planned.

The study of the general competencies was one of the most important tasks of the project Tuning. Obtained results and recommendations in the form of a list of the most important general competencies are widely used in the world to create educational programs. Research methodology included conducting a wide survey among employers, alumni and faculty. In this case competencies were classified into three categories: instrumental (cognitive, methodological, technological and linguistic abilities), interpersonal (communication skills, social interaction and cooperation) and system (combination of understanding, sensibility and knowledge capacity planning changes to improve systems, new system development).

As for professional competencies, it is obvious that because of their subject specificity, there can be no generally accepted list of them. However, in the framework of various professional associations, international projects, national quality assurance agencies it has been developed a number of international scientists lists by sector / specialty (subject areas) that can be used as national standards (in terms of regulatory learning outcomes) and competencies) and when designing educational programs by specific higher education institutions [4, p. 16]. Regarding to the classification of professional competences, in most cases, they fall into three types: knowledge and understanding in the subject area, cognitive skills in the subject area, practical skills in the subject area.

One of the main teacher's competencies nowadays is a capacity to set the goals of the teaching / learning process. Learning outcomes - a set of competences that express knowledge, understanding, ability, values, other personal qualities, acquired by the student upon completion of the educational program, or a

separate component thereof (National Education Glossary: Higher Education) [4, p. 18].

The definitions are very close, do not contradict the classical European, but do not emphasize the element of expectation (learning outcomes are planned by teachers) and need demonstration (the obligation to fully and comprehensively evaluate the fact and quality of their achievement by the student).

In addition to the learning outcomes, there are two other concepts related to the educational program or the individual discipline: the overall aim and the objective.

The commonality and differences between these concepts and learning outcomes should be emphasized here. If for the purpose that is formulated by the teacher a broad general statement is made about his intentions in the context of the discipline, no special questions arise, but when formulating aims / objectives (deciphering and clarifying the purpose), there may be some confusion about their difference from the learning outcomes. Often teachers formulate the objectives of the discipline in two ways: both in terms of their plans / expectations, and in terms of the expected academic achievement of the student, what are the learning outcomes. Therefore, to avoid such confusion, it is recommended describing some of the disciplines, not to set aims / objectives in the disciplines, but only to formulate the purpose and expected learning outcomes.

One of the necessary conditions for matching education content to the needs of modernity and its connection with European integration is using a competence-based approach in the institutions of higher education. To achieve studying goals is important for key competencies development. Every professional needs key competencies that form the complex of skills and knowledge for personal development, inclusion and employment.

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INTERACTIVE ACTIVITIES AS AN EFFECTIVE WAY OF MOTIVATING LEARNERS TO WORK IN GROUPS

People all over the world come to the point that the English language is becoming more and more critical in the era of globalization. One of the techniques, which is a breakthrough to traditional language learning, is group work. The traditional teaching focuses on the explicit explanation of grammatical aspects, asking students to read and translate line by line, memorizing difficult words, repeating words, phrases and sentences, and memorizing dialogues. In this way, students tend to be inactive and do not have enough amount of language practice in the classroom [1].

Traditional teaching has now been replaced by various innovative and effective language teaching techniques since the emergence of communicative language teaching in the 1970s. One of them is *group work*, which is learning together in a small group of four or five to work with a language. With group work, students can have more chances to practice the use of a language in the classroom. Many research findings show that group work is superior to traditional language teaching in terms of learning achievement [2].

In recent years, different teachers and methodologists such as *Tom Schrand*, *Susan McLester*, *Bill MacKenty* and others have been trying to incorporate the concept of active learning through using interactive activities to foster students' collaboration, which is one of the solutions to invigorate students to learn English. It is a well-known fact that an entertaining and engaging learning environment tends to motivate and encourage student participation in the learning process, boosts their initiative to work together, which in turn makes the process of second language acquisition a way more productive and faster [3, p. 51].

The scientists define interactive activity as a hands-on, real-world approach to education. *Harriet W. Sheridan*, a former undergraduate dean at Brown University, mentioned that learners master their skills and deepen knowledge through active participation in the process of gathering information and processing it by solving different problems in cooperation with other students or teachers. Some theory states that socially based activities influence such higher psychological functions as the ability to think out of the box, the ability to evaluate and criticize [2].

Learning in the classroom depends on the teacher's ability to maintain the interest that brings students to the course in the first place. The emphasis of active learning in a classroom has vital importance in student retention. The teachers are required to be

adaptive to the changing classroom and student needs such that the students enjoy the course and establish goals.

This article focuses on researching how interactive activities enhance students' motivation to learn a foreign language, in particular, on effective ways of motivating learners to work in groups through their usage.

The most crucial factor that will strongly influence students' participation in group activities is the classroom climate. Our goal as teachers should be to foster a classroom climate in which students feel free to contribute and discuss ideas. It is possible to create such a learning environment in class. Students will be more likely to participate in class activities if they perceive the classroom environment as friendly rather than evaluative [5, p. 82].

We are all aware of interactive learning, which is different from the traditional in many aspects. The fundamental difference between traditional and interactive lessons is that the second one incorporates a multitude of goals in one. Interactive strategies address students' need to be actively engaged in the learning process and to interact with others. Children can extend their knowledge by interacting with their teachers and their classmates.

Interactive activities provide opportunities for learners to strengthen their observational skills, listening skills, communication skills, and interpersonal skills. Active learning strategies include a wide range of activities that share the common element of involving students in doing things together and thinking about the things they are doing. It should also be noted that interactive learning can be completed by students either in-class or out-of-class. All of them can be done by students working in groups [1].

We believe that the following interactive student activities show some ways of encouraging collaboration in the classroom:

• *Think – Pair – Share.* This type of activity first asks students to consider a question on their own, and then provides an

opportunity for students to discuss it in pairs, and finally together with the whole class. The success of these activities depends on the nature of the questions posed. This activity works ideally with questions to encourage deeper thinking, problem-solving, and/or critical analysis. The procedure is as follows:

1. Pose a question, usually by writing it on the board or projecting it.

2. Have students consider the question on their own (1 – 2 min).

3. Then allow the students to form groups of 2-3 people.

4. Next, have students discuss the question with their partner and share their ideas and/or contrasting opinions (3 min).

5. Re-group as a whole class and solicit responses from some or all of the pairs (3 min).

• *Brainstorming.* This activity promotes critical and creative thinking and imagination in the brains of students. It can be used for a deep understanding of any new concept. Brief steps involved in this activity are as below:

1. Present an open-ended question or concept for students to discuss or solve.

2. Arrange students work in small groups, discussing it.

3. Have students share ideas with other groups.

• *Board rotation.* This learning activity is even more interactive than others. Brief steps are as follows:

1. Divide the class into different groups of students and assign them to each of the boards you have set up in the room.

2. Assign one topic/question per board. After each group writes an answer, they rotate to the next board. Here, they write their answer below the first answer of the previous group.

3. Let them go around the room until all the groups have covered all the boards.

• *Ice Breakers*. These are activities that get students to interact and talk to each other and encourage subsequent classroom interactions. The advantages of icebreakers include the participation of each student, the creation of a sense of community, and focusing students' attention on material that will be covered during the class period [4].

To summarize it all, interactive activity is the cornerstone in the process of acquiring or learning a foreign language; therefore, learners usually have a positive attitude toward working in groups. One of the efforts that should be made by the teachers of English to maximize communication and interaction in the classrooms at schools by initiating group work. Group work is a technique by which students can work or learn together to do the tasks. No doubt, the previously mentioned interactive activities have a significant, positive impact on collaborative foreign language learning.

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FORMING THE SPEECH CULTURE OF THE FUTURE SPESIALISTS IN DOCUMENTATION

The requirements of modern society and current legislation are increasing the attention of scientists to the study of the theoretical substantiation of the role and place of speech culture as an integral part of the professional culture of future professionals, in particular teachers. It is necessary not only and not so much to speak a language of a specialty as a set of rules, but above all in the Ukrainian language as a "means of cultural coexistence in society, a means of self-formation and self-expression of the personality" [1, p. 25–26].

Successful completion of professional tasks by future bachelors in vocational training spesialists in documentation depends to the level of their proficiency and speech culture.

The formation and improvement of the level of future teachers' linguistic and speech culture were explored by such scholars as B. Ananiev, N. Babich, Z. Bakum, I. Bilodid, B. Golovin, M. Zhovtobriukh, E. Zaretska, G. Kysil, L. Matsko, V. Musienko, V. Nemtsov, O. Paziak, M. Pentyliuk, M. Pliushch, O. Ponomariov, G. Pocheptsov, V. Rusanovsky, O. Selivanov, O. Serbenskaia, N. Totska, S. Yermolenko, S. Shevchuk and others. However, the issue of the speech culture formation in the training process of future spesialists in documentation remains insufficiently covered, while the requirements for the content and quality of professional knowledge, skills of other competencies in official communication and documentation in the sphere of management, recordkeeping, information-analytical, advisory activity are growing.

Speech culture is based on standardized speech by which we mean speech compliance with the requirements set to the language within the specific language community during the particular historical period, observance of the rules of pronunciation, stress, language use in terms of lexical meaning, forming, making of syntactic constructions.

Today we can speak about the recession of speech culture level of the future specialists. This is evidenced by difficulties experienced by perception and processing of text information, as a rule, of scientific content. Rather frequently it is referred to insufficient formedness of the skills of organizing speech communication in a specific situation, lack of knowledge of etiquette formulas exclusive of the most frequently used ones; poor mastering of literary norms; wide using jargons. All of this is yet more proof that it is necessary to perform targeted work aimed at formation and improvement of the speech culture in university students.

Speech culture of the future specialists in documentation includes three aspects: the normative; communicative; ethical. The normative aspect of speech is one of the most important but not the only one. It presupposes knowledge of literary norms and the ability to apply them in a speech. However, the effectiveness of communication is not always achieved a correct speech. It is important to consider who the text is addressed to, taking into account the knowledge and interests of the recipient. Language has a rich arsenal of tools allows you to find the right words to explain the fact to anyone. Among the linguistic resources necessary to select those that most effectively fulfills its communication objectives. Among the linguistic resources it's necessary to select those that most effectively fulfill its communication objectives. Skills selection of such funds constitutes the communicative aspect of speech. Compliance with codes of conduct, respect for the participants of the dialogue, kindness, tact and sensitivity make the ethics of

communication. Ethical standards are a necessary part of speech, and in turn, is an important part of the human culture.

The speech culture formation of future bachelors in vocational training specialists in documentation is a complex and dynamic process that requires a holistic system of work, taking into account all the structural components of the training process in combining aspects of understanding various educational and life situations, skills of practical using the existing personal level of speech interaction skills formation.

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GUIDELINES FOR TEACHING HIGH SCHOOL STUDENTS TO DESIGN INTERIOR ITEMS

The rapid development of technologies is changing the world towards information and openness, which causes the replacement of traditional (industrial) ways of activity with ways of thinking, the ability to show creativity and initiative in new conditions, to assess risks and to take responsibility for the decisions made. This leads modern education to a competency-based approach, where the formation of students' ability to act must go beyond the process of accumulating any knowledge.

Such an activity approach in education can be implemented through the formation of key competences for students as the most prominent feature of European education. One of the traditional

technology lessons learned in technology is interior design.

In modern world, people spend most of their lives indoors. Therefore, in such circumstances, it would be unreasonable not to pay proper attention to interior design, as a messy environment or illiterate design can cause annoyance. A person does not even understand why as soon as he/she enters a room, his/her mood immediately deteriorates. At the same time, a properly conceived and implemented design project can change the life of its owner for the better one. In many films, the characters, starting life anew, seek to change the environment and begin to change the interior design.

So, when did the interior design come about? The definition of «interior design» has always been, but only as a term it appeared only in the middle of the last century. But millennia ago, one could speak of interior design for temples, palaces, homes of wealthy and noble people, and then, with the rise of general prosperity, interior design became noticeable everywhere.

In ancient times, interior design meant not only the decoration of the room, but also its ergonomics. For example, the interior design of the Egyptian pyramids manifested itself in the organization of illumination by means of a small opening through which only a thin ray of light passed, and a certain combination of mirrors. With the advent of industrial production and conveyor assembly, interior design has become an important aid to increase labour productivity.

In the modern world, stores offer us a huge selection of a variety of products for every taste. However, what you do with your own hands is much more valuable to anyone. And flowers in this case – with no exception, the creation of all kinds of paper products is gaining momentum. You can decorate a room, a festive table, or make a beautiful arch, a painting, a photo zone, etc. with similar products. Most often, paper flowers decorate the premises on the eve of the holidays. Such products will be able to bring some special mood to the atmosphere of the whole celebration.

Paper flowers are a versatile decor that can decorate any space. The finished composition is put in original vases, pots, of which they make wreaths, boutonniere, garlands and panels, they are decorated with gift packs, frames for mirrors and holiday interiors.

In general, paper is a great material for creating flower arrangements. With it you can create orchids, tulips, peonies, carnations, chamomiles and many other plants. By their external parameters artificial flowers are not inferior to the present, but will be able to please the owner for a long time.

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USING EFFECTIVE PAIR WORK FOR SPEAKING ACTIVITIES

Why is it important to practice speaking activities in pairs?

Nowadays, students may need to speak in English in all kinds of situations in their lives beyond school. To be fluent and confident, they need to practice. However, many students do not have enough opportunities to do this; the only place where they can practice

speaking English is in their classes. It means that you need to know how important it is for students to speak English fluently. It may help them to access higher education, communicate with people from other countries, and get a better job. Most students can answer simple questions in English, but they can't hold a conversation. How can teachers help them to develop students' speaking skills that they will need for communication in future?

It is difficult to give students an equal opportunity to speak in the classroom, especially if there is a large number of students. We believe that pair and group work is the right way out.

There are many advantages of using pair work for learning. They are as follows:

• they allow students to learn from each other,

• students at different levels can help and support each other,

• they can be especially beneficial for practicing speaking in English.

Pair work offers a safer environment for students to try out their speaking because fewer people hear them, but all students have opportunities to speak and listen. It enables students to develop confidence in their speaking in English.

Which pairs are useful to set up in the classroom for speaking?

While pair work and group work create the environment of «communicative» classroom, teachers can allow learners to practice what they have been exposed to meaningfully; not all pair work has that function. Teachers should differentiate two ways of pairs and correctly set students up for a variety of activities.

Open Pairs

An open pair is a pair of learners working together with the rest of the group observing. They can be compared to closed pairs, where all the learners work in pairs that do not monitor each other. For example, learners are working on developing telephone

conversations using prompts. The teacher asks one pair to continue working while the rest of the group watches. In the classroom, open pair work can be a fast and effective way to highlight language learners might need for an activity, and clarify that people understand what to do. It needs to be managed sensitively, choosing confident learners to demonstrate, and dealing with errors through a «hotsheet» [3, p. 8].

Closed Pairs

Working in closed pairs means that the learners are all working in pairs simultaneously and, therefore, privately. Closed pairs are the opposite of open pairs, where one pair works while the rest of the learners watch. For example, the learners are practicing the pronunciation of stressed and unstressed syllables in pairs; the teacher monitors the group. In the classroom, closed pair work is essential because it gives learners a chance to explore a new language without pressure. It is also useful for teachers because it allows them to monitor the work of all learners discretely and provides accurate and personalized feedback to individuals if they wish [3, p. 9].

Managing pair work in the classroom teacher can do even while using a coursebook. Coursebooks are the primary source in English lessons, and the tasks include using pair work. Every modern coursebook regularly instructs the student to 'Work with a partner' or says things like 'In pairs'. Pair work is also relatively quick and easy for the teacher to set up. Because of the physical difficulties found in many teaching situations, teachers frequently set up finished pair work in ways that do not encourage the kind of interaction they are seeking [1, p. 410]. The 'information gap' activity (where students have different secret information which they need to exchange to complete a task) requires that students are unable to see each other's knowledge.

Classroom management influences learners' process of studying in pairs. If pairs are left to sit side-by-side in the standard classroom arrangement, then the point of the task will be nullified. The students must sit either face-to-face or back-to-back to ensure the task is genuinely purposeful. Successful classroom management is a base for a communicative classroom. There are, of course, many other kinds of closed pair tasks which require the students to work together while looking at the same materials, so the side-by-side arrangement is best [1, p.407-409].

Teachers can use pairs with different learner groups in primary and secondary schools. Using, for example, 'mingle' activity, where the whole class operates on a public pair basis with everyone else in the class. At the most basic level, this can consist of the learners walking randomly around the room, and when the teacher claps their hands, they turn to the nearest person and say 'Good morning. How are you?/I'm fine, thanks. How are you?' At a more complicated level, all the students might have information that will lead them to find a partner; they ask questions of many others until they find the right person [2, p. 55-58].

Changing in formats requires a teacher's careful thinking in terms of classroom management: space available, instructions, timing, movement [3]. Being able to speak in English is a skill that will be useful for many students in their personal and work lives outside and beyond school. To develop this skill, students will need a lot of English speaking practice. One way of doing this is by getting students to speak English in pairs. It means that all students have the opportunity to talk at some point in an English class. To organize an effective pair work teacher should:

- choose appropriate pairing for learners,
- vary open pair and close pair work at lessons,
- use the coursebook as a useful source for pair work,

- differentiate pair tasks according to learners' level of English,
- management of the classroom for pair work.

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HEALTH-PRESERVING ACTIVITY AS A FACTOR OF INCREASING THE EFFECTIVENESS OF THE EDUCATIONAL PROCESS

Modern society needs improvements in health, social, and economic sectors. The broader social improvements, such as economic development, socio-environmental infrastructures, political stability have indirect benefits to population health and well-being. Indeed, life expectancy increases, maternal and child mortality decreases, and the sources of risks to health shift. For example, susceptibility to infectious diseases diminishes while prevalence of non-communicable diseases such as diabetes and heart disease increases. The health care system must evolve to address these changing and increasingly complex health care needs, and the

workforce must refine competence and capacity accordingly to ensure a robust and responsive health care system contributes to advancing health.

Health is an invaluable asset not only for every person, but for society as a whole. During meetings or when saying goodbye to dear people, we wish them good and excellent health, because this is a basic condition and a guarantee of a full and happy life. Health helps to fulfil plans, successfully solve basic life problems, overcome difficulties and significant overloads. Strong health, which is cleverly preserved and strengthened by the individual himself/herself, provides him/her with a long and active life. S. Kim (2005) suggests that the term «health preservation» should be replaced with «health creation». Indeed, health preservation as a combination of daily life activities and specially directed health-creating activity determines social welfare in the process of self-realisation while preserving vital potential of health. It must be noted that healthy lifestyle stands out as a synonymous and at the same time complementary concept to «health preservation» [3]. N. Tamarska (2002) indicates that the essence of health preservation is manifested in the organization of preventive measures and the use of health-preserving technologies by those who are aware of the laws of health preservation [5]. I. Anokhina (2007) considers health preservation as willingness to independently solve problems associated with strengthening and preservation of health, both one's own and others [1].

The problem of the health-preserving activity is studied in the context of the valeologisation of the educational environment as a factor of increasing the effectiveness of the educational process (T. Volchenska, T. Savustjanenko, L. Tatarnikov, G. Tushina, S. Shmalei), the development of the individual health through education, formation of health culture, healthy lifestyle of students (V. Goraschuk, T. Yermakova, G. Zaitsev, S. Zakopaylo, A. Ionova, S. Kirilenko, S. Kondratyuk, V. Kuzmenko, S. lapynko, O.

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Lukashenko, S. Omelchenko, A. Savchenko). The health-preserving activities demand significant circumstances and factors, the conscious interaction of the administration, the teaching staff, and all structural divisions of the departments for the realization of educational goals and the goals of preserving the individual health.

In modern socio-cultural conditions, very high requirements for the professional competence of the heads of education are demanded; this refers, in particular, to the head of the general educational institution and is caused by the need to implement the state educational policy, which is focused on reforming and modernizing the educational sector and essential updating of the content and structure of the educational institutions. One of the most important aspects of the professionalism of the head of the educational institution is their ability to solve various tasks in the field of the students' health effectively and independently. This is due to the embodiment of important health pedagogy aspects which directly depend on the head (manager), such as:

• the organization of a pedagogical process focused on preserving and strengthening the students' health;

• motivation and mobilization of both individual teachers as well as the teaching staff on the whole to solve the problems of the students' health;

• stimulating school teachers to develop a conscious attitude to their own health, so that the teacher can become a model for leading a healthy lifestyle [2].

The essence of health-preserving technologies is aimed at general «background» orientation towards preserving and improving the quality of life of the participants in the educational process, as well as organizing special rehabilitation activities; pedagogically expedient actions, techniques, means, which assure learning, development and further personal and professional activity of the

individual provided that he/she is ready to preserve and enhance psychophysiological resources. Health-saving technology is the basic pedagogical tool of health preservation, since it is a set of specific knowledge, methods, practices and techniques, which can solve the following tactical tasks: to assess (diagnose), to organize and optimize a fragment of the educational process (within or outside the educational institution) in order to prevent a decrease, to preserve the existing condition and assure development of physical, mental and social potential of the individual [4].

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PECULIARITIES OF INTERCULTURAL SKILLS ASSESSMENT

New technology and information systems, migration and the growing internationalisation of many economic sectors are some of the issues that nowadays put us into contact with people whose cultural background is different from our own. People at work need to be able to communicate in this 'new world' of diverse colleagues.

Students therefore more and more need to develop competencies to operate in an intercultural context.

Reading through the massive amount of articles and books that have been published on intercultural communication and intercultural competence one is confronted with the wide variety of definitions of the concepts. To start with, "intercultural competence" also sometimes is referred to as "intercultural communication competence". The number of elements range from 3 to 27, whereby the elements of flexibility, adaptability, empathy, respect and communication skills are most frequently mentioned.

Top assessment methods currently being used include student interviews, followed by student papers and presentations, student portfolios, observations of students by others/host culture, professor evaluations (in courses) and pre-tests and post-tests. In our training course we use student presentations and students' reflective journals as assessment. In the reflective journals they have to describe their personal intercultural experiences as critical incidents and in their analysis they describe their feelings and opinions, but also have to apply the frameworks to analyse cultures which are offered during the course. Next to these methods we were interested in a more

objective, standardized instrument to measure the students' intercultural competence and the progress they made.

Focussing on pre-test and post-test instruments, we found several widely used and well known questionnaires in the literature and we present an short overview below.

• The *Multicultural Personality Questionnaire* (MPQ) is a personality questionnaire that measures multicultural effectiveness, with scales on cultural empathy, open-mindedness, social initiative, emotional stability and flexibility

• The *Cross-Cultural Adaptability Inventory* (CCAI) is a "training instrument designed to provide information to an individual about his or her potential for cross-cultural effectiveness"

• The CCAI covers four dimensions: emotional resilience, flexibility and openness, perceptual acuity and personal autonomy and as the name of the instrument indicates it measures the degree of cross-cultural adaptability.

• The INCA project has the *Intercultural Profile*, which is a questionnaire containing 21 statements on intercultural situations. It measures tolerance for ambiguity, behavioural flexibility, communicative awareness, knowledge discovery, respect for otherness and empathy.

Interacting with Americans

Assess your sensitivity. The series of exploratory questionnaires is continued.

A. True or False

1. Americans tend to value material possessions more than spiritual enlightenment.

2. Most Americans like formality and ritual in daily interactions.

3. Americans usually rely on themselves for help rather than asking people.

4. Americans value time and its control and are future-oriented.

5. Americans customarily collect evidence and make decisions based on their feelings.

6. The majority of Americans use indirect messages to refuse an offer.

7. Many Americans are open and share their space.

8. Americans usually use ambiguity to avoid conflict and loss of face.

B. Please circle the most appropriate answer: a, b, c, or d.

(1) In general, Americans value most:

      a. Social recognition.   b. Happiness.

      c. Equality.   d. Money.

(2) Many Americans see themselves as:

      a. Modest and shy.   b. Family members.

      c. Formal and ritualistic.   d. Created equal to others.

(3) Other cultures may see Americans as:

      a. Victimised by war time.

      b. Reliant on their families for help.

      c. Group-oriented.

      d. Ignorant about other cultures.

(4) When writing to an American company, it is very important to:

      a. Reference your source.

      b. Start your letter with a flattering introduction about your company president.

      c. Have your letter signed by your company director and president.

      d. Be specific on the purpose of the letter.

(5) In a business introduction to an American he may ask you to call him by his first name because:

      a. He is not interested in business.

      b. He likes harmony in discussion.

      c. His last name may be hard to pronounce,

d. He wants to be comfortable and move into an informal stage of business discussion.

Only preliminary conclusions are possible based on the found results of this pilot study. It is more likely that this means that either it is very difficult (if not impossible) to assess different dimensions of intercultural competence using a closed-questionnaire or that our questionnaire was not yet adequate enough to assess different aspects of intercultural competence. This remains to be studied in follow-ups of some pilot study.

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METHODOLOGY OF COORDINATION ABILITIES DEVELOPMENT OF 12-13 YEAR PUPILS WITH THE HELP OF BASKETBALL

Introduction. The condition and level of physical preparedness of primary school students is a matter of serious concern for experts, who believe that the current system of physical education of students does not provide the proper level of physical and intellectual preparedness they need in providing real competitive

advantages in the labor market and in their further professional activity.

Episodic study of the problem of development and improvement of coordination of movements in the middle school age, the need for scientific substantiation and development of methods for the development of coordination abilities by basketball means determines the relevance of our study.

The object of study is the educational process of physical education of primary school students.

The subject of the research is the forms, means and methods of development of coordination abilities of students of 12-13 years in the course of basketball lessons.

The purpose of the study is to theoretically substantiate, develop and experimentally test the effectiveness of the method of development of coordination abilities of students of 12-13 years in the process of basketball.

Objectives of the study:

1. To analyze the scientific and methodological literature on the problem of development of coordination abilities of students in the process of physical education.

2. To investigate age-specific features of development of physical qualities and coordination abilities of pupils of 12-13 years.

3. To substantiate, develop and experimentally test the effectiveness of the methodology of development of coordination skills of elementary school students in the process of basketball.

The scientific novelty of the diploma research is that the method of development of coordination abilities of pupils of primary school by means of basketball is developed and theoretically substantiated; the system of specific means of purposeful development of varieties of coordination abilities of pupils of 12-13 years is developed.

Theoretical and practical significance. As a result of the analysis of the obtained data, a technique was developed to develop the coordination skills of high school students in the process of basketball, which has a higher pedagogical effect. The technique of development of coordination skills of high school students in the process of basketball was experimentally tested.

Ways of implementation: the main provisions of the diploma work are covered at the departmental and university student conference. The results of the study were implemented into the educational process of the physical education of schools № 1, № 2 in Seredyna-Buda of Sumy region.

The developed method of development of coordination abilities of students of 12-13 years by means of basketball allowed to increase their physical fitness.

Test results. The basic theoretical provisions, experimental results and conclusions of the study were reported and discussed at the reporting student conference of Oleksandr Dovzhenko Hlukhiv National Pedagogical University for the 2018-2019 academic year, at the VI All-Ukrainian Scientific and Practical Conference (May 16, 2019, Chernihiv).

According to the results of the thesis two articles were published.

Structure and scope of the thesis. The work consists of an introduction, three sections, general conclusions, the list of the used sources (61 titles) and applications. The total volume is 73 pages, of which 61 is the main text. The text contains 4 tables and 7 figures.

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METHODICAL WORK OF TEACHERS IN MODERN CONDITIONS

Methodical work is a necessary component of pedagogical activity. The success of its implementation requires taking into account the challenges of time.

Such priorities of professional education as lifelong education, professional mobility, a person-centered and a developmental approaches, the transition from qualifications to competencies, fundamentalization, digitization and technologization of education, stimulating innovation, etc. are being actively asserted today [4]. This inevitably requires the adjusting traditional approaches to determine the essence of methodical work.

The list of main types of methodological work of pedagogical and scientific-pedagogical workers of higher educational establishments [2] provides development and implementation of new forms, methods and technologies of training; however, it does not take into account the specifics of methodological work in the process of their implementation.

For example, the implementation of distance learning requires not only the development of the educational, visual, methodological materials for different activities, the appropriate choice of delivery methods and feedback, but also their placement on training platforms (learning management systems). Ensuring the proper functioning of the content in question requires its customization and trial use.

Therefore, providing opportunities for distance learning requires a fundamentally different methodological preparation of the teacher for the organization of students' educational activities.

In addition, blended learning has recently become increasingly popular in Ukraine and in the world. Blended learning involves using of a form of typical traditional learning integrated in e-learning (interactive training platforms, LMS streaming video, video conferencing) [1, p. 193]. However, it is not justified a simple distribution of course content into a remote and an eye component in the content of this phenomenon. The outlined approach requires organic interpenetration of these forms of learning, which involves their inevitable transformation and modification [3].

Obviously, the use of distance and blended learning requires a change in the content of pedagogical activity, and therefore methodical work of teachers. Under these conditions, the field of methodical work expands. Teachers should prepare materials not only for classroom work but also for students' remote and individual work.

Therefore, the choice of innovative ways of organizing educational activities in modern conditions requires a rethinking of the content of methodological activity of teachers of higher educational establishments, providing administrative support for the innovation process, building the individual style of the teacher, forming his methodological competence.

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MODERN TRENDS IN DIGITAL EDUCATION

In recent times, modern society is increasingly moving towards digitization – the widespread adoption in all spheres of activity of the latest generation's technologies (informative, communicative, robotics, artificial intelligence, virtual and augmented realities, etc.). The conservative industry, such as education, does not stand aside from these processes. The strength and significance of these processes is such that we can speak about the global impact of digitization on the form and content of the educational process.

One of the most significant innovations is the active introduction of digital education in the learning process.

The history of digital education is much shorter than the history of information technology in general. It can be said that today it is a kind of top of information development, the appearance of which was caused not only by technological but also social transformation, the readiness of society to move away from traditional educational models. Today, classic educational formats

are becoming less and less popular, while the number of people using various online resources is steadily increasing [3].

The concept of digital education should be understood as the process of organizing interaction between teachers and learners on the move from goal to result in a digital educational environment, the main tools of which are digital technologies, digital tools and digital footprints as a result of learning and professional activity in digital format.

The main constituent components of the digital education system are: digital educational environment, digital processes of organization of educational process, digital processes of knowledge testing, digital technologies of learning organization, digital content, digital technologies of interaction, digital resources.

Today, any borders are erased through the Internet, people receive information, regardless of the country, at a convenient time for them. Knowledge is becoming the property of all mankind, not one state. Therefore, digital education has seen a transition from offline to online education.

In educational institutions this trend is realized through the use of distance learning or more modern online learning. Yes, most educational institutions introduce elements of distance learning, such as working with gifted children or providing counseling. The choice of remote platforms or open resources depends on the readiness for such activity of the teaching staff of the educational institution.

Another and very relevant trend in digital education today is the reduction of time for education. The less time is spent, and the sooner the opportunity to put the knowledge gained into practice, the sooner the education recipient becomes a qualified specialist and will be able to be proud of real results, not a diploma "on the shelf".

Digital education trends enable the rapid development of relevant educational programs. A team of teachers-practitioners can develop a full-time program in a short time and implement it. In

addition, the rapid response to changes in the digital industry will help keep it relevant [2].

Improving the quality of education is possible through the use of innovative forms of teaching and control of student's success. Elements of digital education are actively used in checking the quality of learning. Now the tests and control works do not need to be checked by the teacher – the program does it for him. That automated testing can be used to solve a wide range of tasks.

Digital education uses a number of tools that can be divided into three groups:

1. Tool software for creating e-learning materials.

2. Platforms for posting materials (providing access to these materials) and accounting for education recipients.

3. Platforms for interactive activity of participants in the educational process (webmasters, forums, chats, social networks).

These instruments can be presented as separate software products and partially implemented in one of them. It is logical that their integration takes place around the material placement platform. It can be presented online, allowing participants in the educational process to receive e-learning through a single window [1]. This platform is called the Learning Management System. It just so happens that these systems are most commonly used for distance learning or for supporting the educational process remotely.

The analysis of the results of observations on learning using mobile devices has highlighted a number of important areas that significantly increase the effectiveness of teaching and at the same time require the revision of traditional approaches to learning: individualization of learning; quick feedback; effective use of study time; continuity of the educational process; a qualitatively new level of management of the educational process [4].

Another trend in modern digital education is gamification, a technology that adapts computer game techniques to non-game

processes and events to better engage participants in the educational process.

Gamification can be a powerful tool to acquire knowledge and can foster important skills such as problem solving, collaboration and communication. But some researchers argue that gamification disrupts learning with a purposeful distraction, adds unnecessary stress, and fails to address the specific pedagogical needs of education seekers.

A major tendency in digital education is adaptive learning, which is able to provide each educational gainer help to achieve an optimal level of intellectual development according to his or her natural abilities and inclinations [5]. It is considered as a way of teaching that provides adaptation to the individual characteristics of students.

Modern society is developing in the direction of intellectualization, so in these conditions there is a need to change the pedagogical paradigm and pedagogical technologies. One of the leading tasks is to create a theory of education that must overcome the limitations of knowledge. Particularly important role here is the innovative activity of digital technology and productive thinking. And following the current trends and tendencies in the digital education will change the traditional plane of education problems; the process of education will be wider and more flexible.

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PROFESSIONAL TRAINING OF ENGLISH TEACHERS IN THE EUROPEAN INTEGRATION PROCESS

The 21st Century is the century of the spread of integration processes in all spheres, including in the educational sector. The process of integration of European countries has put forward new requirements for teacher training. The National Doctrine of the Development of Education of Ukraine in the 21st Century, the Program of Action to Implement the Provisions of the Bologna Declaration on Higher Education and Science of Ukraine, the Law of Ukraine "On Higher Education" and other legislative acts emphasize Ukraine's orientation in the European educational space, which in turn underpins educators to study and comprehend foreign experience and identify effective ways for teacher training.

One of the first countries to implement the principles proclaimed by the Bologna Declaration was Britain. In implementing the principles of the Declaration, the UK not only retained the specificities of the national teacher training system but also extended its own educational traditions at the pan-European level.

Teacher training in England is carried out by:

– pedagogical colleges (term of study is increased from 2 years to 3-4 years, graduates are given not only a qualification teacher's diploma, but also a degree of "Bachelor of Pedagogy" (Bachelor of Education);

– one-year university teacher training programs awarded with a Postgraduate Certificate of Education (PGCE), Postgraduate Diploma Secondary Education (PDSE) based on a 3-year university education (eg Bachelor of Arts, etc.);

– a school-based initial teacher training (SCITT): a teacher training program is implemented for those graduates who have decided to obtain a profession of teacher in the school environment;

– Teach First pedagogical training. Future teachers are trained for two years. The first year, the student studies and works in "problem" secondary school located in low-income regions of the state. After the first year of study, the graduate receives a PGCE certificate and the following year works as a qualified teacher [3];

– Educational training program Direct School provides that the school independently selects future teachers who, after obtaining their chosen teaching profession, find employment in this school. The school has the right to order training places, to choose an accredited provider for the training of future teachers, to coordinate the content of the curriculum according to their needs [4].

But the most popular way to get the profession of teacher is university education. In England, they are very responsible for the selection of applicants - future teachers: the students are interviewed by members of the admissions committee, in the process of which

their knowledge of all humanities is tested by the following criteria: cultures and more. In addition, members of the admissions committee check whether applicants can apply critical thinking when analyzing cultural and historical phenomena that they will further explore.

Professional skills of future teachers since 2013 are tested using linguistic and mathematical tests (professional skills tests). Test questions and tasks contain real data and information that teachers encounter in their daily work, which enables them to identify the professional skills of future teachers [4]. As you can see, this selection of candidates for the profession of teacher excludes the recruitment of young people who just want to work in school, who are not able to take teaching in it to a new level.

Let's find out the content of future teacher education curricula and programs. In the first year students acquire theoretical material in their chosen profession. In the second year theoretical and practical training is carried out and in the third year students are engaged in independent research preparation. For three years of study, students receive a thorough theoretical training in their chosen field of humanities. The 7 modules of the first year are aimed at deep scientific understanding of the chosen subject, its content from the standpoint of different theoretical approaches. Students learn to use scientific terms, get acquainted with the main problems of the chosen subject, their researchers, research methods and more.

In the second year, the training modules are aimed at developing research skills and professional skills. Students do project work, create and defend presentations. At this stage, all undergraduate students study the techniques of conducting scientific research in their subject, they are expanding and deepening the range of scientific interests through selective modules (60-80 credits). Students are used in further research activities to organize and carry out scientific researches. In the second year students determine the

topic of the dissertation research, which they perform in the third, last, year of study.

The optional 2-year study modules offer students a wide range of topics of varying content and focus. Students can apply the knowledge gained in the study of selected topics in their further professional activities. This is achieved through a multidisciplinary approach to topic formulation and curriculum development. For example, topics in elective disciplines of the History specialty [2] contain the following subject combinations: history and culture ("Art and Contexts"; "Art and Contexts"; "Human Society and Cultural Change" - "Human Societies and Cultural Change" " etc.); history and economics ("European Economic Issues"; "International Economy" and others); history and geography ("Weather, climate and human history" - "Weather, Climate and Human History"; "Modern human geography" - "Contemporary Human Geography" and others); history and religion (The English Church under Henry VIII; Introduction to Christian History, etc.).

In the third year, the curriculum provides for the students to independently select 4 modules of elective subjects of 20 credits. Students choose the topics they like and need in their future professional activities.

At the final stage of study, students write a bachelor's thesis, which is assessed with 40 credits. The dissertation research contains 12 000 words. Archival and other sources are widely used to write the work. Writing a dissertation involves students mastering the following critical research skills: synthesis and analysis of information; improvement and criticism of one's ideas; ability to distinguish research techniques and carry out field work (geography, religion, history); to balance tasks and timelines of project implementation, etc. [3].

Practical one-year training for future foreign language teachers in England is carried out for 4 or 5 courses and lasts 36 weeks. Its structure consists of three main components:

– a course of teaching method or subject specialism (Subject Specialism / Subject-based Methods / Subject Studies), the purpose of which is to develop professional skills and training of the relevant discipline. Students acquire practical skills in teaching their subject, learn to plan lessons and evaluate them in small groups [3];

– a course of professional knowledge and school studies (Whole-school Issues / Professional Studies / Educational and Professional Studies), which provides students with knowledge on the development of pedagogical skills through the development of a number of topics related to school policy and practice, professional and legal responsibilities, responsibilities teachers. Teaching of this course is carried out in schools during the students' pedagogical practice, with lectures and groups, which are partially held at universities [5];

– Teaching Experience (Teaching Experience / School Experience / Schoolbased Work) usually lasts 24 weeks. The practice is organized in blocks and alternates with the classroom, during which work in groups, workshops. Students analyze pedagogical activity, get consultations from specialists on problematic issues [5].

Thus, the training of future teachers of England is based on the pan-European ideas of democratization and humanization of the educational process. This is evidenced by the multivariate disciplines, the possibility of the student to choose individual courses in accordance with their own preferences, the flexibility of the curriculum in the organization of the educational process during the course. We believe that using the experience of teacher training in England will improve the quality of Ukraine's teacher education.

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PROBLEMS OF LEARNING AND TEACHING A FOREIGN LANGUAGE AND WAYS OF OVERCOMING THEM

Why can't I learn a foreign language? The simplest explanation is "there is no language ability". But this is only partially true. More often, the reason lies elsewhere. Maybe the technique is not suitable. Maybe it's a matter of psychological incompatibility

with the teacher. Maybe the learner does not realize how much he/she resists learning. These problems and methods for solving them will be discussed below.

A common mistake of traditional techniques is that they require translation. However, a person can make good use of a foreign language, but translates it very "clumsily" into his/her native language. Even more often, a situation occurs when a person almost understands what is said in a foreign phrase, but cannot yet translate. Translation needs to be taught only for professional translators. For the rest, the task is to learn to understand, express thoughts and think in a foreign language.

In different languages, the volume of concepts, usage, the way of expressing thoughts often vary. Knowing all the words and grammar rules does not always allow you to express yourself in a language so that it sounds competently.

When you turn to the dictionary for the translation of a word, you need to look up all its meanings. This allows you to get an idea of the scope of the concept, which often differs from that in the native language.

To properly translate, you need to understand the meaning of the sentence in its entirety and then retell it in your own words in another language, and not translate it in words, phrases and grammatical constructions.

The contrast "know the word" – "do not know the word" does not reflect reality. In fact, there is a wide range of conditions between these extremes: "the first time I see." This could be the case if we had already seen the word, but for some reason did not pay enough attention to it, and it was not remembered; "Already seen somewhere, but I do not remember what it means." In this case, the reaction when we see the translation: "the first time I see"; "Already seen somewhere, but I do not remember what it means." But the reaction is different: "I have already seen the translation

somewhere"; "Already seen somewhere" and the meaning is approximately recalled, especially due to the context. Looking into the dictionary, we clarify its meaning; the translation is remembered, but if we are asked to translate the same word from the mother tongue into a foreign language, we will not be able to remember the translation; we can translate the word in both directions; when we express thoughts in a foreign language, we actively use this word [1].

No need to mechanically learn and memorize anything. The main task is to understand. When awareness comes, memorization happens by itself. But it was not remembered - it will be remembered another time. Learning words specifically is not necessary. The word met in the text - you need to look into the dictionary and move on. Once again met - once again look. And so on until it is remembered. The advantage of the method is that those words that occur more often are remembered faster, which means that a useful vocabulary is acquired faster. Also, no special time and effort is required to memorize words. True, you have to spend time to check the dictionary. With the modern development of technology, you can actively use the electronic dictionary, thanks to which the word is typed in 2-6 seconds. If you constantly turn to the ordinary dictionary, with experience the search time is reduced to 5-10 seconds.

For some reason, in traditional methods, when the teacher says something, it is assumed that the student is obliged to remember this right away. If it turns out that the student did not remember, they let him feel that he is to blame. Over time, a person himself begins to feel guilty, if he did not immediately remember. However, the memory of most people is objectively incapable of remembering the first time. From the fact that a person experiences guilt, the quality of memorization does not improve. Rather, the opposite: according to research, negative emotions impair memorization. Therefore, both the teacher and the student need to learn how to completely exclude

guilt from the educational process. Since it was found that positive emotions improve the process of memorization, we must try to make the process of learning the language a pleasure: a pleasant comfortable environment, interesting content of texts and exercises, a teacher who knows how to tune students for positive emotions, etc. The best way to learn how to correctly and beautifully express thoughts in a foreign language is to read a lot of literature written in a good language. The teacher's exercises and explanations are useful, but you can know the rules, but not be able to quickly generate the correct phrases. This ability gives only language experience. When a particular construction occurs in the text many times, then at some point the student involuntarily begins to use it. In this case, you can read educational or special literature on your specialty in a foreign language. In this case, two goals are achieved at once: the language is studied, and new knowledge is acquired. To some extent, the problems of studying and teaching are that everyone is traditionally taught the language as philologists, loading with a large number of details more important for a professional linguist than for a user of the language. Meanwhile, surveys of people wishing to learn a particular language show that 76% of them need it as users –for communication, correspondence, and reading professional literature. The state spends a lot of money on many years of language training in secondary and higher education, and there is little use. The system developed when there was no need for foreign language communication, it was necessary at best to read and translate. Now, when a person needs to be able to communicate, when he needs to learn a language, it's time to separate the training of users and linguists. It is shorter and cheaper to cook a language user - in 6-8 months you can achieve a decent result [1].

Another serious problem is that students do not know why they learn the language. At most universities, learning foreign languages is a prerequisite for all students. In addition, the choice of

language is limited, so students can only study a few language options. Most students who fail to learn a language at school, high school, college or university, for the most part, do not know why they even began to learn a particular language. Because of this, they never stop learning the language freely. They just study because they have to do it, they don't study because they want to [2].

What foreign language teaching methodology helps to overcome the above problems? In our opinion, it may be next. To begin with, a text enriched with various language elements (words, word forms, constructions, etc.) is taken. The student is trying to read and understand the sentence. It can't - they explain to him the meaning of each word, transcription, pronunciation, why it should be read like that, its form, what this form means in this case, which means the word order and all other information about this sentence. Then we move on to the next sentence with detailed information about it. If an element is repeated several times in the text, and each time an explanation is given, the student will naturally remember at some point, and the next time no explanation will be needed. The further you go along the text, the less you have to explain. Then another text is taken, the third, etc.

Thus, a linguistic experience naturally accumulates. In addition, if the training text is compiled in the optimal way (i.e. when the ratio of new language information in the course of the text to the already encountered one is taken into account, as well as how much the text is interesting for a given person), then using this method you can learn the language as quickly as possible. In any exercise, weaker or stronger, the same storage mechanisms work. The only difference is that in this method a person constantly receives the maximum amount of new information that he is physically able to absorb.

There is a certain critical threshold when the reading leaves the subconscious, and the person himself begins to generate sentences in this language. At the same time, he already intuitively

feels both how the word is spelled correctly, and which word in which situation is appropriate to use, and how words, in what forms it is necessary to connect with each other in order to "sound good". When the "stream of consciousness" began in a foreign language, it is useful to gain experience in communication. It's good, for example, to correspond with native speakers. The principle is the same: if you do not remember the word, look it up in the dictionary. If you don't remember again, check it back again. At some point you will remember [1].

Of course, in order to master the understanding of speech by ear, pronunciation, and verbal expression of thoughts, you need to have experience in this. When texts are already read easily and almost without a dictionary, the next step is to learn to understand the oral speech of native speakers. It is proposed to act on the same principle of naturalness. Listen, listen, listen, try to understand. Of course, it is better that the same audio or video course is enriched with all the necessary elements of the spoken language. However, this will require a large number of video or audio tapes. While this is not there, it helps television or live speakers of the language, if any. But what is talked about on TV is harder to understand - journalists usually use a more complex language than other native speakers. When we listen to native speakers, then on a subconscious level, some subtle shades, intonations, which are not mentioned in ordinary courses, are acquired. However, if you do not learn them, you will always feel that you are a foreigner. Training here takes place at the level of imitation. When you listen a lot, at some point you begin to notice that you are using these features yourself.

The next step is to learn to "speak." It also requires naturalness. The situation in the group should be created such where the oral expression of thoughts simply requires a situation. That is, an oral expression is not an end in itself, but a means of achieving some goal, completing some interesting task. Involuntarily you have to

pick up expressions. The basic rule is not a word in the native language, all communication is realised in a foreign language. If the group is engaged for several hours, the effect of immersion in the language environment occurs. After a number of classes, the student is distracted from the language itself, and thinks only about what he wants to say. And when he leaves the audience, he continues to think in a foreign language. The goal is achieved, the language barrier is overcome. Further, it is already possible to improve the way of expressing thoughts. To do this, just keep reading good literature and listening to native speakers.

The essential aspect is motivation. A more powerful type of motivation is known as intrinsic motivation. This is the motivation that is based on reasons that are important to you personally. The reasons for learning the language may be: "I want to study because I want to better understand the locals" or "because I want to go to country X". Such reasons are more convincing and, as a rule, carry you through any obstacles that meet on the way of training. To solve this problem in the classroom, one of the first things teachers need to do is ask students to think about the reasons they want to learn a foreign language. Teachers should encourage students to come up with reasons that motivate them personally and are related to their goals, hobbies, and interests [2].

Of course, there is nothing wrong with these steps being integrated to some extent and given at the same time. Learning a language can be a fantastic adventure, both inside and outside the school. Despite this, however, most people who study languages at school do not experience much success or the growth of their language skills. For the most part, this is due to the fact that the language learning environment at school does not include a number of elements that, in my opinion, are necessary for successful language learning.

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BENEFITS OF USING ICT TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

According to the educational reform, one of the key competences is mastering a foreign language. This is important for everyone and demands appropriate teaching methods promoting active process of cognition, developing learning skills, self-assessment skills, creative using of knowledge, cooperation, indulgence to different points of view. Innovative teaching methods help to realize these tasks and provide cooperation of teachers and students.

Now the most widely used methods in teaching foreign languages are as follows: the project method, using ICT, brainstorming, the role-play method, the associative method, collaborative or cooperative learning, sliding, discussions, dilemma, puzzle reading, round table, mnemonics etc.

ICT is one of the most popular because opens up opportunities for learning enabling learners to access, extend, transform and share ideas and information in multi-modal

communication styles and format. As professor Shyamal Majumdar says, it "helps the learner to share learning resources and spaces, promotes learner centered and collaborative learning principles and enhances critical thinking, creative thinking and problem solving skills" (Majumdar, Sh.).

Information and communication technologies (ICT) is a sum of technology tools and resources for creating, spreading, changing and managing information.

It brought a lot of new ideas to educational process and essentially changed its values, methods and results.

ICT gives access to non-traditional informational sources, raises effectiveness of self-education, promotes creativeness and realization of new educational forms and methods. As a result of using ICT students have got an easy and wide access to information, possibilities of their self-work develop, critical approach to received information is formed, co-operative learning is promoted.

Using ICT tools at the lesson demands from a teacher skills of a computer-user, knowledge of multimedia technologies, thorough preparation for the lesson. Teachers see the following benefits of using ICT in the classroom:

● Increases students' motivation for learning (not only because it is up-to-date and innovative but helps to choose and differentiate tasks according to students' knowledge and skills);

● Helps students to finish the tasks during the lesson because a teacher and technology resources help them;

● Helps students to understand practical meaning of English language tasks. It is very easy to change the parameters of the given tasks and to model different results with the help of computer programs;

● Educational process becomes more visual, colourful and attractive;

● Creates feeling of comfort for students (they can learn at their own speed and cooperate with other students) and teachers (they can work only with those students who need their help);

● Helps teachers to oversee the class and lead the educational process successfully;

● Helps students to develop their own knowledge, they can ask a teacher's help, analyse their own mistakes;

● Develops students' skills of self-management and self-assessment;

● Helps to solve a dilemma: a great amount of the learning material that should be acquired by students in the limited period of time, on the one hand, and on the other hand, for the successful training in the classroom different methodical materials should be chosen very carefully.

To conclude it we must say that increasing using of ICT in the educational process proves that teaching and learning will not be the same as before. New technologies make it possible to create personal educational dimensions for those who teach or study foreign languages. They help to intensify the process of learning foreign languages and provide a transition from mechanical knowledge acquisition to mastering the ability of acquiring new knowledge independently. Computer technologies contribute to the discovery, preservation and development of students' personal qualities.

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INNOVATIVE TRENDS AND PROSPECTS OF HIGHER EDUCATION DEVELOPMENT

Higher education is one of the most innovative sectors that largely determine the creation of an innovative climate and the competitiveness of the economy as a whole. The formation and development of a personality is most influenced by the environment in which she lives, studies, and works.

Therefore, for universities, an important and urgent problem of both theoretical and practical nature is the problem of creating an innovative information and communication educational and scientific environment, in which the student exists throughout the study period, which must meet the needs of the information society, the current level of science, technology and global educational standards and promote their professional training and competitiveness in the labor market.

In the scientific literature, the value of innovation in higher education for the development of the country has been explored from various aspects. Higher education as a sphere of intellectual activity was analyzed by O. Hryhoriev, N. Lytvynenko, Y. Tryus. However, modern higher education conditions encourage new comprehensive researches of educational innovations and their role in the formation of the national innovative economy.

Innovations in higher education can be interpreted as newly created or improved competitive technologies, products and services, as well as organizational and technical solutions of industrial, administrative, commercial or other nature, which significantly improve the quality, efficiency and effectiveness of the educational process.

At the same time, the main elements of educational innovation are its carrier, which has a certain innovative idea and conducts an innovation experiment; the consumer of the innovation is a student or a group of learners (who acquire knowledge from a particular direction); as well as institutions that provide innovation in the educational process (higher education institutions; educational management bodies; scientific and methodological institutions; research and production enterprises).

The innovative development of the economy and a social sphere requires a high level of education, the growth of the intellectual and spiritual potential of society, the preparation of a new generation of people capable of creating the latest techniques and technologies, actively intervene and carry out economic reform and ascension, the development of spirituality and culture of the population.

In order to increase the efficiency of an innovative activity at the level of higher education institutions, the first problems that need to be solved are the following:

a) formation of the legislative framework for the organization of a systematic partnership, the state, business and universities, which provides for an active participation of employers and their associations in the innovative development of a vocational education, solving its problems;

b) development of a new nomenclature of professions and specialties, as well as optimization of the training directions at all levels of a vocational education in accordance with modern requirements;

c) widespread use of new educational technologies, interactive forms of learning, projects and other methods that stimulate the activity of a cognitive process, skills that form the analysis of information and self-study;

d) increasing the role of students' independent work;

e)   ensuring the innovative nature of a vocational education, primarily through:

-   - the integration of education, science and production;

-   development of projects related to the development of various branches of economy, fundamental and applied science;

-   creation of educational and scientific-industrial complexes, associations, innovative parks, business incubators at each successful university, granting a support to such establishments.

One of the promising directions of improving the quality of professional students' training, activation of their research activities, the opening of creative potential, increasing the role of independent work is the development and implementation of computer-oriented methodological systems of teaching professional disciplines into the educational process of higher educational institutions, which are connected with a web technology.

Key areas of IT-sphere that are affecting education in the 21st century include: web search, blended learning, freely distributed software (F / OSS), Open Course Ware, training portals, electronic collaboration, real-time mobile learning, personalized learning networks, development platforms (CMS), Cloud Computing [2]. Various services and Internet services have become widely used in education: e-mail, mail lists, web pho, web-forums, blogs, wiki; FTP, file exchange network (Usenet); chats, webinars; social networks (facebook, twitter); streaming media, YouTube, Internet radio, Internet-TV; IP-telephony, Skype, Google Talk; Web 2.0 (wikipedia, Google services, Flickr, Netvibes, Digg.com, UcoZ) [3].

E-learning and mobile technologies are innovative technologies that create a new learning environment at universities where students can access learning materials at any time and place, making the learning process more attractive, democratic, comfortable

and stimulates the student to self-education and lifelong learning. Therefore, the main task of education transformation at universities is to create the most favorable conditions for students in obtaining higher education, upgrading their skills, realizing their intellectual potential through the introduction of innovative information and communication and pedagogical technologies in the educational process.

Thus, innovative education is a system that integrates educational processes and scientific inquiry. Innovative education doesn't only involve the usage of new scientific knowledge in the educational process, but also includes the process of creative search for new knowledge as a component of the educational process. It follows that innovative education is possible when the teacher is not only a teacher and methodologist, but also a scientist, creator of innovations in the fields of education, science, technology, management, and politics [1].

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TOURISM EDUCATION: THE PROBLEMS AND WAYS OF SOLVING THEM

In the context of increased competition and increasing interdependence of countries, the question of transition to a knowledge economy and an intellectual society becomes urgent. As a result, many countries and educational institutions have to rethink their approaches to providing high quality education. The issue of ensuring a high level of education has become global. In other words, governments of the most countries of the world have come to the realization that education plays an important role in ensuring the competitiveness of their national economies as other indicators. As a result, the quality of education has become one of the most important issues on the world agenda. Due to the powerful influence on all other spheres of society, a comprehensive approach to the study of the key trends of the updated higher education system is needed [2].

The level of well-being of the population does not always correspond to each person's satisfaction with their lives. It depends not so much on the qualitative and quantitative indicators of material goods, but on the spiritual and internal needs of the person, professional qualification, creative abilities, the demand of the person as a specialist.

The need for knowledge about the humanistic, spiritual and cultural values of a person as a tourist has emerged today, because tourism is one of the ways of obtaining knowledge, the development of which, in turn, is impossible without fundamental knowledge. An analysis of the trends of the world economy shows that the number of people employed in tourism is constantly increasing. In recent

years, the need for specialists in the tourism profile, caused by the processes of dynamic development of the world tourism industry, and the requirements for the quality of tourism services have increased significantly. According to statistics in Ukraine, currently about 37% of economically active population is employed in the tourism sector [1].

The profession of tourism manager has certain advantages and disadvantages. Among the advantages of this profession should be noted the prospect and demand, the ability to travel, a sufficient level of payment. The main disadvantages are huge responsibility, constant stress, seasonality of work and the need to stay in touch 24 hours a day.

Our research has made it possible to identify relevant factors that require the need to reform the higher education system in the field of tourism in Ukraine:

a) personnel problems of the education system (lack of sufficient influx of young teachers and the complexity of attracting leading experts in the field);

b) problems of access of teachers and students to modern systems and technologies of teaching;

c) incomplete correspondence of the level of quality and content of training of graduates of vocational education institutions to the requirements of employers and modern production, based on modern technical and technological solutions;

d) lack of mechanisms and procedures for regular and effective interaction of tour operators and travel agencies with educational establishments of the appropriate level and profile.

In addition, it is worth noting that the general problems of vocational education in tourism are greatly exacerbated:

a) poor development of educational tourist and hotel infrastructure;

b) lack of coordination in actions of educational management bodies;

c) emigration of highly skilled personnel;

d) lack of monitoring and forecasting system to identify real needs;

e) lack of highly qualified teachers and experts;

f) low efficiency of using distance learning technologies.

Until the issue of the imbalance of the labor market and education is deadlocked, Ukraine will continue to lose its position in the global competitiveness rating and Ukrainian graduates will have chances to find the desired job. The solution to this problem is possible through the use of world experience of education in the field of tourism. So, let's define the main features of studying abroad in the field of tourism:

1. Non-standard approach to the study of disciplines. Universities of tourism abroad offer students to start mastering the craft in the case study method from the first year. Its essence is that they are immersed in specific situations that are characteristics of work in the chosen field. Case study gives students the opportunity to put their skills and practice in an interesting format.

2. Large selection of specializations. Students can study specialized disciplines according to their interests.

3. Excellent language practice. Knowledge of a foreign language is a great advantage in achieving professional success in tourism and hospitality.

4. Great opportunities for practice. Overseas tourism institutes spend over 50% of their study time abroad. Moreover, internships do not always take place in the territory of the country where the institution of higher education is located, and internships are paid by the employer.

It should be noted that the great opportunities for passing the internship give foreign students significant advantages, and therefore

the main task at this stage in the training of tourism professionals, which meet the modern requirements of the tourist market, is the introduction of educational-oriented training programs based on cooperation and mutual interest between universities and employers [3]. It should be borne in mind that the complexity of training is not only growing competition in the labor market and among universities that train professionals for the tourism industry, but also in the multidisciplinary nature of tourism.

Summarizing, it should be noted that the main disadvantages of general higher education and, in particular, of professional tourism education in Ukraine are the inability to respond quickly and flexibly to changes in the country's economy and social sphere. Education was unprepared for rapid changes in society and the labor market, and as a result was unable to cope with its tasks.

Today it is already possible to speak about the possibility and necessity of imposing international requirements for workers employed in the tourism sphere, especially in the sphere of international tourism. Thanks to international-level tourism, the quality of services will be enhanced, and links between countries will be strengthened. This "soft" power of tourism is able to cover all spheres of people's lives, to create a unified world educational cooperation with the world's educational centers. In addition, a steady expansion of the range of educational programs and services and forms of their implementation are also predicted: distance, open education, in-service training, foreign internships, training practices, short-term express seminars and trainings [4].

Thus, the success of further development of Ukrainian tourism depends on whether competitive, in-demand, mobile, highly qualified specialists trained at the level of international standards will work in the field. The main task of educational organizations is to provide a new quality of vocational education, capable of providing the market of tourist services of competent and professionally

competent graduates, which, in turn, will contribute to the development of tourism and attract a large number of consumers.

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Section 3.
PERSPECTIVES IN HUMANITIES

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ADDICTIVE BEHAVIOUR AMONG YOUNG PEOPLE

A personality's addictive behaviour is a global socio-psychological problem. Besides, it is stated to be the most common type of behaviour connected with addiction. Influenced by unstable medical, economic, social and political situation in the country, a person with certain psychological characteristics can tend to escapism, that is, escape from reality with the help of substances that can change the mental state and perception of the world. Such form of behaviour becomes a way to adapt to life circumstances that do not satisfy the individual. It can cause impaired social skills, worse mental and physical health. In addition, the romanticization of drug use in social networks, music, culture and press plays a great role in

the formation of addictive behaviour among young people (cognitive salience, conflicts with other persons, euphoria, relief from short-term pleasure, loss of the control over the behaviour etc.).

Despite the relevance of the problem and the large amount of research in this area, the young generation is still addicted, and, as a result, new forms of addiction are known to be emerging and spreading. The studies show that in the formation of addictive behaviour many dissociative factors should be taken into consideration. A certain factor can rarely cause such behaviour but when several factors are combined it can easily weaken the adaptive capacity of people, make them unable to solve problems and increase the possibility of the situations when they may be involved in tobacco, alcohol or drugs addiction [1, p. 199]. Such behaviour develops gradually and imperceptibly for the individual. First, it is connected with the wish to learn something new and the illusion that there is no harm to the personality, then it is accompanied by the mental satisfaction of an individual's needs. Further such a situation forms the necessity in manifestation of unusual behaviour, which cannot be controlled by the individual, and stable addictive behaviour is developed. Besides, the kind of the substance which the person is addicted to is also crucial as different types have various effects on the mental state of a person.

Addicts make the object of the addiction a priority and begin to worry about the availability of the substances that are necessary for their pleasure. The social circle begins to change and includes people who support the addict. The conversations are related to the object of addiction. There are justifications for a personality's state and a complete denial of any problem. Addiction can be seen as a self-sustaining activity that contributes to a specific personal formation [4, p. 20].

The young age (17 – 25 years) is characterized by the most favourable conditions for mental development, but at the same time,

it is the age when a person is under the influence of fashion, social pressure and other factors [3, p. 113]. The society is full of means for immediate satisfaction of desires associated with pleasure, which becomes an important component of life style. Economic stratification of society, unemployment, decrease in motivation to study and to gain knowledge and skills, loss in prestige of many professions, easy availability of alcohol and substances that change mental states contribute to the development of addictive behaviour [2, p. 58].

Thus, the most common type of addictive behaviour is connected with addiction: narcotic, tobacco, alcohol or any other. Young people between the ages of 17 and 19 are often influenced by social pressure, and their peers tend to romanticize addictive behaviour in artistic and musical culture. People at the age of 20 to 25 years can be influenced by different factors contributing to addictive behaviour, but the desire to escape the reality remains. Therefore, exposure to drugs in any form can be seen as one of the main reasons for youth's addictive behaviour formation.

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THE IMPRESSIONS OF THE EXCHANGE STUDENT OF EDUCATION IN UKRAINE

Exchange programs provide scientific and technological cooperation to many universities that are open to contemporary and international competition, as well as providing opportunities for individuals to develop themselves on the international platform. The purpose of the exchange programs are to train confident, visionary, critical thinking and solution-oriented students. Exchange programs are realized through agreements between the two universities. Students have the freedom to choose the country they want, if they meet the conditions, according to the countries with which universities have agreements.

Students generally prefer European Union countries (KA-103) to benefit from Erasmus Exchange Programs. However, countries that do not belong to the European Union (KA-107) are also highly preferred in recent years. Among the reasons why countries that are not European Union members have been preferred a lot recently first of all that it can be said that the amount of the grant given to the students benefiting from the exchange program is higher than the grant given to the students going to the European Union countries. In addition to these reasons, the beautiful experiences of students who went to KA-107 countries through Erasmus exchange programmes (for training or internship) also

increased the number of students going to KA-107 countries. Also, it is attractive to students that the round-trip flight tickets of students going to KA-107 countries are included in the grant. Rather than financial means, the most important factor for students is the experiences of students who have previously benefited from the exchange programmes. If students are satisfied with their education, vision and comfort in their KA-107 countries, they share their positive experiences with their university friends. Students 'experiences and observations about the country they go to affect the next students' elections to Erasmus. Because the most important factor in students' country and university choices is the education quality of that university. students want to be social in the country they go to. Every student wants to meet different cultures and have a new vision. At first, students may experience cultural shock. But this is a temporary situation. As time goes on, students get used to the country they live in. They absorb the education system of the university where they are studying.

As a result of student mobility: foreign language learning, recognizing and introducing its own culture, introducing different cultures, listening to lessons in a multicultural environment, academic wealth, self-confidence, freedom to think flexibly it can be counted among the achievements of students. İnter-university competition, International reputation, intercultural dialogue, the introduction of the university, diversity in the student profile, providing additional resources for projects and change, self-renewal. It can be counted among the achievements of universities as a result of learning mobility. Also, promotion of languages, integration with Europe, economic wealth, increased education quality, the interaction of cultures, and disappearance of xenophobia are among the social gains [1], [2], [3].

Located in the town of Hlukhiv in Ukraine, Oleksandr Dovzhenko Hlukhiv National Pedagogical University is one of the

universities within the KA-107 country. Afyon Kocatepe University education faculty has a mutual Erasmus exchange programme agreement with Oleksandr Dovzhenko Hlukhiv National Pedagogical University. Turkey has sent its first international students during the 2018/2019 autumn the Ukrainian town of Hlukhiv. Oleksandr Dovzhenko Hlukhiv National Pedagogical University consists of several buildings. The academics and teachers of the university are student oriented. Against Erasmus exchange students; coordinator, academics, dormitory manager and the local public are very helpful and caring. The course schedules of the courses in the education faculty change weekly. Course hours can start at 8 a.m. or later. The courses can be completed at 3 p.m. or earlier. Teachers attach great importance to students' course follow-up. When students do not attend the course 4 or 5 times in total, they are subjected to a separate exam by the course teacher. Generally, students are given homework regularly after each lesson by course teachers. Teachers regularly check the assignments for which the students are responsible. Assignments given to students generally replace the exam grade. The students' end-of-term evaluations are also made according to the homework given to the students. These homework assignments to students help students reinforce their daily learning. Students' grades are evaluated according to the hundred systems. Gradesheets are given to students at the end of the semester. Final exams are done according to the course teacher's preference. General students at the university regularly do their homework. Students in general, attend courses regularly. Thus, students successfully graduate from university. As the education faculties train prospective teachers, it enables them to become confident, successful and critical thinking individuals of the new generation.

So, it can be concluded that Hlukhiv, a small town, has an academic staff and education system that can be preferred by students. The town, which has a friendly and helpful people, is very

kind to international students. The town has a peaceful and calm environment. The university and the town have different beauty every season. White snow cover that is not missing from the ground in winter, yellow leaves falling to the ground in autumn and green nature cover surrounding it in spring can be attractive for students. In addition, the town has a historical structure. As for housing, a special room is prepared for international students in the dormitory and international students are not victimized in any subject. Coordinators, academics, students and the local public try to help international students in every subject.

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INTERNET ADDICTION: SUPPORT AND PREVENTION

Internet addiction is a dependence on using the Internet and a computer, which leads to a complete or partial abandonment of other activities, as well as communication with real people in favor of virtual ones.

The features of Internet addiction are: a person feels joy before each using and adespondency when there is no Internet access; a person does not want to leave the Internet space; a person loses real communication skills and sense of time; a person visits websites aimlessly and mechanically. The Internet addiction consequences: visual impairment, tunnel syndrome, scoliosis, osteochondrosis, sleep disturbance and eating disorders; problems with mental processes and memory [1, p. 78].

There are programs of social and pedagogical support for children and adolescents with Internet addiction, which help them to use the Internet and computer technologies correctly and safely.

The implementation of the program is carried out in several stages of social and pedagogical support. The diagnostic and methodological stage includes a diagnostic-analytical procedure and studying psychological and pedagogical technologies that enhance the professional skills of teachers; the practical stage includes monitoring the personal development of children, compiling a list of traditional creative activities for children with Internet addiction, developing comprehensive social events, organizing exhibitions, leisure activities for children on holidays and replenishing educational material base; the analytical stage -includes tracking changes in the basic parameters of the personal growth of the participants in the pedagogical process, researching the results of the correctional work obtained at the previous stage.

Prevention is a priority in working with children and adolescents with Internet addiction. It is carried out in several areas, such as creating interest in health-saving knowledge, creating conditions for the full development of the child, preventing computer addiction, advisory support for teachers and parents. We should pay special attention to the organization of leisure activities, for example, the work of groups for interest, sports sections and clubs for the

reception of children outside working hours, to attract students to organize and conduct various social events [2, p. 165].

Thus, the prevention and support of Internet-dependent children should reduce the risk of developing the problem at our time and contribute to the successful children's socialization in the real, not virtual world.

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CREATIVITY: PECULIARITIES OF DEVELOPMENT IN THE MIDDLE CHILDHOOD

People who are able to apply creative skills in their activities can often be better adapted to the environment provided that both their creative and intelligence abilities were developed simultaneously. Creativity development has its own peculiarities in each age period, and various factors can influence its dynamics and become of paramount importance. For middle childhood such factors are connected with educational activities i.e. peculiarities of microenvironment (the way a teacher communicates with pupils, the style of family education, the status in the structure of the age group etc.) [4, p. 2]. Middle childhood is a favourable age for intensifying children's creative abilities. It is during this period that the ability to observe, compare, fantasize, and critically evaluate something and to

think creatively are developed. The creativity of elementary school children can be observed in educational and cognitive activities. It determines the ability to independently choose the optimal and original way of solving educational problems, creating new ideas etc. [2, p. 80]. Since for elementary school children the pattern, stereotypical forms of thinking and actions have not yet become dominant, it is possible for them to act in creative ways [3, p. 10].

The creative thinking of children is also an integrating factor for their socialization, as any activity is stated to be based on creativity. Acquiring experience of social life, the child perceives this process as a subjective discovery and creates own social environment. The creative thinking provides the ability to analyze problems, establish cause and affect relationships, make predictive suggestions [4, p. 2]. So, it is a cognitive aspect of creative activity and a constant prerequisite for the comprehensive development of a person throughout the whole life.

It is important for elementary school teacher to remember about children's creative thinking to be developed at every lesson. Such process cannot be a spontaneous phenomenon, but becomes more intensified every time. Although there are no rules or explanations, some prerequisites can be discussed. On the one hand, some time to apply the technologies for development of a creative individual should be found in the classroom, pupils should have the possibility to reflect and freely express their points of view, schoolchildren's various ideas and opinions should be accepted without condemnation, the space of each student should be expanded to involve him or her in various activities and as a result success situations for each student must be created. On the other hand, students should be active participants in the educational process, listen to the opinions of their classmates, respect them and collaborate with others.

The domestic scientists, investigating creativity, state the importance of its components: productivity as a combination of ideas, associations, problem-solving options; flexibility as the ability to quickly change actions, move from one object to another; originality as a unique way of solving a particular problem [1, p. 7]. Thus, creative teaching methods (brainstorming, heuristic method, figurative painting, hyperbolization etc.) are among the most effective ones as they allow students to solve problems by discovering possible correct answers.

The following techniques are known to be effective in developing creative abilities of elementary school children: innovative tools (games, computer, internet, software, multimedia presentations); cooperative learning (working in pairs or in small groups, "Aquarium", "Merry-go-round"); group activities (discussion of the problem in the circle, "Microphone", "Brainstorming"); situational modelling (simulation games); working out of discussion questions (PRESS method); non-standard lessons (competition lesson, fairy tale lesson, integrated lessons, travel lesson); logic problems, crosswords, puzzles, etc. [1, p. 8].

So, creativity is a characteristic feature of creative personalities, able to realize their creative potential on their own initiative and choice appropriate means. The development of creative personality during educational process is facilitated by the inherent features of younger students: openness to everything new, curiosity, emotionality, and integrity of perception, vivid imagination, creative thinking, and activity in the surrounding environment. Therefore, it is this period when systematic educational activity begins and creative skills can be effectively developed with the help of the mentioned techniques.

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INCLUSIVE ORIENTED ENVIRONMENT IN THE PRIMARY SCHOOL

Ukrainian society reached the level of social development, when he can't afford to lose any child, and the recognition of the UN Convention on the rights of the child and the world Declaration on the survival, protection and development of the child increased the attention of parents, government and the public about their issues from birth to adulthood and responsibility for the development, education and training. In any case, children with special educational needs should not be ignored. Because historically they did not have access to education together with their peers who had normal development, they were forbidden access to comprehensive training programs and taught in special institutions.

That is why today one of the most important phenomena is the movement to inclusive education. Inclusion significantly affects on politics, scientific search engines and practical work and has many meanings, covers the area from just the enrolment of pupils with special educational needs in regular classes to the transformation of the philosophy, values and practices in the

education system. Inclusion is the need of our state, as it is a means of implementing social justice in the interests of pupils with special educational needs.

Scientific discussion of the problem of integration of children with special educational needs and the active development of approaches to training and education in secondary schools. In the study there is a convenient creation of inclusive educational environment, which is essential for the successful education and socialization, not only for children with violations of psychophysical development, but also for other students.

Given the above, we aim to determine the peculiarities of education in an inclusive educational environment and to identify its benefits for the entire category of children. The realization of these objectives requires the definition and characteristics of inclusive educational environment, and state of research of this problem.

In the scientific literature the active study of inclusive education recorded from the mid 1980-ies.

In 1978 L. Vygotsky proved that child development occurs in specialized institutions in the narrow, limited circle of the team, in a small closed world in which everything is geared to the disadvantages. The artificial isolation of children, separation of families and peers creates a person who is not confident in my own abilities. This creates the so-called "secondary disabilities".

The theme of integrated teaching and education of children with psychophysical development disorders was done by numerous experts in the field of social, correctional, special education and defectology: L. Aksenov, V. Cooper, Is. Bondarenko, N. Vedenina, N. Vlasov, V. Globa, V. Grigorenko, P. Ermine, G. Ivashchenko, To. Puzanov, A. Usanov.

In Ukraine, some aspects of integrated education are considered in works of A. Kolupaeva, M. Svarnik, V. Sinev, N.

Sofia, M. Sheremet, V. Tarazona, A. Taranenko, A. Shevtsova, and others.

Most scientists point to the necessity of introduction of new forms of education to promote the integration of people with special needs into society. Special attention is paid to inclusive education.

The goal of an inclusive educational institution, as noted by V. Alexeev and I. V. Soshin, - "give all students the opportunity to live the most full social life, actively participate in the team and thus the most extensive interaction and mutual care of the members to provide the community with ". [2, 17-; 18].

At the present stage of development of education for children with special educational needs creating an inclusive educational environment becomes a priority. In this environment, all children learn together in General education curriculum which is tailored to the needs of such child.

The most important steps in creating an inclusive environment are: the rejection of stereotypical views of teachers, students and the educational process; to create a school atmosphere based on the ideas of inclusion; to build the school as a community; Focus on cooperation, not on competition. to provide each member of the school staff the confidence in their own abilities [4, 19].

The goal of this environment - focus on personal development and the social environment, needs and aspirations of the people.

Arguments about length of stay of students in inclusive educational environment is undeniable. So the converse is that other smaller children get a quality education in an inclusive environment or are in less favorable social conditions, is hardly justified.

Many in why the other children from your stay in an inclusive environment receive much benefit so many children with special educational needs. The presence of children with excellent skills for the classroom does not interfere with learning activities of other students that do not have restrictions.

Unrestricted children can increase self-esteem and reinforce knowledge about the content of the teaching, mentors stand for others. You also have the opportunity to acquire additional skills, such as learning to read Braille or speaking the deaf and mute. Learning these skills in a behavioral situation can occur when all participants in the process can recognize and put their value into practice. In addition, property gives you the opportunity for personal growth, which often deprives children of the inability to learn, in addition to those who have excellent skills.

All children in an inclusive environment can learn, appreciate and respect children with great skills. You will learn to see a person, not his talent, and ignore social connections.

Therefore, an inclusive educational environment is an environment where all students, regardless of their educational needs, can learn more effectively, improve their social skills, improve their communication skills, and feel part of a community.

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MEDIA: PROBLEMS AND PROSPECTS OF THEIR RESEARCH

The development of independent media began in Ukraine about thirty years ago. However, it took them longer to move away from the Soviet structure of information. According to Tatiana Popova, a member of the Council on Freedom of Speech and Protection of Journalists, in the 1990s, Ukraine lost the chance to form a modern independent media system [2].

According to some media researchers, a second chance to become independent in the media came after the Orange Revolution, but this time the media failed to make a real breakthrough, most of them remaining their owners' mouthpiece.

It can be argued that the Ukrainian media began to change only after the Dignity Revolution, when they had to respond adequately to the state of affairs in the country and to the demands of the society. The process of transformation of Ukrainian media is ongoing and it does not reach the finish line. On the one hand, we can see an increase in awareness and responsibility of journalists who do not want to tarnish their reputation for the sake of instant profit, and on the other, society is forcing the media to develop, improve and move away from the old standards.

When we talk about media research we first think of statistical research (like radio or television ratings). In fact, statistics are only a component – and not the main one – of the media industry research methodology.

Media should be studied in order to make decisions, validate their intuitive assumptions, analyze the effect of their influence on

the audience, provide recommendations for writing quality journalistic materials, explaining the activities of the media in the context of socio-political transformations to do theoretical research, and so on.

Therefore, the following phases of the development of media research can be traced:

1. Examination of the objects of study - any print or electronic media, TV channels or radio stations. You should keep track of the conditions they appeared in and of their purpose they appeared, how they work, what features differentiate them, and how they differ from other media.

2. It is necessary to study the audience - what people are the consumers of information messages of this or that media: their age, gender, social status, standards and place of living.

3. Study of the social, psychological and physical effects of media influence on the consumer - how much time the consumer spends on the consumption of the information product, what influence this product has on the person, how it influences decision-making, socio-political choices, tastes and more [1].

Media research can be done at all these stages, and such research is an endless process in which the answer to one question only gives rise to the next.

Media studies were initiated back in the 1960s by the psychology and sociology departments of American universities. Subsequently, separate departments and faculties that investigated the media appeared. Although it is believed that nowadays this field is dominated by narrow specialists, it is fair to say that historians are now studying media activities in the context of socio-political transformations. In addition, sociologists, psychologists, and political scientists are often invited to participate in the research.

At present, the media space of Ukraine is significantly influenced by the Donbas war and large-scale Russian propaganda.

Ukrainian journalism is going through a difficult post-revolutionary phase, in which he needs to find and defend his role in society.

Conducting media research, in particular in Ukraine, should become a prerequisite for the creation of new media with diverse perspectives, objective, professionally presented information and quality journalistic materials, and from the point of view of the industry development, this should facilitate the opening of Ukraine to the world journalists who their materials on our country. However, the main task for each of us, and in particular for the media, is still the urgent need to learn / teach the Ukrainians to distinguish propaganda from information, to identify custom materials / propaganda / misinformation, and to choose the media worth of attention.

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THE BUDGET OF THE ROMANOV EMPIRE AND THE PROBLEM OF PUBLIC DEBT IN THE LIGHT OF EARLY TWENTIETH-CENTURY JOURNALISM

The current development of Ukraine, especially the formation of its economic policy with diversified challenges over the last decades, in particular the increase of external and internal debt, the growth of budget expenditures, along with a significant decrease in the share of liquid state property, poses a need for scientists to study

and comprehend positive experience. Active searches by legislators and economists for an effective model of the tax system of Ukraine are increasingly revealing related to it new (and often old) problems of legislation, so research on the history of finance, financial policy and legislation becomes especially important, especially in the period of modernization of society and development of capitalist ones. relations. The formation of the budget of the Romanov empire and the issues of public debt of the early twentieth century became debatable, as well as fateful questions of domestic and foreign journalism and historiography.

The studies contained diverse and often parallel evaluations of the financial policies of the Romanov government. Therefore, the task of this paper is to analyze the most important interpretations of the problems of budgetary fill in the Romanov empire in 1903 - 1913. There are two areas of journalism: 1) studying the experience of financial reforms of the Romanov government; 2) study of the financial status of the Romanov Empire and criticism of government policy in this area.

As the Ministry of Finance, as a result of the reforms of Minister Y.S. Witte, acquired the status of "super-ministry", many foreign publicists of the early twentieth century considered the budgetary and economic policies of the government in the complex [1, p. 185].

Analyzing the financial condition of the Romanov empire in 1904, the English publicist D. Dreydzh concluded that despite the increase in public debt and the issue of paper money, the amount of gold only increased[2, p. 12-14; 1, p. 186-187] . The reason for the positive balance of the State Treasury is called the "new cash policy" [1, p. 185-187] . According to another US financial analyst C. Conant, in the book "History of Modern Issue Banks", this is explained by the "prolonged mode of conversion of paper money"[1, p. 188]. Uncontrolled lending to large entrepreneurs has drawn

criticism from a number of Russian economists, including I. H. Ozerov, who in his work "How to spend people's money in Russia. Criticism of the Russian spending budget and state control »argued that money was often used very inefficiently, as the bank subsidized unprofitable or bankrupt enterprises [1, p. 269–270] . However, the US financier Conant understood more deeply the essence of the over-centralization of the State Bank and the Treasury, arguing the deeply positive importance of the imperial government's interference in credit and financial relations, since "without state intervention, these laws would not be able to act quickly as an incentive for commercial and lending in agrarian countries." [1, p. 190].

The financial policy of the government of the Romanov Empire has caused the financial condition of this supranational structure in a number of Western magazines and newspapers [1, p. 193-194]. Well-known English journalist Dillon, analyzing the fiscal system of the Romanov empire, expressed the opinion that the welfare of the state treasury did not yet mean the welfare of the population. Dillon considered the accumulation of gold reserves as an end in itself for the tsarist regime, and the money he received was spent either in preparation for the war or in the construction of strategic railroads [1, p. 195].

Thus, the vast majority of publicists argued that Witte's financial system, in the absence of a proper economic base, was a depressing model. Only Conant favorably assessed Witte's economic course and activities, upholding the State Bank's concept and financial policy of the Russian government.

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PROSOPOGRAPHIC ANALYSIS OF THE TEACHER INTELLIGENTSIA OF SUMY REGION OF THE 1920's

The proclamation of Ukraine's independence contributed to a new stage in the development of Ukrainian historical science, in particular, such a special historical discipline as prosopography. In historical studies, prosopography means investigation of common characteristics of a historical group of people (whose individual biographies are mostly untraceable) by means of studying their collective life, in the framework of multiple career analysis [3, p. 40].

Due to the increasing interest in regional aspects of Ukrainian history, the research of adult education in Sumy region is relevant. In this abstract we describe one of the educational process aspects, namely, the characterization of the teaching staff.

A collective portrait of adult school teachers in Sumy Region of the1920s involves the construction of a collective image of representatives of this profession. To reproduce the collective biography of teachers of this period, we opned an appropriate database of sources in the Sumy Region State Archive. The

document base is a set of personal files of teachers from Sumy, Konotop, Hlukhiv, Romny districts.

At the increase of number of educational institutions in the early 1920s the need for teachers increased. Local self–government organizations and NGOs have financially encouraged their work and created the right conditions for productive work [1, p. 5].

We analyzed 100 personal files of Sumy region teachers dating from 1915 to 1925 in order to reveal the peculiarities of the 20th century Sumy region teacher intelligentsia. The analysis included the following components: gender, nationality, age, marital status, education and personality characteristics (party affiliation, origin, social status, etc.).

Having analyzed 100 documents we obtained the following data which were classified:

- by gender: 62 women, 38 men.
- by age: 18-20 – 10%, 20-30 – 64%, 30-40 – 18%,older than 40 – 8%.
- by nationality: 84 Ukrainians, 15 Jews, and 1 person is velykoros. [2, p. 20].
- by marital status: 65 married, 35 unmarried (unmarried at the age of 18 to 25 years were women, up to 30 years – men).
- by education: elementary (2–3 grade schools) – 19 people, secondary (high schools, seminary) – 72, higher education (institutes) – 9 people. Moreover, special training and retraining courses for teachers were 40% of them.

However, our previous research and analysis of the literature shows that teachers did not always have education at some literacy centers and folk schools.

So, having done prosopographic studying, we were able to compile and analyze a collective portrait of the teacher intelligentsia of 1920s. All teachers were different in origin, nationality, status, and

gender. But they had the common idea – to teach, to give elementary education to adult population who could not get it earlier for various reasons.

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<div align="center">**THE THEORY OF USING INTERACTIVE APPROACH IN TEACHING A FOREIGN LANGUAGE**</div>

The current education system in Ukraine is changing, so it is very important for a teacher to change the techniques, methods and approaches for assimilating the content of his or her subject, so that acquired knowledge remains in the students' memory for a long time.

For such memorizing it is necessary to move away from the standard forms of educational process and to focus on the concept of "interactive learning". It aims to interest the student, to develop his or her creative qualities and also to give an opportunity to think independently, to reach a certain result not only by obtaining some information in a ready form, but on the basis of his or her own conclusions.

Interactive learning has become widely used by teachers in many schools, as it enables each student to demonstrate his or her abilities.

According to A. Bruce "interactive teaching is a type of teaching that engages Learners and does not rely on the traditional lecture format" [1, p. 77].

During interactive learning, the student ceases to be a passive listener and becomes an active participant of the educational process. At the same time, the teacher performs the following 3 functions: informational (presentation of basic material), controlling (determining the level of understanding of this material by students), evaluative (expressed in the points of accuracy of reproduction of the submitted material) [5, p. 17].

During listening a student gains only little amount of given information, but while interacting one may receive more due to one's participation. In such a way a student will be engaged and will try to overthink all the mentioned above laws, schemes in order to cooperate with a lecturer. The best variant to accept the information is not only to listen to a lecturer, but also to work on the point.

Interactive learning does not preclude the use of lectures, but, as Bruce AL states: "If a lecture is being used, if at all possible, the Educator should limit the lecture to only fifteen or twenty minutes" [1, p. 75].

Interactive learning involves concisely arranged information, without unnecessary diversions, using discussions, debates, etc., since conscious teachers understand that students are able to remember less information than to forget.

Back in elementary school, the role of active learning was noticed. Teachers note that children cannot sit idle and simply listen for a long time; they need to be constantly involved in active mental activity. Thus, active learning stimulates their understanding and improves learning ability.

In the upper classes, the situation changes as active learning begins to play the last role in studying. As O. Pometunnotes states: "Almost all teachers from high school to higher education prefer lectures, sometimes they are interrupted by casual discussions of a particular problem or conversation. Some, but rarely, involve playing games, playing a role-playing situation, or working in small groups while studying" [3, p. 14]. The techniques mentioned above are rarely used, and teachers consider it to be useless to take such actions.

It will be difficult for a teacher to engage students at an early stage, especially if the previous teacher often used lectures. Due to the reluctance to work and desire to be active, there may be resistance from the students. Therefore, the teacher has to make great efforts to attract and interest the learners.

Thus, interactive process has a great amount of advantages. First of all, it stimulates student to work, makes him a participant of the process. There will be less opportunities to idle during the lesson and that's why absorbing of information will be better. Moreover, interactive learning expands the opportunity for independent creative activity and facilitatesteacher's work.

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POSITION OF SLOBODAN MILOSEVIC IN ACCORDANCE WITH CRISIS AND DISPOSITION OF YUGOSLAVIA

Slobodan Milosevic is a key political figure in the period of the systemic crisis and the collapse of Yugoslavia. As President of Serbia in 1989–1997 and then President of the Federal Republic of Yugoslavia in 1997–2000, S. Milosevic had his own position on the self-determination of the Yugoslav peoples, especially the Serbs. He defended the right of the Serbian people to their statehood and identity in the neighboring Balkan republics [3, p. 72].

His desire to defend the position of protecting the Serbian people's right to self-determination is traced in public speaking. S. Milosevic's first such speech was a speech on April 24, 1987, during his visit to Kosovo for talks with the provincial governorship. After confronting Serbian protesters with Albanian police, he came out to protesters and uttered a phrase that later became known to the whole world: «No one dares to beat you. Nobody can beat this people! » [4, p. 79].

S. Milosevic's second public address is a speech on June 28, 1989, delivered by him on the anniversary of the legendary Battle of Kosovo, at a memorial in Hamistan. Then he made the following statement: «... It is your land, it is your home, your fields and

gardens, it is your history. You should not leave this earth simply because life is difficult here, because you are being humiliated. Serbs and Montenegrins have never been in trouble, never retreated to battle hours. You must remain here – for the sake of your ancestors and your descendants. Yugoslavia does not exist without Kosovo! » [1].

Based on two of these statements, it can be concluded that Slobodan Milosevic tried to consolidate Serbs not only in the republic itself, but also outside it into a single position at the threshold of the breakup of Yugoslavia. But at international conferences and during negotiations, he voiced a different position. Yes, before the war in Bosnia and Herzegovina, a meeting was held between the presidents of Serbia and Croatia, where they resolved the Bosnian issue. S. Milosevic considered the only possible solution to the problem of finding Bosnia and Herzegovina in Yugoslavia a compromise solution to guaranteeing the preservation of the territorial integrity of the state. He was ready to give a number of government posts to Muslims. As a result of the negotiations, a secret agreement was signed, which envisaged the partition of Croatia and Bosnia and Herzegovina. Subsequent events confirm its existence.

S. Milosevic's peaceful stance was revealed at a conference to settle the country's political crisis on May 29, 1991, in which a program of Bosnian Muslim leader Ali Izetbegovic and Kiro Glibov, Macedonia, on the «rebirth of Yugoslavia» was presented. [2, p. 30]. The program presented a new model for the coexistence of republics within a single state. Slobodan Milosevic supported the crisis resolution proposals at this conference. He called them "A good basis for further work" [2, p. 32]. But as a result of the negotiations, the concept of the Commonwealth was rejected, and it was decided to hold a referendum on the status of the state.

During this period S. Milosevic showed a completely different position in resolving the crisis in the state. During a meeting

with the heads of the Serbian Community Assembly on March 16, 1992, he said that he saw only two ways out of the crisis - peaceful or using force [3, p. 103]. After the first multi-party elections in Yugoslavia, the results of which largely reflected the national structure of the population in the republics, it was impossible to resolve the crisis peacefully. The Serb issue has intensified in the former Republics of Croatia, and especially Bosnia and Herzegovina. This then led to the well-known consequences for many of the victims in Yugoslavia, who were later charged, including S. Milosevic.

For a long time, remaining a supporter of the peaceful resolution of the crisis,

Milosevic believed that all the leaders of the Yugoslav republics would follow this

principle. But the president of Serbia was mistaken. The peaceful way out of the crisis turned out to be unsolvable problem, and at the same time, the question of equal rights for self-determination for the Serbian people. The path to independence turned out to be difficult for the republics of Yugoslavia. Strength of weapons replaced power arguments in solving the problem of separation of the federation.

S. Milosevic, while also wanting to consolidate the Serbian people on the eve of the collapse of Yugoslavia, while at the same time trying to preserve her and provide a peaceful resolution to the crisis, could not properly protect the interests of Serbs outside central Serbia. With the choice of power path decisions increasingly increased political pressure from the world community that forced Serbia and the entire Federal Republic Yugoslavia renounce its national interests. Therefore the Serbs in Bosnia and Croatia were left alone in the struggle for their national identity and freedom, against former neighbors.

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INTEGRATIVE COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS: CONTENT AND STRUCTURE

Modern requirements of primary education demand innovative approaches to the education in primary school. In this regard, integrative activities of the teacher are of utmost importance.

Considering integrativeness as the principle of development of society, science, production, education, providing multidisciplinary complexity, generalization, solidity of knowledge, methods and means of cognition, as well as a new formation in educational structures, we emphasize the integrative competence of the teacher.

Integrative processes in education are due to various factors, the most important among which are the following:

– intensive development of information technologies;

– updating the content of modern primary education;

– close interaction of participants in the educational process;

– increasing the level of teacher's activity and responsibility for professional activities aimed at the formation of a comprehensively developed and creative student, his readiness for activity in the new socio-economic conditions of our country.

The prospective primary school teacher should be competent (have professional, or generalized competences, in order to solve professional tasks) within an integrated education.

The integrative activity of the teacher is a special personal state, which presupposes that the future teacher has a motivational and value attitude to professional activity, possessing effective ways and means of achieving pedagogical goals, creativity and ability to reflect.

Primary school teachers who work in integrative mode face many of the problems that are associated with low integrative competence.

The scientific works of such scholars as L. Buckman, D. Brown, I. Yelnikova, I. Ziazun, G. Kobernik, L. van Layer, S. Litvinenko, D. Nanen, B. Perish, R. Di P'Jetro, O. Pometun, J. Richards, K. Rogers and many others are devoted to the problem of the integrative competence formation (from English Interaction).

The concept «integrated competence» is quite new to pedagogical science. There are already studies of researchers who specify the definition of the concept «integrated competence» and develop methods for forming integrated competencies. S. Tormasin's study is very interesting in this sense: «Integrated competence is the result of combining in a whole differentiated sets of personality traits (i.e. knowledge, skills, personal qualities) that determine behavior about oneself and the world around them and necessary for the productive activities in the entire unity of the field based on it» [2].

According to I. Dychkivska, «the integrative competence of the teacher is a system of motives, knowledge, skills, personal

qualities of the teacher, which ensures the effectiveness of new pedagogical technologies using in work with children» [1].

Based on the analysis of the methodological literature, we understand that «integrative competence is the ability to integrate knowledge and the ability to identify priority areas and the most effective forms of integration, the availability of skills to act rationally and effectively in the face of dynamic changes of the environment».

Having studied the structure of the basic educational programs for students of primary education, we have distinguished the projected results of mastering the educational disciplines which form the integrative competence.

As a result of studying the basic part of the cycle the student should *know:*

– methodology of historical-pedagogical, psychological-pedagogical and comparatively pedagogical studies of educational problems (training, education, socialization);

– content of the subject;

be able to:

– systematically analyze and choose educational concepts,

– carry out the pedagogical process in different age groups and different types of educational institutions;

– design elective courses using the latest science achievements;

– use a variety of resources in the educational process, including the potential of other academic subjects;

own:

– ways of project and innovation activity in education.

Components of the integrative competence of the teacher, in our opinion, are: a sufficient level of personal awareness of training integrated forms, proper knowledge of their content and methodology, a high culture of using integrated forms in the

educational process, personal conviction in the necessity of using teaching integrated forms.

Based on the analysis of the methodological literature on the research problem, we have identified the following components of integrative competence of future primary school teachers:

- motivational value;
- knowledge (cognitive);
- active (operational);
- reflexive-evaluative.

Table 1.

Functional components of the integrative competence of future primary school teachers

COMPONENT	CONTENT
Motivational value	motivation to participate in integration; creative approach to the application of forms and methods of integration to the educational process.
Cognitive	interest in using forms of integration; development of interaction skills; ability to use integrative technologies and methods.
Active	contact formation; skills establishment; communication skills formation; a creative approach to planning integrated lessons.
Reflective	evaluation of the achieved results; improvement of mechanisms that facilitate the successful

	implementation; taking feedback into account.

Thus, the integrative competence of the future primary school teacher is formed during all the years of study at the higher educational institution at lectures, seminars and practical classes, during the course of pedagogical practice. Common integration processes in education require that graduates of a pedagogical college are able to integrate concepts, design integrated subjects, develop and deliver integrated content lessons, teach integrated subjects in primary school, work in integrated types of educational institutions.

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FOREIGN EXPERIENCE OF PROGRAMS PREVENTING BULLYING AMONG ADOLESCENTS

In Ukraine and abroad mass media are reporting to broad public about various extraordinary incidents at school. In the 1990s the term "bullying" was used for denoting aggressive and cruel behavior. Bullying (from the English bullying, bully –tease, snap) is an intimidation or a psychological terror, aggression which guides to submission another person or causing a feeling of fear. Nowadays,

Ukraine is in the top ten developed countries for the distribution of bullying among adolescents. School bullying is considered in the modern world to be a serious socio-pedagogical problem.

Bullying prevention programmes among pupils cover all participants of the educational process such as students, teachers, psychologists, social educators, parents, and are implemented through various activities – diagnostics, education, psychological correction, methodological assistance, and research activity. Domestic experience in dealing with bullying is considered to be a global public health problem, this is due to multilevel and diverse factors affecting directly for welfare of modern society. Prevention programmes were abroad first, thus, the domestic experience and the level of struggle against this problem in Ukraine was built on the basis of the experience of the USA and Europe [2]. D. Olveus's programme is considered to be the most effective anti-bullying one. It has been receiving the status of a priority national programme, as well as in England and the USA since 2001. The programme is realized at various levels: individual, class level, school and community as a whole and involves working with all participants. It is aimed at improving the psychological climate in the classroom and the school as a whole, develops the skills of all participants in the educational process in solving bullying situations, instructs the correct behavior in them, and provides support for victims of bullying [3]. There is a school bullying prevention programme - the Safe School Ambassadors Programme (SSA) for children and youth in Canada. Such a programme is aimed at attracting to resolution and prevention of bullying situations not by adults, but by students who witness these situations, especially those who seek to support the bullying victim. The experience of European countries shows that a whole range of measures is needed at various levels to make the situation better with spreading violence in schools. The using foreign

experience in a domestic school on cause of the solving violence resistance and its prevention is important and relevant.

Thus, in order to prevent bullying in an effective way, working with individual convictions of teachers and coordinating personal pedagogical and administrative strategies and putting them in a single consistent structure of the prevention system, in which students and their parents can also take part, is necessary for implementation.

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THE STRUCTURE OF LEADERSHIP PHENOMENON IN PRIMARY SCHOOL AGE

Studying subjective and objective components which take place in the context with teenage, youth and adult age in the process of scientific research of this phenomenon in primary school is insufficient. The problem of leadership is worth studying during a school period because the main psychic structures are actively formed at this time. They will determine the future life of a

personality. Teachers play a very important role in forming leadership that is why the psychological-pedagogical task is to study characteristic features of a leader.

Theoretical significance of this research is to extend psychological knowledge about peculiarities of leadership in primary school age, to determine its mutual connection with structural components of the personality. All these received facts can be used in everyday pedagogical actives by practical psychologist and educators for qualitative optimization of educational - upbringing process and by parents who take care about up-bringing of leadership skills in their child. It's a practical significance of this research.

Primary school age is characterized by changing of social situation of development and leading activity of a child which leads to establish better relationship between a child and parents, a teacher and a class.

It is known that one of the main leading functions is from group values. The main qualities which lead to promote the development of a child as a leader are activity initiative, intelligence, persistence, responsibility, organizing shrewd and ability to influence actively.

Some diagnostic methods were used for gathering some empirical materials, which aimed at studying phenomenon of leadership at primary school age 28 persons were chose for realization of this research quantitative and qualitative analysis were due to such statistic methods as: estimation of correlation acquired tendencies in presentation of this information in diagrams and tables, estimation of results were realized with the help of linear Pearsons correlation. The results of this correlation analysis were done. The aim of this analysis is to determine the relation between leadership skills and the level of the development of structural components of the personality.

Calculating the correlation of received results of leadership

qualities with the methodology of the level of mental development estimation of communicative - organizational inclinations statistical position of pupils, correlation connection were absent due to major researching parameters. We can guess, all the process is at the stage of formation between leadership qualities and leading influence on mental development, communicative and organizational inclinations.

At the same time it is worth mentioning that there is close connection between leadership aptitudes and volitional sphere and such volitional qualities as purposefulness (0,417 p = 0,05), restraint (0,523 p=0,01), and diligence (0,424 p=0,05).

It is interesting to know that a major part of correlation qualities with total indicators of volitional development are absent, so we may come to the conclusion that only some volitional qualities are more important than general development of this psychic function for the phenomenon of leadership at the primary school age.

So leaders of primary classes are characterized by high potential of reaching the goal, emotional self-control and carrying out their duties, first of all educational goals properly.

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CHARACTERISTIC OF THE STUDENTS' SOCIALIZATION IN LEISURE ACTIVITIES

Students' social education is one of the current research sectors and popular practice. This research explores the social education idea formulated by Anatolii Mudryk. Focus is on the social education as a part of the socialization process, which is pedagogically regulated, and its aim is to promote social maturity and personal development through inclusion in various social relations, such as communication, play, education and socially useful

activities. Moreover, one argument against this cannot be ignored: we can solve the problems of social education through various social events, not excepting leisure activities.

"Leisure time activity is not just an activity form or relaxation; it is a central culture element, which has deep and complex links with education, work, family and politics" [2]. "This is a purposeful activity, which is connected with our needs and motives" [3].

First of all, the possibilities of leisure activities in solving the problems of social education are related to solving the main age-related tasks (such as cultural, socio-cultural, psychological and social) in certain conditions of the freedom and choice, the opportunity of creative self-realization.

The concept "freedom in choosing" means you can choose any activity as you like among suggested. Freedom in leisure sphere is determined by the coincidence of personal interests with aspirations to be included in social activities. True individual freedom is in the conscious and voluntary choice of own leisure type.

In school years, young people feel the limitations of freedom because of the interests of the family and society, and they begin to experience a real sense of freedom in their student years.

We can distinguish students as a separate special social group when considering the structure of the population. The transition state is a distinctive feature of this group. During this period, a person receives professional, personal and general cultural training.

According to the researchers, leisure activity is a way to know yourself in your free time. A person gets the opportunity to use all available life forces in the planning, organization, inclusion, management of a certain activity type in free time.

Students' leisure activities will make positive changes in their personality development if there are appropriate social and educational conditions for forming the best human qualities,

spending various leisure activities, and lack the free time of young people.

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Section 4.
NEW TRENDS IN NATURAL SCIENCES, PROFESSIONAL AND TECHNOLOGY EDUCATION

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PECULIARITIES OF FUTURE BIOLOGY TEACHERS TRAINING FOR THE CONSERVATION AND SUPPORT OF PUPILS' HEALTH

Nowadays, there is an urgent need to train teachers who can creatively realize themselves in the conditions of reforming the national education system that is focused on preserving and supporting health of the younger generations and their own. In the normative documents like: the Concept of positive formation of motivation for healthy lifestyle among children and youth, the National doctrine of education development in Ukraine in the 21st century and the National Strategy for the Development of Education

in Ukraine for 2012–2021, the formation of healthy environment, the valeological culture of participants in the educational process was defined as the key directions of the state educational policy [1, pp. 6-15].

So, obviously, there is a need for a development of theoretical ways to improve the professional pedagogical education system in order to prepare the future teacher for practical implementation of the idea of nations' health protection at all the stages of the educational process.

The important role in this process belongs to the biology teacher, who is able, according to the specifics of his pedagogical activity, to apply a complex of educational resources in order to solve the problem of preserving and enhancing the physical, spiritual and social health of students, forming their health-saving competence comprehensively.

All problems mention above prompted us to choose the topic of our research *«Peculiarities of future biology teacher training for the conservation and support of pupils' health»*.

Theoretical substantiation and experimental verification of the future biology teacher training model effectiveness for creation of students' health environment and pedagogical conditions for its realization is **the aim of the research**.

According to the health status of schoolchildren and the environmental factors affecting THE research, that was carried out by experts of the Ukrainian Institute Strategic Studies of the Health Ministry in Ukraine, in recent years it was found «a significant deterioration of the students health during their study at school». It has been found out that «during the study at school, respiratory diseases became more common, endocrinopathy took second place, mental and behavioral disorders ranked third, eye diseases and appendages occupy the fourth position»   [3, P. 295- 306].

O. Osolodkova defines students' health-saving education as a teaching in which the teacher finds opportunities to improve the health of children, not exhausting their activities with preventive measures, but identifying trends that would support and develop the child's desire to be healthy and to realize themselves [2, P.80-82].

The Australian School for Youth Health Program (ASYHP) was taken as a basis for the development of future biology teacher preparation. It is a pilot program of school health care for young people that provides individual health counseling for high school students, providing them advice and support on their health care needs. This program was made for youth, school staff and parents with the aim of:

- promoting health and well-being;
- creating a supportive and healthy school environment;
- discussing options for working / connecting young people with other services or services.

Research work consists of 3 stages using research and descriptive designs, conversation, and experimental validation.

Research of child health services will be held on the 1st stage. The second stage is based on interviews / discussions with biology teachers, and the last stage involves the experimental verification of the effectiveness of the program.

Conclusion. The results of such a program in Australia is the promotion of the students health. In Ukrainian education establishments such program will be useful during the future biology teachers preparation as ASYHP gives available consultation that oriented on improving health and disease prevention among students of general secondary education establishments.

We believe that this program will improve students' health during their school years.

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PRODUCING CUTTING BOARDS DECORATED WITH PAINTING AS A KIND OF DECORATIVE-APPLIED ARTS

The educational process is a purposeful interaction of a teacher and student in the process of studying and transferring knowledge, forming skills, mind and memory developing, etc.

The point of the specific character of vocational training is that the technology of modern production and production tools are changing more dynamically than natural or mathematical laws. Besides, the subject means including children and teenagers into the specific cognitive-transformative, project activity, that requires flexible methodology for training student vocational skills.

The scientists V. Berbets, T. Berbets, O. Beloshytskyi, V. Vdovchenko, V. Vishnevskyi, N. Dubova, P. Levin, N. Matash, T. Machacha, V. Symonenko, A. Tarara, B. Tereshchuk, V. Tymenko, V. Tutashynskyi, N. Shyan, S. Yashchuk and others prove the essence and importance of design-technological training in the students' vocational training.

S. Batyshev, V. Kurok, O. Kobernyk, V. Madzhihon, V. Sydorenko, N. Slyusarenko, D. Thorzhevsky and others studied theoretical and methodological principles of preparing pedagogical stuff for students' vocational training. D. Thorzhevsky noted that vocational training methodology can be implemented in two ways: as a subject and as a branch of pedagogical science.

An interesting and widespread technology that is traditionally studied at school is mechanical wood processing. Nowadays a set of cutting boards is a modern and useful product. The process of their creation has a positive effect on the mental and emotional state of students, develops creative skills, promotes love to manual labor.

It is known that if you have some wood processing and creative skills, you can make an article to your liking. From this point of view, woodcutting is an art that gives possibilities to create unique things that satisfy fashion and individual tastes.

It is known now that cutting boards have a long history. The wooden boards changed little. Though there are boards made of modern materials: plastics, glass, etc.

Their main purpose is cutting various products. However, there are boards for serving the table and serving ready-made dishes (e.g. pizza). There is also a group of decorative boards. Some of them are carved, scorched, inlaid, painted, varnished etc. The use of such boards for cutting foods is not recommended because of their damaging and falling into food.

Cutting boards are usually made of hardwood such as oak, birch, beech, acacia. Wood boards can be different in size. They are

convenient for using and do not dull the knife. The boards used in everyday life are usually from 10-16 cm to 35-45 cm. The thickness does not exceed 25-35 mm.

Cutting boards become good-looking with the help of painting. Art painting is the most common kind of folk decorative art, a separate kind of decorative-applied art, used for decorating buildings, their parts, consumables and other objects.

It turned out that some regions of Ukraine, such as Kyiv, Uman, Katerynoslav, Kherson and Odesa regions were recognizable centers of folk painting. Currently, the decorative painting practiced by popular professional masters is called "Petrykivskyi" (from the name of the village Petrivka).

Having analyzed the historical and technological information, we have made conclusion that the creation of cutting boards is one of the oldest and still most common types of decorative-applied art. Having gone through a long formative period artistic painting of cutting boards, did not disappear, but became very popular.

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FORMING THE NOTION OF PHOTOPERIODISM WHILE STUDYING BIOLOGY

In the history of national school there were researchers-methodologists who studied the issues of mastering knowledge by students. K. Yagodovsky, V. Korsunska, B. Raikov, V. Shalaiev, B. Vsesvyatsky, M. Verzylin and others repeatedly paid considerable attention to the development of biological notions and their use in the educational process.

The team of scientists (M. Rykov, I. Zverev, O. Kozakova, V. Korsunska and others) under the leadership of M. Verzylin studied the problem of the system of notions both special, that is, characteristic for each biological subject, and general biological that need development, transiting from one course to another [1].

The key condition of knowledge high quality is the methodologically correct organization of systematic forming and developing student notions based on active cognitive and mental activities.

Biology as a school subject is a system of notions developing in logical sequence and interconnection. The main sections (plant biology, animal biology, human biology, general biology) covering the information about structure and development patterns of living organisms (plants and animals), humans, are highlighted in the program. The notions that make up the content of the school biology course are very different and are constantly developing, so it is important for a teacher to highlight the basic notions in each biological section, to expand students' knowledge about them,

remember and use the mentioned notions when learning the new material.

Special notions are those developing within one section. Among them there are the notions developing only while studying a single topic or during one lesson.

General biological notions are formed from special ones and develop within all sections of school biology on the material of each of them (for example, the notion of photoperiodism) [2].

Increasing the amount of information gradually develops and complicates each notion. The development of notions should be closely linked to the acquisition and improvement of students' practical skills and done in stages. Psychologists distinguish the following stages in notion development:

- observation of isolated objects and phenomena;
- enrichment of observations;
- identification of common and essential features of the studied objects and phenomena;
- clarification;
- defining notions;
- exercises and practical testing;
- expanding and deepening notions.

Photoperiodic reaction is one of the main adaptive properties of plants, which determine the rate of their development, their spread in ecological and geographical areas, productivity and quality of the crop, adaptability to environmental conditions.

To study the effect of light on plant growth, we did an experiment on germination of Mallorca (ZinniaelegansJacq) at home. To carry out the study, we laid out two options – the control and the experimental ones. Phenological observations indicate that plants that had artificially increased light duration period and reduced dark

duration one are several days ahead in growth and development than plants grown under natural conditions.

To fulfill the requirement for the organizing cognitive activities of students, taking into consideration the basic provisions of the biological notion development theory, we offer methodology for incremental development of the notion "photoperiodism" in the school course of biology [3].

Taking into account that notion is a form of thinking, it is very important to create students' skills to transform notions into judgments, and judgments - into conclusions. Solving problems of biological and practical content is very useful in this situation.

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PEDAGOGICAL CONDITIONS OF FORMING INTENDING AGRO-ENGINEERING SPECIALISTS' READINESS FOR APPLYING INNOVATIVE TECHNOLOGIES IN THE PROCESS OF THE PROFESSIONAL TRAINING

At the stage of reforming modern vocational education pedagogical studies related to the problems of improving the existing pedagogical systems and increasing the efficiency of the educational

process include, among the others, identifying, substantiating and verifying the pedagogical conditions that provide training for the professional activity as one of the aspects of the greatest interest among researchers.

The reference literature provides various interpretations of the term "condition", which are quite similar. Thus, the Philosophical Encyclopedic Dictionary states that the condition is a philosophical category reflecting the universal relation of things to those factors due to which it arises and exists. Due to the right conditions, the properties of things turn from possibility to reality [1, p.178].

Scientists define the term "pedagogical condition" as a circumstance that influences (accelerates or inhibits) forming and developing the pedagogical processes, systems, qualities of a personality.

The analysis of the scientific sources shows that pedagogical conditions are traditionally considered as external circumstances which ensure functioning and developing the process that requires some ordering-organizing.

Researchers A.M. Aleksyuk, A.A. Ayurzanain, P.I.Pidkasystyi see the pedagogical conditions, podcasters as the factors that influence the process of achieving the goal and divide them into the following groups:

a) external: positive relations between teacher and student; objectivity of evaluating the educational process; place of study, premises, climate, etc.;

b) internal (individual): the individual properties of students (health status, character traits, experience, skills, motivation, etc.).

The scientist V.I. Andreyev believes that pedagogical conditions are the result of "purposeful selecting, constructing and applying the content elements, methods, and organizational forms of the educational process for achieving the goals".

In our opinion the common feature of all the definitions is aiming the conditions for improving the interaction of all the participants of the pedagogical process at solving specific didactic tasks. Thus, pedagogical conditions can be defined as a set of factors that ensure the organizing, regulating, interacting the objects and phenomena of the pedagogical process to achieve the set goal.

Among the priority directions of the state policy for the development of the vocational education in the context of the European integration of Ukraine the problem of the continuous improving the quality of education, modernizing its content, introducing educational innovations and information technologies can be identified.

In all the spheres of education searching the ways of the quick modernizing the system of the professional training, improving the quality of the educational process with applying the innovative technologies is carried out.

Innovation (Italian innovatione) means news. The scientific and methodological literature defines a certain terminology of innovations – new forms of organizing labour and management, new types of technologies which cover not only individual institutions and organizations, but also different spheres. The concept "innovation" means new approaches, novelty, changes as a means and process implies introducing something new [2, p. 3].

The precondition for the activity in the agrarian sphere is effective mechanisms for managing the development and implementation of innovative technologies. In this case, the theoretical and methodological basis for introducing innovative technologies in the agricultural sector should be formed taking into account both the past and the current model of innovative activity.

Concerning the agro-industrial complex, innovations are made by introducing into the economic practice the results of the research and development in the form of new varieties of plants, new

technologies in producing crops, new fertilizers and plant protection products, new forms of organizing and managing various sectors of the economy, which allow to increase the efficiency of the agricultural production [3, p. 111].

Modern Ukraine requires specialists in agro-engineering of the new generation with a competitive European or world level of training to achieve the only goal - forming human potential that begins to be created in the vocational educational institutions.

When it comes to training for the professional activity in the agricultural sector it is appropriate to use the term "professional training of intending agricultural engineers".

Most often training students for the professional activities is connected to its end result - forming readiness for a certain type of professional activity: in particular, we consider the pedagogical conditions for forming readiness for applying innovative technologies by intending specialists in agro-engineering.

It should be noted that the essence of training students for the professional activity is a system of meaningful pedagogical and organizational-methodological measures aimed at ensuring the intending specialists readiness for the professional activity.

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FORMING RESEARCH COMPETENCE OF VOCATIONAL TRAINING MASTERS AS THE NEED OF OUR TIME

In today's world of globalization and informatization it is difficult to be creative and competitive if you have only reproductive teaching methods. Compulsory acquisition of the necessary knowledge and skills during higher education studies does not guarantee success in further professional activity. The information is so quickly updated and changed that it is impossible to equip a future specialist with all the knowledge and skills he or she will need in the future work. In addition, today's realities require not only the use of ready-made knowledge, but the constant processing of new information and its transformation into professional activity.

At the present stage of the modernization of education new requirements are also arised for the preparation of future masters of industrial training who are able to organize and carry out the educational process in accordance with the requirements of today. Tendencies in the development of modern society and the state of education necessitate the constant search for new approaches, principles, forms and technologies of pedagogical activity. One such approach is competency, which is already recognized at the legislative level.

Competency approach means a gradual reorientation of the dominant educational paradigm with a predominant translation of knowledge into the formation of skills to create the conditions for mastering a complex of competencies, which means the potential, the graduate's ability for surviving and sustainable life in the context of

modern multifactorial social-political, market-economical and informational-communicational space.

In general, the term "competence/competency" was introduced in the United States as early as 1959 to characterize individual personality traits that would ensure perfect job performance and professional activity. The concept of "competent education" originated in the United States in the late 80's – early 90's of the XXth century in accordance with the new requirements of business towards graduates of higher education institutions due to their inability and illiteracy in applying professional knowledge and skills in specific production situations [3, p. 36].

Competence, as defined by the International Department of Standards for Learning, Achievement and Education (2001, USA), is the ability to perform activities, accomplish tasks or perform job functions in a qualified manner. The concept of competence includes a certain set of knowledge, skills and attitudes that enable a person to meet or even exceed certain standards in a particular professional field or activity. Similar content load carries the term "competence" according to A. Khutorsky (2002), which interprets this definition as a combination of knowledge, skills, abilities, experience, which allows you to effectively identify and solve problems that are characteristic of a particular field of activity [4, p. 62].

The analysis of scientific publications in recent years showed that the vast majority of domestic researchers (N. Bibik, S. Bondar, L. Vashchenko, L. Velichko, M. Holovan, N. Matyash, O. Ovcharuk, O. Pometun, O. Savchenko, V. Yatsenko) agree with Western and American researchers and consider the concept of "competence" broader than the set of knowledge, skills and abilities. They view competency as an integrated educational result, acquired personality trait, and believe that competency formation "involves shifting the focus from accumulating normative knowledge, skills, and skills of

forming and developing students' ability to act practically by applying experience in challenging conditions" [1, p. 52].

It should be noted that in publications, the terms "competency" and "competence" are often used synonymously. We adhere to the definition of competence declared in the Law of Ukraine "On Higher Education" (2014), namely: competence is a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, world-view and civic qualities, moral and ethical values, which determines a person's ability to successfully pursue professional and further education, it is the result of higher education at a certain level.

Teacher's research competence is an integral part of professional competence and ensures its effectiveness. The analysis of the scientific and pedagogical literature showed that the concept of "research competence" is considered by researchers in different contexts: as a component of professional and pedagogical competence and a component of general and professional education (from the standpoint of a systematic approach); as a system of knowledge, skills and competences necessary for the implementation of research activities (in the context of the knowledge paradigm); as a complex of personal qualities that determine the ability and willingness of a specialist to effective educational and research activities (from the standpoint of functional and activity approach). M. Holovan and V. Yatsenko consider that «research competence is a holistic, integrative quality of a person, which combines knowledge, skills, experience, activity of the researcher, values and personal qualities and is manifested in readiness and ability to carry out research activity, the purpose of acquiring new knowledge through the application of methods of scientific knowledge, the use of creative approach in planning, decision making, analysis and evaluation of the results of research activities " [2, p. 61].

Research competence, like all general competencies, is characterized by the facts that:

- it is not directly tied to a specific subject area and may contribute to the formation of other important capabilities;

- it is the basis for the formation of many other general, professional and special competences;

- it is required both for the acquisition of all sciences and in everyday life, regardless of age, gender, nationality, social status, profession, etc.

Possessing research knowledge, skills and thinking, actively and independently thinking, being able to creatively solve various tasks, the teacher will be able to organize the learning process at a level that meets the requirements of modern society. In particular, it is also applied to the preparation of future masters of industrial training, as they must have not only the necessary amount of fundamental and specialized knowledge, but also certain skills to creatively solve practical problems, constantly improve their skills and adapt quickly to changing conditions.

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BASIC PRINCIPLES OF PEDAGOGY OF PARTNERSHIP IN PROFESSIONAL EDUCATION

Nowadays under the conditions of modernization of Ukrainian education one of the directions of optimization of the educational process is its direction on democratization of mutual relations of those who teach and those who study. This is primarily reflected in the updated approaches to the learning process: the creation of an appropriate educational environment, a favourable atmosphere of cooperation, a move away from a monological presentation of educational material and the duplication of information that can be obtained from accessible, in particular, Internet sources and the transition to communication with the subjects of the educational process through the introduction of active learning methods that provide a much wider range of opportunities for personal disclosure, development of initiative and activation of cognitive and educational activities. One of the factors of effective interaction between the participants of the educational process is the pedagogy of partnership.

According to modern scientific approaches, the pedagogy of partnership is the direction of pedagogy, it represents a set of technologies of education and training on the principles of humanism and creative approach to personal development. The pedagogical

experience and developments of V. A. Sukhomlinsky, Sh. A. Amonashvili, I. P. Volkov, I. P. Ivanov, A. S. Makarenko, V. A. Karakovsky, S. M. Lysenkov, V. F. Shatalov and others are of great importance in this approach.

Following the pedagogy of partnership, a pupil is a volunteer and an interested companion, like-minded person, an equal participant of the educational process, caring and responsible for its results [1].

Based on the scientific findings, it can be argued that the essence of the pedagogy of partnership is democratic and humane treatment of participants in the educational process, ensuring their right to choose, to their own dignity, respect, the right to be who they are.

It is justified to assert that the partnership relationship is developed where those who learn and those who teach are united by common views and the pursuit of a commonly defined goal [2].

According to the pedagogy of partnership, participants of the educational process (students, pupils, students) are voluntarily interested companions, like-minded people on the ground of equal, responsible attitude to the process of professional training and to its results.

In terms of scientific approaches, the pedagogy of the partnership is based on the following principles:

- respect for the individual;
- friendliness and positive attitude;
- trust in relations, relationships;
- dialogue - interaction - respect;
- distributed leadership (about activity, right to choose and responsibility for it, horizontality of connections);
- principles of social partnership (equality of the parties, voluntary commitments, obligation to implement agreements) [3].

In order to promote the self-realisation of those involved in professional training, it is necessary to understand that each of them is a unique and distinctive personality. The priority of free development of personality, which is based on its understanding and respect for it, is the basic principle of building a modern educational environment.

Therefore, the task of educators is to create an atmosphere of care and support for the participants of the educational process, which would contribute to the development of their professional competences and satisfy their intellectual, emotional and social needs.

In order for the educational professional environment to contribute to the self-realization of everyone, the work should be aimed at ensuring that everyone involved in the educational process can:

- develop the ability to think critically and speak independently;
- enrich the knowledge in the professional sphere;
- develop the ability to make independent and reasoned professional decisions;
- acquire the necessary skills in professional subjects;
- to be proud of the future profession;
- develop own emotional intelligence;
- constantly feel the individual pedagogical support;
- self-aware of being a participant in the educational process;
- maintain and strengthen their moral, physical and mental health;

The pedagogical team of professional (vocational) education institutions should promote mutual coordination of external needs and internal motives for self-development and self-realization of all

participants in the educational process. Work with educational applicants should be based on the adoption of new approaches in teaching activities, which emphasize not the accumulation of knowledge but the formation of both professional and life competencies.

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THE ROLE OF SELF-EDUCATIONAL COMPETENCE IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS OF LABOR-TRAINING AND TECHNOLOGY

At the present stage of development of our state, society needs specialists who not only possess strong knowledge and methods of practical activity, but also are ready for continuous education, self-improvement and self-development. After all, K. D. Ushinsky emphasized that the teacher should not be limited to the gained knowledge. It is very important to develop in the teacher the ability and willingness to constantly expand their scientific and pedagogical outlook. A real teacher, according to K. D. Ushinsky,

«lives as long as he learns, as soon as he stops learning, the teacher dies in him» [2].

According to I. Winter, the ability to learn throughout life, which means the ability to seek and assimilate new knowledge, acquire new skills, organize the educational process, the ability to define educational goals and ways to achieve them, to build their educational and professional trajectory, to evaluate their own trajectory training [1, p. 19].

At the present stage, the specialist must quickly adapt to real working conditions, be active and independent, able to integrate theoretical knowledge into practical activity. Continuous improvement of the training process is caused by continuous changes in the educational process. That is why vocational training should be aimed at stimulating specialists' desire for self-improvement.

Self-educational competence of the future teacher of vocational training and technology is one of the main competences, which is formed through systematic and consistent self-study. It consists of the following components: the ability for self-studying to develop their own techniques of self-education; responsibility for the level of self-educational activity; flexibility of application of knowledge, skills, skills in the conditions of rapid changes; constant introspection, self-control over own activity [3].

The importance of general self-education was to acquire new life meanings, ideals, changes in the picture of the world, personality as a whole. According to V. Sukhomlynsky, «a teacher should know ten, twenty times more than will be taught in the lesson, only under such a condition the teacher will be able to awaken the interest in cognition, the craving of knowledge in students» [5].

A new model of development of the national education system is directly linked to the changing educational paradigms, which shift the focus from educational activity to self-education. The main conditions for such changes are external (development of

economy, technologies, increasing the volume of information and their constant expansion and updating, and in this connection increase of the role of education and efficiency of activity of social institute of education with its subsystems of general secondary, professional higher and postgraduate education) and internal (personality needs related to social and professional adaptation, self-realization and self-development during life, etc.) factors.

Previously, self-education was seen primarily as a secondary phenomenon, fully subordinated to the needs and objectives of institutional education and thus complementary to the educational process, then the modern vision of self-education is based on the shift of emphasis from education to self-education. Moreover, self-education in comparison with institutional education begins to dominate as a type of activity in the structure of education and as a type of activity in the structure of human activity [5, p. 27].

Modern society is also called the knowledge society, that is, such a society is dominated by a new mode of activity that ensures the creation and exploitation of knowledge.

Knowledge can be viewed alongside such universally recognized human resources as land, manpower, minerals, capital, but unlike them, knowledge is an inexhaustible and ever-expanding and expanding resource. This, in turn, requires creating the conditions for mastering this knowledge and necessitating appropriate changes in the institutional education system, taking into account the growing role of self-education. Thus, it can be said that for the modern information society, knowledge is the central resource around which new technologies, cultural development, etc. are built [4].

In such circumstances, the importance of education is indisputable, and its technologies are constantly changing, improving, acquiring new functions and characteristics. The essence of such changes is to bring education closer to self-education, and

self-education will gradually become a mandatory component of all human activities.

Based on this understanding of the role of self-education in today's society and in the education system, it should be emphasized that changes in learning technologies that are based on the dominance of self-education have more or less already touched upon various parts of the education system, in particular the higher education system. Vocational training technologies are becoming more and more oriented towards self-educational activity, and more attention is being paid to the organization of students' self-education and in the general secondary education system.

The role of the self-educational competence of the future teacher of vocational training and technology depends on many factors and conditions, which fulfillment will allow to obtain a highly qualified specialist, who is able not only to prepare for the lessons qualitatively, but also to learn, master and use new techniques, methods and forms of organization of educational process.

Therefore, the self-educational competence of the future teacher of labor training and technology is a purposeful activity of a specialist in the improvement of the acquired knowledge and the acquisition of new psychological-pedagogical, general cultural, methodological and special knowledge for the purpose of self-improvement in professional and personal terms.

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INTEGRATION OF DIFFERENT SUBJECT KNOWLEDGE AND SKILLS OF STUDENTS IN THE PROCESS OF DESIGN AND TECHNOLOGICAL ACTIVITIES

A new stage in the development of school education is related to the implementation of a competent approach to content creation and organization of the educational process.

In the formation of key competences, all subjects are involved. They integrate the learning process around competencies. Each subject, having its own competence potential, contributes to the process of key competences formation, that is, to the creation of the educational environment of the Ukrainian school [2].

The purpose of cross-cutting integrated content lines is the formation of students' ability to apply knowledge and skills of

different subjects in real life situations or to perform practical tasks close to life.

The result of studying the cross-cutting content lines is the formation of key competences at a certain level, which are characterized by the supplementing of the students' experience taking into account their natural tendencies and abilities, professional intentions, available knowledge in various subjects.

At the lessons of labor training and technology, the competence approach is realized by involving students into the project activity as a leading means of development and learning, forming their ability to self-study, including using modern information technologies, the ability to design their own process of cognition and to implement the planned [3].

In connection with the integration approach introducing into students labor training course there is a problem of creation of a database of orienteering creative projects.

A complex interior design product can be a very complicated design object, but it has significant advantages for integrating students' holistic knowledge. This knowledge is not acquired in the context of subject-oriented schemes, but is acquired by the author of a creative project in the process of research activities, based on the subjective experience of the student [1]. This eliminates the so-called formalism of knowledge, in which theory cannot be applied in practice, and therefore is in fact ballast to the brain.

When designing and manufacturing of a complex product with different techniques of processing different materials, students apply knowledge and skills in different school subjects. Let's look at their list on the example of designing a wall clock project, decorated with leather flowers and relief in the technique of paper-art. The process of designing and production of this product integrates such knowledge and skills as:

• History (search for historical information about a design object or its manufacturing technology);

• Physics (studying the principle of clockwork, calculation of the maximum permissible length (weight) of arrows, mechanical properties of materials);

• Mathematics (calculation of quantity of necessary materials, their cost, cost of the product, etc.);

• Biology and Ecology (flower structure, material science, reuse of resources, materials);

• Chemistry (materials science);

• IT (information search, creation of a drawing / sketch in CAD environment, creation of a presentation for project protection, development of product advertising);

• Drawing (creating a drawing / sketch);

• the Ukrainian language (preparation of documentation with observance of language norms, conducting of marketing research, drawing up of questionnaire).

• English (search for information about the project object in English sources, advertisements (product sales announcements) on the English speaking platform).

• Geography, Astronomy, History (study of the history of the origin and development of time accounting systems, the history of the emergence of Roman and Arabic figures)

Having analyzed the above mentioned information, we can conclude that there is considerable potential of labor training in the implementation of the competence approach. It is in the process of design and technological activities that the best possible integration of diverse subject knowledge and skills, which contributes to the formation of students the ability to apply them in real life situations.

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USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF FUTURE AGRICULTURAL ENGINEER TRAINING

The modernization, accelerated and innovative development of current education and science of Ukraine requires high-quality professional training of future specialists of agricultural engineers, which meets the requirements of professional and social activity. The latest changes and technologies require the training of specialists capable of independence, responsibility, self-improvement, creative development, productive work in various spheres of society and are competitive in the labor market. In such circumstances, educational institutions face the task of implementing innovative training technologies that will improve the previously acquired knowledge, skills and qualitative training of future agricultural engineers to meet the needs of the labor market.

Problems of innovative activity in the educational sphere are covered in the works of such scholars as O. Arlamova, N. Artikutsa, I. Beha, M. Burgin, L. Vashchenko, G. Gerasimova, L. Danilenko, I. Dichkivska, N. Dubova, V. Zhuravlev, L. Ilyukhin, O. Kobernik,

A. Nichols, L. Podimov, O. Popov, M. Potashnik, A. Prigozhin, V. Slastionin, A. Khutorsky, N. Yusufbekov, and others.

The theoretical foundations of pedagogical technologies are devoted to the work of such scientists as N. Aristova, Y. Babansky, V. Bespalko, N. Zhuravskaya, G. Ignatenko, M. Clarin, V. Kovalchuk, N. Kuzmina, O. Malykhina, S. Sisoeva, V. Slastionin, S. Smirnova, A. Sushchenko, N. Talizina, Y. Tatur and others. Development of innovative technologies of training were engaged K. Bahanov, A. Belkin, L. Vygotsky, V. Guzyev, D. Dewey, I. Yermakov, A. Ershov, V. Kovalenko, B. Nikitin, P. Podkasysty, O. Pometun, L. Pyrozhenko, M. Stronta, I. Chechel and others.

The word *«innovation»* has a Latin origin and in translation means updating, changing, introducing a new one. In pedagogical sense, innovation is an innovation that improves the course and results of the educational process. Such scientists as V. Slastionin, L. Podimova consider innovations to be a complex process of creation, dissemination and use of a new practical tool in the field of engineering, technology, pedagogy, scientific research. I. Podlasy believes that innovations are ideas, processes, means, and results, taken as a qualitative improvement of the pedagogical system [1].

Innovative activity is the basis and content of innovative educational processes, its essence lies in the renewal, improvement, and introduction of «new» in the traditional system of pedagogical process [5].

The concept of *«technology»* in the explanatory dictionary is a set of processes in a particular industry and a scientific description of production methods [3].

Pedagogical technology, according to G. Selevko, is a meaningful generalization of its three aspects: *scientific*, when pedagogical technology is a part of pedagogical science, which studies and develops the purpose, content and methods of teaching and designs pedagogical processes; *procedurally descriptive*, when a

description (algorithm) of the process, a set of goals, content, methods and means to achieve the planned learning outcomes is offered; *procedurally acting* as implementation of technological (pedagogical) process and functioning of all personal, instrumental and methodological pedagogical means [4].

According to I. Dychkivskaya, *innovative pedagogical technologies as a process* are «purposeful, systematic and consistent implementation of original, innovative ways, methods of pedagogical actions and means, covering the whole educational process from definition of its purpose to the expected results» [1].

Pedagogical technology is not only the use of computer and technical means of teaching, but also the isolation of the means and techniques of an optimized educational process. Based on various factors used to improve the effectiveness of education through the use of innovative techniques and materials realizes the essence of pedagogical technology [2].

From the analysis of pedagogical literature the following innovative pedagogical teaching technologies can be distinguished: critical thinking technology (is based on the formation of students' own point of view, able to confidently conduct discussions and make informed decisions, to acquire knowledge independently, to learn to communicate openly, to think logically and to reason); *research technology* (aims to instill in students the skills of research work, to form an active, creative personality); *integrated pedagogical technology* (creation of optimal conditions for development and self-realization of students by forming a complete knowledge of the object under study); *technology of developmental learning* (consists in the formation of abilities for self-improvement, active, independent creative thinking, self-study); *technology of formation of creative personality* (based on instilling in students the skills through which they will independently manage their cognitive activity, will think independently, make extraordinary decisions, consciously

choose their life position, generate original ideas); *project technology* (consists in forming creative activity and stimulating students' interest in new knowledge, in their development by solving personal problems and using this knowledge in a specific practical activity); *technology of differentiated learning* (is to form students' ability to learn, desire to generate ideas, search for alternative solutions to standard and problematic situations) [5].

Among the innovative pedagogical technologies, *interactive teaching technologies* are relevant and productive. The main purpose of interactive learning is to activate future training of agricultural engineers by engaging in a dialogue during which, by considering life or production situations, they are able to exchange opinions, ideas, suggestions, and jointly solve problems based on an analysis of circumstances and the relevant situation. Interactive learning effectively contributes to the formation and increase of activity of future specialists, their motivation for educational and professional activity, better acquisition of the required knowledge of skills and skills, which improves the quality of vocational training.

To interactive and other modern pedagogical teaching technologies an effective complement is *project technology* (or method of projects). *The method of projects* is considered a way of achieving a didactic goal through detailed elaboration of a problem that must be completed with a real, practically tangible result. The project technology allows not only to transfer students a certain amount of knowledge, but also to learn to acquire this knowledge independently, to be able to use the acquired information to solve new cognitive and practical problems [5].

Innovative pedagogical teaching technologies are a source of development of self-regulation and freedom of choice of future specialists of agricultural engineers, the need for awareness of personal responsibility. They make it possible to bring future

specialists to a higher level of competence, preparedness and professionalism.

The use of innovative pedagogical training technologies in the process of professional training of future agricultural engineers will help them to activate educational and cognitive activity, intensification of the educational process, to form creative activity and the need for self-study and self-development, and will also enhance competence and competitiveness to meet labor market needs.

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KNITTING AS A KIND OF DECORATIVE-APPLIED ARTS

Modern education is a reforming process, oriented to the global educational trends and creative approach to the learning. Within this framework. the content and traditional approaches to handicraft lessons at secondary school are changing.

Nowadays the individual adjustment to the process of creating life material benefits is the result of students' training. The basic direction of implementing new technologies is the project activity, which integrates all kinds of modern human activities beginning with making a creative plan up to the realization of the final product. It helps to solve problems related to the students' concernment to self-studying, to develop skills necessary for planning their activity according to specific practical requirements, to get both new creative experience and possibilities to find and consciously choose methods for self-realization.

Knitting is one of traditional technologies taught at the handicraft lessons. It is one of the most popular decorative-applied arts in Ukraine and in the world used in home design (e.g. napkins, tablecloths, blankets, pillows, kitchen utensils, toys etc.). It is well-known that, knitting is a real piece of art that allows to create unique goods that meet the requirements of fashion and individual tastes.

It is certainly unknown how knitting has been really invented. According to unverified sources we can assume that it has originated long before our era. It is clear that the examples of early knitting couldn't be found nowadays comparing with fossils or skeletons,

because the needlework is not able to remain unchanged for a long time.

The main sources of knitting historcal information are old images and ancient knitted garments of various eras found by archaeologists. One of the most ancient relics is the knitted socks from Egypt, which were preserved due to the dry climate conditions. These socks are dated 1500-1200 BC and made by circular knitting technique of interlacing yarns of two colors - white and indigo (dark blue). They are decorated with different drawings such as zigzags and other simple geometric figures to inscriptions and complex rhombic patterns.

The archeologists found the bone knitting needles and a pair of long wool pants with the knitted socks in the tombs of Germany (Thuringia) which are dated about 300 AD.

Consequently, teaching students knitting is relevant nowadays. It allows to express one's own individuality, to abandon the established traditional fashion looks, both in clothing and home interior design. Knitwear is most stable even considering constantly changeable fashion.

Having analyzed historical and technological input, we came to the conclusion that knitting is one of the oldest and still most common types of decorative-applied arts. Having gone through a long formative period, hand knitting is very popular now.

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SYSTEMIC AND ACTIVITY APPROACH IN VOCATIONAL TRAINING OF INTENDING TECHNOLOGY TEACHERS

Vocational training of intending technology teachers is the necessary prerequisite of their formation as professionals, specialists of educational branch "Technology". The high level of requirements of society and the development of pedagogical science in Ukraine predetermines the necessity to improve vocational training of teachers of technologies on the basis of methodological approach, especially system and activity one.

Researches of such scientists as P. Atutov, Yu. Belova, V. Burinsky, V. Vasenko, L. Kazachok, M. Kurach, Ye. Mehem, L. Orshansky, B. Prokopiyevich, V. Radul, H. Razumnaya, D. Rudik, V. Serikov, V. Solovey, V. Steshenko, V. Harlamenko and others are devoted to the problems of training of technology teachers.

The activity approach gives the chance to understand the essence of the process of forming the ability to carry out certain professional actions, which are based on the necessary professional knowledge and abilities, that is forming professional competence; to find out the regularities of this process, and the connection between the theoretical and practical vocational training of intending technology teachers [2, p. 24].

The systemic approach allows to consider any pedagogical reality as an open social and pedagogical system. Being social and artificially organized, it forms a peculiar educational space according to a certain model, which defines the types of interrelations, expected results, mechanisms and development prospects [1, p. 13-14].

In our research a pedagogical object such as training of intending technology teachers at the higher education institutions is considered from the point of view of system and activity approach. This training is included into the system of high level - vocational training that is also included into the system of the higher pedagogical education. The system, its subsystems and supersystems create hierarchy – an arrangement of parts from lower to higher.

According to the systemic approach, training of a intending technology teacher is the specific integrated complex pedagogical system which consists of various components with their functional links and the relations, and also essential factors [3, p. 71].

The main objective of the system has to be directed at the fulfillment of the general tasks of training, education and development of the identity of a student, predetermined by actual and perspective requirements of the society, formation of the creative activity of intending technology teachers.

The activity, which is acquired in the course of training at the higher educational institution, its content and functions is the leading value of the system of vocational training of a teacher under the condition of application of the activity approach. This approach focuses students on acquiring know, on the ways of its acquiring, on samples and ways of thinking and activity, on the development of informative forces and creative potential of a student [4, p. 144].

The result of the professional and pedagogical training of students should be the understanding of the essence of their profession as the activity for the solution of pedagogical tasks directed on the formation of the personality of a student. It is possible to draw a conclusion that systemic and activity approach to the training of intending technology teachers at the higher educational institutions defines an aim of educational process on the search of the content of their professional activity, and their attitude to the

profession, self-knowledge and self-improvement, development of the identity of a specialist, his general culture.

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NEW TRENDS IN THE PROFESSIONAL AND TECHNICAL EDUCATION

Everyone knows that knowledge is power. But over time, the desire to learn disappears when a teacher adheres to a strictly educational program and a classroom has not been repaired since the

last century. In my opinion, this is an important factor for children. I propose to consider some new trends in education.

A standard class, a desk, a chair and a board begins to recede because of its banality. The whole world is eager for extraordinariness, and so is learning. I think many of you have seen lessons and anti-cafes, "green lessons" in the park, or reproduction of life's situational dialogues in the natural environment. As a role model, one can mention the Lviv "Sophia" kindergarten, where classes are sometimes held outside the school. Art lessons and history can be organized in museums and Spanish is taught in the living environment. For example, 6th grade students chose furniture in a real shop. They spoke Spanish, of course. And for eighth-graders, employees of one of the IT companies arranged interviews.

Then the students themselves took their classmates to work and held classes in a foreign language for employees of the company. "We want to bring not only knowledge to children, but also to teach them life skills. That is why there is a practical component to the lessons", says director Irina Blue. Lessons are also spent outside. On the Earth Day students and teachers planted nuts together in the schoolyard. This is the way how children learn to work and be responsible. They enrich themselves and the environment. In my opinion, this is very important at such a young age. Not everyone can truly succeed in everything. But success only comes with self-manegement and determination [1].

Another new trend in the educational program is the so-called Bloom Cube. Bloom's Cube is a learning technique that makes it easier to deal with different aspects of the topic and at the same time helps to characterize the concept in a comprehensive way. This technique was offered by American psychologist and educator Benjamin Bloom, the author of Taxonomy Theory; this technique helps to involve all students without exception. The cube must be pre-fabricated in such a way that it is large enough for all students to

see what is written on its borders. They write the question words, considering which students formulate questions on the topic or prepare questions. It can be made of paper or plastic. Work with the cube can be applied at the beginning of the lesson in the introductory part, during the transition to the main part or at the end of it for the final comprehension of the material by the students [3].

Etymologically, the word coaching comes from the English "coach", which in the early 90's of the XIX century was included in the sports vocabulary as the name of a sports coach, and subsequently began to mean any activity related to training, direction, assistance. Timothy Hellway, a Harvard teacher-theorist, tennis expert, argued that if a coach could help an athlete get rid of mental disturbances in the game or reduce them, then they would have unexpected natural abilities, and the coach would no longer need increase technical load. The main difference between a coach and a teacher is that the coach does not provide ready-made decisions or correct advice. Timothy Hellway identified the essence of coaching. Coaching – unlock a persons' potential to maximize their effectiveness. Coaching does not teach but helps to learn.

It is the art of creating, through communication and behavior, an environment that facilitates the advancement of a person to the desired ends so that it is satisfying. Another classic of coaching is John Whitmore, who defines it as a means of helping another person to find his or her own solutions, or moving him in any difficult situation. Coaching is fundamentally different from mentoring. It focuses on future opportunities, not past mistakes [3].

Coaching gives the teacher to find: individual approach, interactive approach, development, stimulation of interest in learning, increase of motivation, awareness, responsibility for own result and result of the student, development of new competencies, satisfaction with results, "high-environmental" approach – trust and openness. But it is up to the present pedagogical system to develop

not only the personality. The teacher should be ready for the process of updating the pedagogical system. Today's task of the teacher – to create conditions for the development of the student, his abilities, creative perception of knowledge; to develop the ability to think independently; to motivate to study subjects. The student has to learn not only to answer questions, but also to be able to ask them and find answers to them. Modern teacher demonstrates universal and substantive ways of action, initiates actions of students, corrects and advises them, finds ways to involve everyone in the work, creates conditions for life experience, is a partner of students and parents. The modern teacher sets the SMART goal (specific, well-defined, measurable, real, achievable, time-bounded) to develop a learner's need and ability to learn throughout life, but only one who can constantly learn, know it [4, p. 301].

Considering these trends you can conclude that you should enjoy the opportunity for continued growth. So, change yourself and everything that surrounds you.

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ВИПУСК VIII

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