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## Section One

### UNSOLVED PROBLEMS IN LINGUISTICS AND LITERATURE

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### TEXT CENTRED APPROACH TO LANGUAGE TEACHING IN THE CONTEXT OF MODERN LINGUODIDACTICS

Nowadays the level of the language culture is getting lower in our country. It has been noted not only by philologists. Without doubts the language culture is related to the general culture of a person, which is cultivated more in the family than at school. The subjects of Humanitarian Sciences, especially the Ukrainian language, play a key role in solving this problem. One of the directions in Teaching Methods of the Ukrainian language at a modern school is to focus the attention on the text. The students' linguistic, communicative competence, individuality can be formed during the process of working with the text. In an extended sense, communicative competence is the ability of a person to use language tools to solve certain tasks in various fields and learning situations. Whereas the basic communication unit is the text, so it is considered the highest unit of learning. Thus, the text centred approach is inextricably connected with the communicative and activity approach in education.

The language study of text centred approach is studied by modern Linguodidacts (O. Horoshkina, T. Okunevych, M. Pentyliuk, T. Symonenko, S. Karaman, etc.). The definition of the term "text" belongs to one of the divisive issues, studied by linguists (D. Barannyk, I. Halperin, A. Koval, O. Ponomariv, O. Selivanova, etc.), psychologists (L. Vyhotskyi, I. Zymnia, T. Ladyzhenska, O. Luriia, I. Synytsia, etc.) and linguistic didactics (O. Biliaiev, O. Horoshkina, V. Melnychaiko, M. Pentyliuk, M. Stelmakhovych, etc.).

The modern organization of the educational process provides the structuring of educational resources, meaning the transition from reproductive to mostly productive learning, which has a beneficial effect on developing student's intelligence. It is hardly possible to learn Teaching Methods of the Ukrainian language without the text centred approach, which means understanding text as a verbal piece of work. Thus, the principle of text-centrism is based on the unity of competence of language, speech and spelling.

F. Batsevych claims that the variety of approaches to text interpretation is caused by many reasons. First of all, it is the importance of this concept for human, its complexity and at the same time the centuries-old tradition of studying it in various areas of knowledge. Text, as a phenomenon of linguistic and extralinguistic reality, is a complex that performs various functions: it participates in communication, helps to store and transmit information in place and time, reflects the mental life of individuals, it is considered to be a product of a historical epoch, a form of cultural existence, a reflection of certain sociocultural traditions etc. [1; 146]. The formation of a linguistic personality is impossible without the process of working with the text. Using text as the main means of learning in the classroom contributes to the fact that students master the ways of solving language, speech and spelling tasks, and as a consequence they form students' operating activity. The study of language units is based on the analysis of the text in the connection of the content and the form. It allows to combine more closely the acquired linguistic knowledge with the spelling skills, with solving various educational problems, with students' growth and motivational learning. It indicates that text centred learning is one of the most effective methods.

At the present stage of school education, the most effective way to develop and master students' activity with the text is to realize an integrated character. In this matter, the integration of subjects will contribute to the efficiency and quality of students' learning. Although the variety of text tasks is specific to each subject, the sequence of work on text skills and action modes should be common to all disciplines. At the stage of designing it should be based on the structure of textual activity studied

by psycholinguists (L. Vyhotskyi, A. Luriia, A. Leontiev etc.). It provides three main stages, implemented sequentially: idea, lexical and grammatical structure of the utterance, realization. The idea of the utterance is the basis of linguistic utterance. It is the extremely general, nuclear meaning of a prospective text. It maintains the sequence of events and urgency of the topic. Nuclear meaning allows to make predictions about its content and to store certain parts of the text in the memory during interpretation, ensuring the memorization of the most important things and then reproduction drawing on the details. The nuclear meaning of the text can be expressed in the theme, the title of the text, keywords and the main idea.

The developing and mastering feeling for language occurs in the process of working with the text at the Ukrainian language lessons both in junior and senior classes.

Students can be involved in national culture through textual studying; Ukrainian language lessons are included in a common system of Philological education.

Text centred approach both at the Coherent speech lessons and during the study of vocabulary, morphology, syntax encourages for spiritual and moral education of students, developing their creative abilities because students refer to the priceless wealth of Ukrainian classics.

The texts, selected in accordance with the peculiarities of the age psychology by the teacher, arouse student's interest and desire to deepen into the plot collisions, to judge the events. If a text is divided into several lessons, children will look forward to its proceeding. The teacher can activate the students' creative forces, give knowledge, develop the outlook, and suggest them situations of moral choice with the opportunity to make independent decisions.

In the process of working with the text, it must be established the author's communicative intention, functional semantic, stylistic connections and dependencies between the elements. An important emphasis in the linguistic and stylistic analysis is that the students build their statements. What is important is that the elements of the text, analyzed earlier at the lesson, were later implemented in the student's utterance.

Thus, new approaches in teaching the Ukrainian language based on text centred approach allow the formation of linguistic, cultural and communicative competencies and provide an organic unity of knowledge of the system, structure and development of language. Modern methods of teaching the Ukrainian language actively use a text centred approach to reach a new, higher level of language proficiency as a means of communication, as well as for the successful formation of language culture and student's personality.

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#### THE SPECIFIC FEATURES OF TRANSLATING THE IMPLICIT MEANING OF THE LITERARY TEXT

The content of any utterance has usually its nominative and communicative meaning. The nominative meaning of the utterance tends to be explicit, and the communicative – implicit.

Under implicit (from the Latin *implicatus*, *a*, *um* confused, indistinct; part. pf. from *implico* confuse, closely connect) we usually understand something expressed in an indirect way [7], capable of being understood from something else

though unexpressed, present but not consciously held or recognized [8], suggested but not communicated directly [6].

It is notable that the main feature of literary texts is their implicit content. In order to interpret and reproduce this content by means of a foreign language correctly the translator must be a connoisseur of the original text. The famous linguist V. Vinogradov points that this skill is based on the “deep knowledge of culture, literature and art of the certain era, a clear idea of the state of the common colloquial and literary language and its styles of that era, a deep penetration into the creative method of the author and the originality of his individual verbal and artistic skills” [1].

One of the well-known Ukrainian theorists and practitioners of literary translation S. Kovhanyuk formulated the basic law of translation: "If you want to harmoniously combine form and content, then take the content of the original, but give it a form specific to your native language" [3].

Thus, all the features characteristic of the original literary text must be inherent in the translation. Nevertheless, there are many peculiarities of the translated text.

The specificity of the translated text becomes clear mainly in comparison with the original. The translator aims to convey the certain information to the recipients. He/she does it as best he/she can. At the same time, the readers of the translated text do not have the opportunity to check how accurately the information contained in the original is transmitted to them. They do not very often even suspect that there may be differences between the two variants of the texts. M. Larson and L. Mildred note that it is impossible to convey the text without any transformations, in such a way the translated “text acquires new semantic nuances” [4].

Equivalence and adequacy are considered to be the main categories of the translated text. The theory of translation interprets equivalence as saving the relative equality of semantic, stylistic, functional and communicative information contained in the original and the translation.

The degree of equivalence with the original text depends on many factors:

- the skill of the translator;

- the features of compared languages and cultures;
- the era of creating the original text and its translation;
- the methods of translating;
- the nature of translated texts etc [5].

The prominent translation theorist A. Schweizer understands “adequacy” as a category that considers “translation in its procedural aspect, focusing on the relevance of the translation strategy to the communicative situation” [5].

There is an interesting but disputable concept arguing that readers should not perceive an ideal translation as a translation at all, but as an original work by itself [2]. The great example of such theory is Nabokov's version of L. Carroll’s fairy tale “Alice in Wonderland”. Nabokov adapted both the name of the heroine, and all the realities to the norms of the Russian language and everyday life.

To sum up, the translation of explicit meanings is a problem of general translation theory, which deals with text translation of all styles and genres, but the specific difficulties of literary translation are the adequate transfer of the implicit meaning.

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## **PECULIARITIES OF INTERTEXT AND INTERTEXTUAL ELEMENTS TRANSLATION**

Intertextuality is an important issue in literary theory. It is inextricably connected not only with literary studies, but also with translation studies, since intertext is closely related to the reception and interpretation of the literary text. The study of intertextuality in translation was highlighted in the works of modern Ukrainian and foreign scientists, including R. Bart, M. Bakhtin, N. Kuzmina, Ye. Levchenko, O. Revzina, N. Petrova, H. Denysova.

Fiction reflects a culture that has specific national features and becomes available to readers from the other countries through translation. It is necessary to determine the peculiarities of the translation of intertextual elements in fiction; therefore the issue of the specifics of intertextual elements translation remains relevant.

The study of intertextuality attracted the attention of many scientists, in particular, according to N. Kuzmina, intertextuality is the ontological quality of any text, first of all, an artistic one. It is intertextuality that is the feature that ensures accepting a literary text in the process of literary development; this is a criterion for the aesthetic value of the text. If a work does not have this quality, then it has almost no chance of entering the world literature. Therefore, intertextuality is a quality of a work of art that

accumulates information not only from the personal experience, but also indirectly from the other texts [2, 154].

Discussing the ways of intertextuality translating, scientists mostly use one of two common translation strategies: domestication and alienation. Domestication means paying attention to adapting the source text to the requirements of the readership in order to bring closer and make more understandable the phenomena depicted in the book, through reproducing a complex of similar associations. When translating intertextual elements, attention should be paid to the replacement of culturally specific units, using components that are understandable to the reader's culture. It is also important to remember that alienation should not be abused, as it may lose the cultural component of the work. Excessive use of one of the strategies in translation is not a guarantee of a successful result. Domestication can oversimplify the text, and alienation can make it complex, incomprehensible, partially depleting its associative field.

Among the intertextual elements, citation is a means of clearly reference to a specific source. However, citation in a literary text presupposes the commonality of cultural elements of the author and the reader, as well as ensures the recognition of the quoted fragment. Otherwise, the reader's actualization of the intertext through quotation is unimportant [1].

Literary critic S. Sydorenko [3] identifies the following ways of transferring quotations and literary allusions in the text.

1. Intertextual connections expressed by a quotation in the original text are reproduced (marked) in the translated text, but probably are not actualized by the reader.

2. Intertextual connections expressed by a quotation in the original text are not marked in the translated text. The intertextual structure of the original is therefore simplified.

3. Intertextual connections, expressed by literary allusion in the original text, formally marked in the translated text, but probably not actualized by the reader.

4. Intertextual connections, expressed by literary allusion in the original text, appear in the translated text.

Therefore, the concept of intertextuality is considered from the standpoint of cultural strategies of domestication or alienation, which play a significant role in the perception of the work by the reader. Literary scientists distinguish the following methods of translating intertextual elements: equivalent, analogue, descriptive, compensatory, explanatory, transformational, etc. Since translation, as well as the use of language in general, is possible due to a complex of cognitive and communicative actions due to a particular situational and sociocultural context, the most effective for its implementation and analysis is the use of cultural linguistics, communicative and cognitive linguistics. Translators use different means of conveying intertextual elements. All this contributes to the successful reading and perception of the text by the reader.

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## **SPECIAL FEATURES OF FEMALE IMAGES IN LINA KOSTENKO'S NOVEL "NOTES OF A UKRAINIAN MADMAN"**

The novel "Notes of a Ukrainian Madman" (2011) is the first Lina Kostenko's published prose novel. It is written as combination of a diary, fiction, modern chronicle and publicistic writing.

The protagonist of the novel is a 35-year-old programmer who lives with his family in Kyiv at a difficult time for Ukrainian society - the beginning of the XXI century. He wanted to be a scientist, but was forced to repair customers' equipment. He has a low income, which does not suit either his wife or himself. "Boring techie, introvert" - he says about himself. According to him, "A man should feel like a winner, then he is interesting for a woman" [2, p. 10]. The problem is that he does not feel in such way.

The central male image and its difficult fate is depicted against the background of social processes and phenomena: unemployment, uncertainty, natural disasters, emigration, political intrigue, corruption, high-profile assassinations, frequent suicides, power of money, changing of government, protests, Revolution of Dignity and more. There are also problems in family life, because his love to wife have faded long before, the couple lives together, because the social tradition requires so.

Lina Kostenko depicts protagonist's inner emotional experience, troubled psychological state, his thoughts on philosophical topics and hesitation. Female characters are secondary in the novel, but they deserve attention from the perspective of anthropocentrism.

The programmer's wife is a philologist, she works at an academic institute, writes a dissertation about Hohol's work, which takes a lot of effort and time. She falls

annoyance because there is reduction all the time at work and delaying salary, as a result she often displaces her anger to the child and even beats his son. She reproaches her husband that he cannot keep his family with dignity. Happiness has not been visible in her eyes for a long time, her gaze shines like a stone "Tiger's eye" [2, p. 14]. She cries out in despair: "Where did I stare when I married you?!" [2, p. 20]. The character thinks that "I am a hopeless loser in her eyes" [2, p. 82], because he does not belong to the "masters of life". He even worries about the fact that "his wife will become a feminist" or will find a worthy husband and leave him [2, p. 9]. Thus, Lina Kostenko depicts the importance of material wealth in the life of modern people.

Mother-in-law lives with the couple. She is a widow, an immigrant. The woman helps the family as much as she can: she prepares food, takes care of her grandson. However, she has no inner peace because she is nervous because of the news she hears on TV and radio. The protagonist believes that her consciousness, like many others, is "zombied" by the media. She is in an unstable psychological state and this worries her family a lot.

The character remembered with warmth and sadness his old mother, who was "tall, slender, beautiful, with lush resin hair ... She sang in a choir, she had a deep velvet mezzo" [2, p. 50]. Her death was the result of radiation she had received during frequent concerts in the Chernobyl zone to support the liquidators of the tragedy.

Thus, in Lina Kostenko's novel "Notes of a Ukrainian Madman" political events are closely intertwined with the spiritual and moral life of society: the material significantly affects the spiritual, the line between beautiful and ugly, truth and untruth, fair and selfish blurs; universal values levels. The image of a woman changes, she ceases to be a humble, speechless guardian, and declares her needs and requirements that a man must meet.

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## **GENDER FEATURES OF PUBLIC SPEECHES OF WOMEN POLITICIANS**

Gender features of the language of women politicians in public speeches have repeatedly been the subject of research of scholars. In recent decades, gender research has begun to develop rapidly and become a priority in Ukrainian and world linguistics. Melissa Yoong, D. Tannen, R. Bart, M. Ilyin and other linguists have studied the influence of gender on the speech of men and women.

The least developed are studies of public speeches by women politicians. At the same time, we chose the topic of politics not by chance: this area was usually considered to be intended exclusively for men. The origins of this approach date back to the ancient society with its traditional distribution of social roles. Thousands of years later, this division still exists, albeit in a milder form in certain societies, and stereotypes still play a significant role in becoming a woman leader. After gaining a leadership position, a woman is often forced to restructure not only her behavior but also her character, subconsciously preparing for a harsher assessment and even attacks by chauvinistic individuals.

Before proceeding to consider the peculiarities of the language of women politicians, it is considered necessary to define more clearly what gender is. Most researchers believe that gender, in contrast to the concept of gender, does not refer to purely biological or anatomical characteristics that distinguish men and women, but to socially formed traits of "femininity" and "masculinity." That is, the concept of gender means psychological, social and cultural differences between men and women.

According to A. Bread [1], political text is a language used in political activity, such as in general election campaign, presidential and vice presidential campaign or governor campaign. Political text is used by those who wish to keep power.

The peculiarities of the speech style of men and women are manifested at two levels: speech behavior and speech. For example, men interrupt more often, are more categorical, and tend to control the topic of the dialogue. It is significant that, contrary to popular belief, men speak more than women. Female use the language to seek and offer support. Female maintains an appearance of equality with their speaking partner and avoid showing an authority. Women avoid using aggressive and threatening language irrespective of their position. They exhibit their subordinate status by being polite and soft spoken and demonstrate their authority in the same way.

Analysis of the speeches of political leaders from the point of view of gender policy makes it possible to identify differences in their verbal communication. For women, this is an increased emotionality of the language; the use of diminutive forms; overly correct use of grammar; long, complex sentences; interrogative sentences even with statements; the use of expressions such as "I think", "I think" to soften the statement. Men tend to have more informative statements; mentioning dates, figures, facts; using taboo vocabulary; not so much importance is attached to the correct use of grammar; simple, short sentences; approval.

In general, the speech of women politicians was characterized as the speech of people with dignity and highly developed personality. Their public appearances give the impression of rather confident personalities, showing that such women politicians know well what they are talking about, they are competent in the issues discussed.

Thus, we can conclude that politicians (both men and women) use various linguistic means to convince their listeners, to convey to them the idea of the fairness of their "sermons", while striving to meet the desires and needs of the audience.

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## **THE DEFINITION OF SLOGAN**

An integral component in the modern world, in high competition of advertising, and its ideological grain is nothing more than a slogan. It is these few words that contain the main content of one or advertising, concentrate the image of goods and services. In other words, the slogan relies on rather difficult task – to induce the interest of consumers, encouraging them thereby acquisition of goods.

Let's move on to the key issue "What is a slogan"? The concept of "slogan" (Sluagh-Ghairm) this term came to us from English, initially distributed among American advertisers goes to the brass language. The primary meaning of the word – "Combat Klich" – very accurately and very figuratively reflects the essence of this advertising constant: the captivity of the buyer and different from competitors. In 1980, the concept of "slogan" was first used in the modern sense [1].

There are many definitions of the notion of "slogan". One of them is given in the dictionary of foreign words N.G.Komelev: "Slogan – a brief slogan, capturing some appearance of the advertisement, clear and easily. O.S. Ahmanova gives such a definition of a slogan-independent advertising message, which is pretty memorable and in a yark, figurative forms reports the main idea of an advertising campaign and explains the consumer the main proposal [2]. I. Morozova, author of another definition, claims that it is a short independent advertising message, which may exist isolated from other advertising products and, which are a collapsed content of an advertising campaign. In this case, the task of using the slogan is: attracting (the ability of the slogan to cause a rational positive attitude to the advertising product and memorability) [3].

Investigating scientists' notes, it is possible to determine, slogan is a short, emotionally charged expression with maximum content and minimum words, summons a dominant idea, philosophy of the firm. Despite verbal design, the essence of a slogan is literary and conceptual. A successful slogan, along with other components of advertising, forms a system of permanent elements that provide internal unity of advertising materials.

Linguists interpret a slogan as a separate speech fact, that is, an elementary unit of communication.

Manuel Baumgart writes that the slogan is an independent kind of context, apparently, even the hardest of the context of advertising text.

To date, the slogan is interpreted in linguistics in various aspects: as a type of utterance as a type of text and as a speech genre. The most common is the one in which the slogan believes that it is a short independent advertising message that may exist isolated from other advertising products and constitutes a collapsed content of the advertising company. The largest part of the researchers considers a slogan as an expression or phrase, putting forward to its structure and contents certain requirements. For example O.V. Medvedeva calls the basic requirements for the slogan: the concentration of the essence of a commercial proposal; relative brevity subject to emotional saturation; Simple and easy language, which contributes to a better perception and memorability [4].

There is also another side with which the slogan is viewed as a kind of text. Slogans, like headers, perform the function of influence. Also, the pragmatic and semiotic characteristics of the advertising slogan formally constitute the unity of verbal and nonverbal characters bring it closer to the texts, primarily-malformatic with a slogan occupies a special place among the types of text.

Thus, it should be noted that in all definitions of slogan, the main emphasis is placed on the brevity of the slogan and the concept of all advertising campaign expressed in it. So, we are approved to the idea that the slogan is a short advertising message, the EMME and clearly teaches the main advertising concept within a certain

advertising campaign and combining informative, expressive, suggestive and aesthetic functions.

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## TYPES OF AUTHORIZATION

### IN THE MODERN ENGLISH JOURNAL DISCOURSE

Most notably media authorization as an integration category in an individual, collective or institutional perspectives is presented in the English journal news discourse: it takes place both in individual English journals that publish information and analytical articles, and in the policies of individual journals, which differ in the types of authorization depending on how many people participate in the development of the media text, as well as on whether the authorship is indicated during the presentation of the final information product or not.

The aim of the study is to determine the types of authorization in the modern English journal discourse. Authorization in journal discourse reflects the degree of the

author's manifestation in the text and acts as a continuum covering three main types of author's representation: individual, represented by a separate individual; collective, including a group of people who create a text based on the division of labor; institutional, when several authors "construct and support a certain social group" [2, p. 253]. The specificity of the authorization of the journal text is that it can be created by many participants in the communication process, the number of which sometimes reaches eight [1, p. 48], as a result of which the concept of the author as a linguistic person is to a certain extent leveled out. Journal text with individual authorization is media material signed by one author, typical for the American news magazine *Time* ([www.time.com](http://www.time.com)). And text authorization with multiple authors is common in *Time* magazine. Institutional authorization is illustrated by numerous media materials of a news and information-analytical nature, which are distributed by corporate information institutions, for which the article is deliberately submitted without reference to the authors, as, for example, it is customary in the British edition of *The Economist* ([www.economist.com](http://www.economist.com)).

The common features of texts with different types of authorization is the decision of the authors what event should be presented to the audience, because not all phenomena and processes occurring in the world are covered in journal discourse, and those that come into the focus of attention are given a different amount of articles, creates the effect of the importance of an event. An individual author's, collective or institutional points of view are conditioned by the event itself, which, in turn, determines the choice and sequence of using linguistic units, taking into account their semantics, in order to build the necessary perspective of the event. Journal text authorization is based on four basic criteria:

- collection, analysis or interpretation of information material;
- significant contribution to the concept or design of the article;
- final approval of the version of the journal text that is published;

- responsibility for all aspects of the work in ensuring that issues related to the accuracy or integrity of any part of the communication material are properly addressed and investigated.

Articles in international magazines such as *The Economist*, *Time* cover news, information-analytical and features as genres. Articles are published with and without reference to authors on the pages of journals under the general heading news: these are briefings in journals with institutional authorization and messages from their own correspondents – in journals with individual or collective authorization – in the country and abroad, organized in certain thematic sequences: home news, international/world news, business news, political news etc. Information and analytical articles differ not only in reporting events, but also in comments that express the individual author's, collective or institutional opinion and assessments. In journal articles, there is a tendency to separate the information section from the analytical one as a result of their placement in different sections: news in the news section, information and analytical in the sections opinion, view, commentary, time off (common in *Time* magazine) and *Charlemagne*, *Bagehot*, *Buttonwood*, *Banyan*, etc., presented in *The Economist* magazine.

In this case, the same event can be covered in different sections and in the aspect of different authorizations, which is of interest from the point of view of studying the prospects for constructing one content. Journalistic texts that have an artistic and journalistic character, are free in structure, topic and volume, and in English journalism are defined as journalistic essays (features) concerning current events, established media, are constantly covered by a certain publication, for example, sports, health, social issues, education, cinema and fashion.

Thus, authorization is the main phenomenon of media communication, and its type determines the specifics of the modern journal text. Journal authorization is differentiated depending on the number of authors involved in the creation of the material, and the reference to them when submitting the final version in print. Journal articles of information-analytical and journalistic genres may refer to the author,

reflecting individual authorization, of several authors, representing collective authorization, or issued without any reference – institutional authorization, depending on the publication policy.

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## NEOROMANTICISM IN LESIA UKRAINKA'S WORKS

It is considered that the works of one of the most prominent Ukrainian writer Lesia Ukrainka should be studied in the context of neoromanticism. As an artistic phenomenon, it is originated from the European literature and associated with the names of E. Voinych, M. Humilov, H. Ibsen, R. Kipling, J. London and others. Neoromanticism was preceded by the rejection of naturalism and the reflection of reality in its specific manifestations. Moreover, the style included features of symbolic aesthetics. Neoromantics tried to solve the conflict between the casual and the eternal, the vital and the spiritual, the ordinary and the mysterious. They used atypical means of expression: psychologism; symbols, myths; dreams; introducing several coexisting points of view.

Stylistic dominants of neoromanticism were identified by I. Franko in the article "Stare i nove v ukraiinskii literaturi [Old and new in the Ukrainian literature]": "The main thing for them is a human soul, its state, its movements in a particular context ... Hence there is the lack of long descriptions and treatises in their works and the invincible wave of spreading lyricism in them" [2, p. 72].

Ukrainian specialists in literature study claimed that Lesia Ukrainka was the founder of Ukrainian neoromanticism and was one who took part in changing the spiritual life of Ukrainians. O. Kobylanska and V. Vynnychenko continued and embodied her stylistic manner in their works.

Lesia Ukrainka's dramatic art is a phenomenon in the Ukrainian literature: it impresses with its novelty, sharpness of social and psychological conflicts, philosophical generalization and poetic beauty. The passionate deny of everything hostile, reactionary, retrogressive, as well as the assertion of humanistic ideals was conducted in her works from the standpoint of neoromanticism, which tried to expand the individual's rights and free him from the pressure of the crowd. The poetess' work is a qualitatively new stage in the development of the Ukrainian drama. Lesia Ukrainka often referred to plots and so-called "eternal images" from the Bible, the Gospel, the history and literature of other nations in her dramatic works. She was well-acquainted with the history and culture of the nationalities in Europe and Asia and referred to the crossroads of historical development and looked for events that could be in sync with Ukrainian reality.

The protagonist does not rise above society, but raises society to his level, which indicates similarity with the ideas of Enlightenment. Her characters are described with purposefulness, stoicism, strength of will in various existential situations. At first she described typical images and plots using marginal characters and building female images on this principle, but at the same time the writer avoided the taboos of the patriarchal system.

The poetess paid special attention to the development of theoretical principles of neoromanticism, supporting the principle of "harmony of the ideal with the truth of life" [1]. Lesia Ukrainka used metaphors in "Lisova pisnia [Forest Song]". According to mythological tradition, the nature was given the features of living and spiritual being.

Lesia Ukrainka's neoromanticism is in the essence of her ability to promote the Ukrainian word and elevate it to the height of the human spirit. The poetess focuses on

the man's inner world, trying to deepen into his internal psychology. She broaches discursive subjects and issues of human existence in her creative work.

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### LINGUAL 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. H.de Swart consider it a universal concept of human communication [3], N.Kozlov – a negative reaction to the interlocutor's statement [1]. As to A.Paslavska it is one of fundamental linguistic categories that exhibits universal qualities in various spheres of action - semantic, syntactic, communicative-pragmatic, prosodic [2]. But most researchers consider negation a universal linguistic category that is an important component of communication and serves for adequate description of reality.

Each language has means for its expressing that are usually divided into two types: explicit or fully and clearly expressed or demonstrated leaving nothing merely implied and implicit that means suggested but not communicated directly.

In our work we studied explicit means of negation in the English language. Having analyzed the lexico-grammatical paradigm of negation in the English language we constructed the lexico-grammatical field of negation consisting of the dominant, core and periphery:

- the dominant consists of multifunctional negative operators not and no;
- the core comprises different lexico-grammatical classes of words with negative semantics: negative pronouns (*no one, none, nobody, nothing, neither*); negative adverbs (*never, nowhere*); negative conjunctions (*nor, neither, neither... nor, lest, unless, until (till), notwithstanding, though, although*); particles (*nor, not*); preposition (*without*).
- the periphery is made up of negative word-building elements such as prefixes (*un-, in- (ir-, il-, im-), dis-, non-, mis-, de-, e-, anti-, ab-, a-, ex-, counter-, contra-*, suffixes (*-less, -free*), word-building morphemes (*never-, no-, not-*), and expressions that strengthen negation (*not at all, by no means, not by any means, not in the least, not for the world, not on your life, not in any way, not in any respect, in no respect*).

We analyzed functioning of negation means in the English language on the case-study 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 there are 705 constituents of the dominant, which are presented at all the three levels, 217 units of the core used at the sentence and phrasal levels and 150 periphery constituents presented at the lexical and phrasal levels.

It is noted that negative operator NOT in this text is used only at the sentence and phrasal levels in the functions of the predicative negator and negative particle. In conversational style operator NOT is often used in the contracted form which is merged with the predicate. In this form operator NOT functions only as the predicative negator at the sentence level in different types of sentences: declarative, imperative, general and special questions etc.

In addition to the traditional use on the sentence and phrasal levels, the operator NOT is also used as a part of:

- litotes: The entire operation was not unlike the digging of a trench in one's yard;
- alternative expression: ...and coming home or not coming at dawn, alive or not alive, that made the adventure;
- stable expression: Later, in a month or six months, and certainly not more than a year.

Operator NO is used in the text at all the above mentioned levels: sentence (“No!” whispered Montag), phrasal (No wonder books stopped selling) and lexical (No one has time any more for anyone else).

The core is presented by negative pronouns, adverbs, conjunctions and a preposition. The frequency of their usage is different but pronoun *nothing*, adverb *never* and preposition *without* are the most often used.

Constituents of the periphery are presented by negative prefixes, a suffix and expressions that strengthen negation. 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.

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### **REPRESENTATING FEMALE IMAGES IN LINA KOSTENKO'S POETIC CREATIVITY IN THE CONTEXT OF ANTROPOCENTRISM**

Since mythology it has traditionally happened that the central figure of the universe is a woman associated with the God-like model of living beings. Although the attitude toward women have been different at various times, which is connected with historical, political and social factors. The world is changing, so the values likewise. Notwithstanding, there is a human in the center of antropocentric worldview.

Anthropocentrism is the philosophy that “should be aimed at overcoming the inner emptiness, the actual destruction of consciousness and worldview. This is the philosophy of human creation - concrete, living, energetically tense, whose activities are due to the unity of mind and soul” [3].

The problem of anthropocentrism is the task of emphasizing personal values, the dominants of which are dignity, justice, freedom etc. It is freedom that gives us the moral right to express ourselves. The latest views on man are formed on the basis of universal values. Thus, each era represents its own image of a woman.

First of all, Lina Kostenko considers a woman, as a human being, focus attention on her spiritual dimension, and not to physiological features in the context of anthropocentrism. The writer asserts the equality of both sexes not as something exceptional, but as a normal lifestyle pattern.

Human is at the center of all living on the Earth, he is close in essence to the ideal. D. Likhachov noted that XXI century should become a "century of human" [2, p. 7]. Therefore, the concept of WOMAN should be considered in generally human context. The image of a woman, who puts human in the centre of her thinking and actions, is pervasive in Lina Kostenko's creative work.

Lina Kostenko created in the period of prosperity of the feminist movement in Ukraine. However, she cannot be described as a feminist. Prominent feminist of the XX century Solomia Pavlychko said so about her poetry: "Unlike Lesia Ukrainka, Lina Kostenko is not only not a feminist, but on the contrary: she is a woman but circumstances have forced her to be strong... She dreams about era of knightly and the pedestal on which woman must stand"[3, p. 182].

V. Briukhovetskyi, a researcher of Lina Kostenko's work, has noted that the poetess interprets elite female characters in her work: "Sometimes the question disturbs her: Is it really necessary for a woman to be courageous? Yes, she feels modern fatigue from her courage. The feminine principle seeks tenderness and chivalrous devotion "[1, p. 204].

In Lina Kostenko's poetry, a woman appears strong, although with small female weaknesses, vitally wise, lyrical, romantic and beautiful. V. Briukhovetskyi have remarked: "You understand the courageous sadness of intimate feminine soft lyrics, and walk through the today's torment, and see the struggle of the real and ugly even in ancient times, which clearly projects on the present days." [1, p. 213].

In Lina Kostenko's poetic works, a woman finds herself in various existential situations that require great strength of will from her. Female images in the writer's works are interpreted by describing emotional distress, portraits of female characters, dialogues and monologues. The author builds the plot lines so that the reader becomes an active recipient of the text.

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## **REFLECTION OF MODERN SOCIETY IN THE INSCRIPTIONS ON CLOTHES**

Clothing is an indicator of a person's belonging to a social level, his/her occupation, cultural, aesthetic and political preferences. As an important component of communication, clothing is a non-verbal sign of appearance with its inherent paradigm of form, purpose and nature of origin [1].

Every day we see inscriptions and prints on people's clothes. Those who buy clothing items sometimes do not even understand or read what is written on them. For some people it is the brand that is really important, for others – the meaning of the inscription plays the most significant role in their buying decision [1].

As the English language is considered to be the lingua franca, language material of English origin is most often used in the process of creating slogans on cloths. However, since people wear cloths everywhere, different language material can be used for creating such inscriptions. A review of theoretical sources shows that foreign and Ukrainian scholars have repeatedly studied the dynamic linguistic processes. However, the linguistic and pragmatic features of English slogans on clothes, their word-forming potential, functions and thematic classification remain insufficiently revealed [3].

The inscription on the clothes is not just a decorative element. It is a communicative tool with a variety of semantic content which convey certain

information about a person: his/her tastes, interests, hobbies different events. It is possible to classify the inscriptions on clothes into several groups [2]:

- 1) inscriptions associated with brand names such as Zara, Stradivarius, Calvin Klein, etc. [2];
- 2) names of musical groups, musicians, musical directions or sport teams: “Moon”, “Maruv”, “The Firemann” etc. [2];
- 3) inscriptions with negative, offensive, obscene words and expressions;
- 4) inscriptions with phrases expressing a personal attitude to politics, a country or city activities, the world around, ecology, science [2];
- 5) inscriptions which the characterize a person, e.g.: “Forever young”, “I am young, just gray-haired”, “I was born to be blonde” [2];
- 6) inscriptions in quotes, mainly lines of popular songs or famous phrases, e.g.: “Where there is no danger, there can be no glory”, “No one appreciates what is too much”, “Beauty will save the world” [2];
- 7) inscriptions challenging society, such as “Just Call!”, “Of course I’m not Katherine Hepburn, but...”, “Catch me if you can”;
- 8) labels containing funny words or phrases which are used by people to cheer or support others, e.g.: “Life is sad, but the salary is ridiculous”, “Me? Sarcastic? Never!!!”, “If you can read this, you are standing too close” [2].

Having analyzed the material from modern English-language electronic sources we came to the conclusion that thematic groups of slogans are heterogeneous as to functioning, stylistic features, and norms.

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## **REFLECTION OF SOCIAL CHANGES IN VOCABULARY OF THE MODERN ENGLISH LANGUAGE**

Social changes are reflected in the language component. Sociolinguistics is a linguistic science that studies the social nature of language, its social functions, the interaction of language and society [1].

Representatives of the sociolinguistic direction, such as A. May, F. Bruno (France), S. Balli, A. Sich (Switzerland), J. Force (Great Britain), J. Whitney, I. Sepir, B. Whorf (United States) America), L. Scherba, L. Yakubinsky, E. Polivanov, V. Zhirmidsky, B. Larin, M. Mar, G. Vinokur (USSR), explore the place and role of language in society, the functioning of language layers, language in different social situations, the relationship between language, society and the individual, justify the causes of linguistic change and language development through various social factors; in particular, the distinction between the influence on language of such factors as the location of peoples, their unification, war, difficulties in relations, the needs of society [2].

Nowadays, people are thinking more about their mental and psychological health and well-being, and as a result, psychology is moving from a purely scientific

significance to a popular, interesting one for the masses. As a result, lexical changes in language can be observed in the mass media, namely the transition of scientific terminology to popular science, or even commonly used discourse.

A term is a word or phrase that is compared with a clearly defined concept of a particular field of science, technology, art, socio-political life and enters into a systemic relationship with other similar units of language, forming with them a special system - terminology [3].

Under the special vocabulary is understood the vocabulary of social groups, characterized by common professions, interests, living and working conditions. Special vocabulary is traditionally divided into 3 groups:

- 1) the state of speech (slang);
- 2) professional languages (professional vocabulary);
- 3) professional languages (terms).

Professional vocabulary includes terms, professional vocabulary, or professionalisms (semi-terms) and professional jargon.

Under or professional vocabulary understand specialized words that are implemented in industry communication. Professionalisms, in contrast to terms, are not standardized and indefinite terms that serve practical-professional communication, not theoretical-professional.

The term is non-expressive in its characteristics. Expressive doublets of terms, in turn, are called professional jargon. In contrast to the terms, their use is not about accuracy and unambiguity, but about evaluative, often negative characteristics. They are often used instead of terms and half-terms, especially in everyday trust with colleagues. They are in most cases figurative in nature and often contain a strong evaluative component of meaning.

From professional jargon should be distinguished social jargon, which is characteristic of different social groups of the language community that have common living conditions. The difference between social and professional jargon is that social

jargon is an expressive or euphemistic synonym for pre-existing commonly used words.

The main features that characterize social jargon are imagery, which arises through the metaphorical transfer of commonly used words [4].

The development and state of language largely depends on the state of society. Language reflects changes in all spheres of society, which significantly distinguishes language from other social phenomena.

The language reflects the development of the culture of society. It is with the development of culture associated with the enrichment of vocabulary, expanding the scope of use of literary language, its stylistic differentiation. The introduction of writing, and with it the spread of translations, may even lead to changes in the structure of language. As proved by linguists, complex sentences become intensive only with the emergence and spread of writing.

Despite the fact that language is an objective reality that develops according to its own laws, the history of different languages testifies to many facts of the conscious influence of society on the development of language (see this in the twentieth lecture). However, the possibilities of purposeful influence of society on language are not limitless. They are usually limited to such areas as graphics and spelling, terminology and normative-stylistic system of language, and these areas do not belong to the core, but to the periphery of the language. The core of language, its phonological, grammatical and lexical-semantic structure, cannot be consciously changed [5, p. 192].

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## **DIE DEUTSCH-UKRAINISCHE LITERATURBEZIEHUNGEN: DIE PERSÖNLICHKEIT DES ÜBERSETZERS**

Heutzutage sind die Forschungen zu der literarischen Übersetzung aus dem Ukrainischen ins Deutsche von großer Bedeutung. Viele Wissenschaftler betrachten nicht nur die Persönlichkeiten der Schriftsteller und ihre Texte, sondern auch deren Schreibstil (O. Matwiischyn, D. Naliwajko, M. Weschniak) sowie den Stil des Übersetzers (M. Iwanytska [4], L. Kolomiets, A. Naumenko). Das ist unserer Meinung nach sehr wichtig für die ukrainisch-deutschen Übersetzungsbeziehungen. Deshalb möchten wir die Geschichte der ukrainisch-deutschen Übersetzungen kurz darstellen.

Der Vortrag befasst sich mit dem Transfer ukrainischer Literatur in den deutschsprachigen Raum von der Mitte des 19. Jahrhunderts bis zur Gegenwart. Im Mittelpunkt steht der Übersetzer: seine sprachliche Persönlichkeit (Karaulov 1989: 3) und die Vielfalt seiner sozialen Rollen (Bourdieu 1986) [2]. Die sprachliche Persönlichkeit des Übersetzers wird durch den soziokulturellen Raum geprägt: Die verbale Ebene wird durch das (multi)kulturelle Milieu herausgebildet. Die soziokulturelle Umgebung prägt auch die kognitive Ebene der sprachlichen Persönlichkeit, die sich im Weltbild des Übersetzers zeigt, in seiner Transkulturalität und seinem Wertesystem. Durch die Vielzahl an Verbindungen mit der Ausgangs- und Zielkultur und abhängig vom erworbenen Ausbildungs- und Kulturkapital bekommt der Übersetzer Merkmale einer bi- oder transkulturellen Persönlichkeit, was die

Dichotomie zwischendem Eigenen und dem Fremden reduziert und ihn die Funktion eines Kulturvermittlers erfüllen lässt. Die pragmatische Ebene der sprachlichen Persönlichkeit des Übersetzers korreliert mit seinen Motiven und Intentionen.

Die sprachliche Persönlichkeit des Übersetzers wird durch den soziokulturellen Raum geprägt. Die verbale Ebene der sprachlichen Persönlichkeit, die für die Beherrschung von Sprachen zuständig ist und den Übersetzer zur Textproduktion befähigt, wird durch das (multi)kulturelle Milieu herausgebildet, durch Ausbildung, Eltern, Lehrer und die soziale Umgebung. Die soziokulturelle Umgebung prägt auch die kognitive Ebene der sprachlichen Persönlichkeit, die sich im Weltbild des Übersetzers zeigt, in seiner Transkulturalität, seinen Kenntnissen und seinem Wertesystem. Durch die Vielzahl an Verbindungen mit der Ausgangs- und Zielkultur und abhängig vom erworbenen Ausbildungs- und Kulturkapital bekommt der Übersetzer Merkmale einer bi- oder transkulturellen Persönlichkeit, was die Dichotomie zwischen dem Eigenen und dem Fremden reduziert und ihn die Funktion eines Kulturvermittlers erfüllen lässt. Die pragmatische Ebene der sprachlichen Persönlichkeit des Übersetzers korreliert mit seinen Motiven und Intentionen [4].

Der Begriff „Literaturtransfer“ wird als Repräsentation der ukrainischen Literatur und der Ukraine in deutschsprachigen Ländern verstanden. Sie wird durch soziokulturelle, politische und persönliche Kontexte sowie Distribution von Literaturen auf dem globalen Übersetzungsfeld determiniert. Vier Perioden des ukrainisch-deutschen Literaturtransfers werden ausgegliedert.

In Anlehnung an P.Bourdieu, N.Bachleitner und M.Wolf wird der Begriff des ukrainisch-deutschen Übersetzungsfelds eingeführt, eines soziokulturellenRaums an der Kreuzung zweier literarischer Polysysteme, der aus Beziehungen zwischen den Akteuren des Felds besteht, welche über ein bestimmtes kulturelles, symbolisches und soziales Kapital verfügen und zusammenwirken, um den literarischen Transfer zu gewähren [1].

Die Übersetzer schöngeistiger Literatur aus dem Ukrainischen ins Deutsche können nach ihrer Herkunft in 3 Gruppen geteilt werden: 1) Schriftsteller, Übersetzer

ukrainischer Herkunft (O. Kobylanska, Yu. Prokhasko, I. Franko), 2) Schriftsteller, Übersetzer-Emigranten ukrainischer Herkunft (A.-H. Horbatsch, W. Horoschowskyi, E. Kostecki, M. Osthaym-Dzerowych) [3] und 3) ethnische Deutsche (C. Dathe, E. Kottmayer, S. Stör).

Zu den Übersetzern der ukrainischen Literatur ins Deutsche zählt noch eine weitere wichtige Person, der österreichische Schriftsteller ukrainischer Herkunft W. Horoschowskyi. Dank seiner fruchtbaren Arbeit erhielt der deutschsprachige Leser die Möglichkeit, Werke von T. Bordulyak, B. Hrintschenko, M. Kotsiubynskyi, A. Krimskyi, I. Netschuy-Lewitskyi, Yu. Fedkowytsh usw. zu lesen. Hauptsächlich geschah das Dank der Tätigkeit von der Zeitschrift "Ruthenische Revue" ("Ukrainische Rundschau") [4].

Es gibt jedoch, abgesehen von der Existenz dieser großen Zahl an Übersetzungen, eine Reihe von ukrainischen Schriftstellern, deren Werke nicht übersetzt wurden. Dazu gehören zum Beispiel die Werke von H. Kwitka-Osnowyanenko, H. Skoworoda, usw. Nach unserer Analyse können wir zum Schluss kommen, dass die Geschichte der ukrainisch-deutschen Übersetzung relativ jung ist.

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## **ENGLISH LITERATURE OF ROMANTICISM PERIOD: LITERARY DISCOURSE**

The Period of English romanticism began in the late 18th century and lasted until the middle of the 19th century. This period was quite rich in events. At this time, the country was rather painfully moving to the era of industrialization. In the romanticism era two important revolutions took place – the American and then the French. Revolutions created feeling that this century was for new fulfillments as outdated political and social postulates collapsed and all new and new ideas which were realized grew. But not only all this was embodied in these areas. Science and literature were also captured by the ideas of romanticism. Thus, romanticism was entrenched as a prominent, dominant movement.

Romanticism period has changed the perception of understanding nature as a living organism. Romantics responded emotionally to nature and sought a mystical connection with it. For representatives of the day, nature was alive and filled with a divine presence. Nature taught people the highest form of knowledge [1]. Representatives of this movement believed that a person is closer to nature and the truth of life.

Representatives of the romanticism movement are characterized by interest in the culture of the countries of the East and continental Europe. This was prompted by a number of historical events of the late XVIII - first half of the XIX century. As a result of these events pronounced nationalism appeared which was embodied in various

works of representatives of the era of romanticism and in the English language itself, which was significantly reformed and simplified.

An important aspect of the day is the belief that history is extremely important and seems to be a means of self-knowledge of man and society. The fascination of romantics with heroic figures is associated with the concept of individual freedom and the emphasis on the fact that it is important to be yourself, and therefore historical heroes represented examples of personal dignity to representatives of romanticism.

Representatives of romanticism respected the period of the Middle Ages. The revolutionary actions associated with Napoleon gave Romantics a bad feeling for the future. Some of the representatives began to seek spiritual protection precisely in the days of the Middle Ages, since for the romantic imagination, this time was imbued with religious faith, spiritualized feelings, they had harmony and were strewn with heroic and chivalric deeds [1].

Questions of religion were extremely important in the context of studying the day of romanticism. At the same time, the Bible text and its interpretation take on importance. The text was the subject of constant reflections, which were aimed at penetrating the depths and searching for the innermost meaning. The Bible served here as a model of aesthetic perfection, that is, as a model of imitation.

During the romanticism of the Holiday, the Book was seen as a specific narrative institution, potentially ready for new and new interpretations. The Bible was originally formed at the intersection of various languages and cultures, it became possible to use its limitless interpretive potential, which could add to the dynamic reality and essence of romantic art [2].

The review of the scientific literature makes it possible to argue that individualism is the main idea of romanticism. Reality disappoints romantics, which serves as an incentive for interest in the fact that this reality opposes. That is why representatives of the day of romanticism are occupied by worlds otherworldly and more exotic, the realities of antiquity, which are characteristic of certain national versions of European literature, the ideas of nationalism are generated, which ask for

interest in national and world history, folklore, religious beliefs, natural purity, as a human habitat.

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## SPEECH CULTURE OF A PHILOLOGIST AS A PHENOMENON OF MODERN LINGUO DIDACTICS

Recently, the interest of linguists in the problems of speech communication in the professional sphere of communication increased. First of all, this applies to those areas where the ability to communicate is almost the main and necessary prerequisite for successful professional activity.

In our opinion, the increased attention to the speech behavior of the teacher-philologist is explained by several reasons, among which we define the following: 1) anthropocentrism as a general tendency to shift the focus of scientific attention to the speaker, including in the main sphere of his life; 2) the rapid development of information technology (online meetings, conferences, virtual communication in chats and forums or via e-mail) has led to the emergence of a significant number of new terms that require a different style of regulation of the communication process; 3) due

to market relations and the diversification of the sphere of educational services in Ukraine, the main criterion for selecting an applicant for higher education institutions is often the ability to competently design oral or written speech.

However, the current state of philological education in Ukrainian universities is of some concern. The updated standards for secondary schools provide a high general philological level of training of school graduates, which meets the requirements for entrants to higher education institutions of philological direction (authors of the program - L. Matsko, O. Semenog [3]), requirements of specialized secondary education standards, even higher than those provided by higher education standards. Many teachers note the unfortunate fact that in recent years the level of training of entrants does not meet the requirements for the training of future specialists in philology and teachers of foreign philology. Among the desires put forward by employers, heads of various educational and training institutions, it is said that the specialist must not only have the fundamental requirements of the educational qualification level, demonstrating a high level of philological education in a foreign language, but also pay attention to the culture. Speech of modern youth - a unique communicative speech of future philologists is originality, creative use of language norms, rejection of generally accepted standards. It is known that one of the key elements of a person's spiritual culture is his speech culture. At the same time, a single conceptual approach to the interpretation of both essence and content has not yet been scientifically developed. In the future, the problem of defining the concept of "speech culture" remains a problem, which, in our opinion, is caused both by the somewhat vague nature of the definition itself and by the branching of its connections with others [4]. Analysis of the scientific literature confirmed that the understanding of the phenomenon of speech culture is often dominated by a purely philological approach, according to which much of the research is devoted to the study of language norms. In addition, the terms "language culture" and "speech culture" are often used as synonymous terms in the case of their correlation with such a significant category for the modern system of language education as "speech communication". In our opinion,

speech culture is a part of spiritual culture, which characterizes the richness of human consciousness. In contrast to the general culture of speech, student language culture as an original and multidimensional phenomenon of the concept includes the evolution of values, the destruction of language norms and stereotypes, the speed of switching from one style to another, changing speech skills and language preferences. We believe that the culture of speech should be understood as a system of values that determines the attitude of the speaker to a foreign language, in particular to the culture and norms of the native speaker, because "value is an internal, emotionally comprehended subject of his activity» [2].

The standard of speech, as proved by philologists, should be a refined elite speech culture, the defining criterion of which is the literary norm. Literary language is the main super dialectal form of language existence. It is a processed, standardized form of the national language, which exists in written and oral forms. It serves the cultural life of the people and all spheres of its social activity: state and public institutions, the press, fiction, science, theater, education and people's lives. This is the highest form of national language, a sign of national independence, the bearer and mediator of culture and civilization. Literary language is characterized by multifunctionality, universality, informativeness, unification, standardization, high grammatical organization, as well as stylistic differentiation. That is, language means and rules of their use correspond to the generally accepted orthoepic and grammatical norms accepted in social and language practice of educated people. Norms are the unifying link in the complex structure of literary language, which gives it the character of order, selectivity and universality [3].

Therefore, the language norm is not realized by all speakers, and the choice, focus on one or another type of speech culture (speech standard) largely depends on a random combination of a number of factors: territorial, gender, socio-professional, age and others. Man in his activities, including speech, proceeds from certain goals, ideals, norms, perceived mandatory, necessary, i.e. as their own values. This allows us to talk about the important relationship between the categories of values and norms in the

speech culture of student youth. During the student years, when the main activities are educational and speech, the main notable features of the speech culture of the future philologist are formed. The development of the student's language personality is carried out during communication in foreign language at lessons, while working with native speakers, classmates and teachers. According to MS Kagan, the main types of speech culture of future philologists continue to be the average literary or familiar-conversational [2]. Thus, along with the reference requirements of speech culture, addressed to the whole linguistic-cultural society, it is permissible to talk about the specifics of speech culture of certain professional, age, social groups of territorial communities [1]. For example, in the speech of modern youth we see a large number of speech errors associated primarily with non-compliance with cultural-speech norms (using the form ain't instead of grammatically correct am, is, are depending on the subject). Obviously, refined and grammatically correct speech culture is not a clear value in the student's philological environment, because in most cases young people focus on simplifying grammatical rules and phonetic features for a freer and "natural" sound. Moreover, the speech of modern youth fits into its normative prescriptions and the norm itself in this case acts as a very specific idea of students about the admissibility, mandatory. In addition, the communicative practice of observing foreign speech, even philologically educated people (teachers, journalists, scientists and cultural figures), it is far from the established stereotypes about the exemplary speech of philologists. This is explained, of course, by the development of the English language, its diversity depending on the territory or country where it is spoken [4]. For example, if we take American English and British English, the second is more grammatically and phonetically correct, while the first is more common and used in the world due to its characteristic simplification.

Thus, quality philological education plays a crucial role in the process of forming the literary type of speech culture of future foreign philologists. In this case, the elite type of speech culture, in our opinion, purposefully formed at the time of university education is almost impossible, it rather acts as an ideal or standard that should be

sought. Another important component is the purposefulness and awareness of the study and relevant use of a foreign language and its styles by students in accordance with the speech situation.

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### THE ABSURDITY OF THE WAR THEME IN THE NOVELS BY KURT VONNEGUT AND JOSEPH HELLER

American literature, "anti-war in nature" (T. Denysova), is characterized by a clear pacifist tendency in the depiction of World War II. The concept of warperception as a hostile to manphenomenon deepened in the works of American writers who operated with such literature means as grotesque or irony and used the elements of science fiction. A real sensation for the English-speaking world was the appearance of two texts about the war, marked by phantasmagoria, sharpness and tragicomicity – "Catch-22" by Joseph Heller (1955) and "Slaughterhouse – Five" by Kurt Vonnegut (1969). Both writers are representatives of a unique analogue of absurdism in the

American literature – the school of "black humor", "based on self-ironic derision of the sick world".

Kurt Vonnegut's novel, subtitled «The Children's Crusade A Duty-Dance with Death», quickly gained popularity among critics and readers. The writer approached the understanding of the theme of war with his own author's vision, focusing on the absurdity of war.

The work of Kurt Vonnegut has attracted the attention of many researchers, among whom we would like to note the works of such scientists as C. Harris, T. Matteson, T. Davis, J. Klynkowitz, A. Astvatsaturov, T. Denysova, N. Ovcharenko and others. The creative heritage of the American writer is no less significant for the Ukrainian reader, as in the context of the current situation in Ukraine the theme of war and its consequences becomes especially acute.

The theme of the absurdity of war is revealed in the novel through a special narrative strategy as well it is realized in an individual-authorial, unique stylistic manner, the so-called "telegraphic-schizophrenic style".

The work is based on a real episode of World War II – the bombing of Dresden by American aircraft on February 13, 1945. Named "Florence on the Elbe" for its architectural beauty, it had no military, no fortifications, no weapons factories, only civilians and a large number of American war prisoners, including the young Kurt Vonnegut, so it had greater destructions than Hiroshima.

An ordinary American, Billy Pilgrim, who took part in the Battle of the Ardennes, found himself in Dresden as a prisoner of war and miraculously survived the bombing of the city, is unable to adapt to a peaceful life. He acutely sees and feels the absurd in everyday American life.

Charles Harris noted that "The Slaughterhouse – Five" is primarily not a book about Dresden, but about the impact of the events that took place in Dresden on the feelings and mental state of an individual.

The title of the novel resonated with the concept of the absurdity of war and peace. The author used the concept of "carnage" for a reason. He semantized the space

of war, in addition, the image of the slaughterhouse is endowed with expressive features of ambiguity. In the novel "The Slaughterhouse – Five" American prisoners of war were locked up for the night. At the same time, the image of the slaughterhouse has been reinterpreted as a metaphor for eternal world evil.

The absurdity of bombing a prosperous and beautiful city, the absurdity of a military operation, its inexpediency and inconsistency with any ethical principles are terribly catastrophic. They make you think and further protect humanity from such disasters. However, the attempt to understand the situation leads Vonnegut to a dead end. His novel about the bombing of Dresden remains unwritten not only because of misconceptions about the clear ordering of the world, but above all because of its absurdity.

The author tries to convey to readers the absurdity of war, to convey their pain and anxiety for the fate of each person, and to bear the burden of responsibility for what was done by members of the human race.

Joseph Heller's novel "Catch-22" also tells about the war, and it is represented through the eyes of an American. The author himself fought in Europe, made 60 flights on a bomber and, perhaps, that is why he has the right to write about the war, the absurd and the bloody massacre, which undoubtedly relates his text to other anti-war novels.

Having read this novel, Harper Lee, a famous American writer, noted that it is the only novel about the war that made sense, among those she had already read.

The novel takes place on the island of Pianosa near Italy in the Mediterranean during World War II. Year 1944, that is, World War II is almost over. American pilots are bored, trying to fill the time between combat sorties, during which they lose comrades, they have fun and entertain themselves. They all dream of returning home as soon as possible. But the rate of combat sorties is increasing every time. Among the pilots there is the protagonist of the novel, John Yossarian, who believes that the whole world has gone wrong and everyone around is trying to kill him. Like his other comrades, Yossarian dreams of returning home, as well as the end of the war. But the

"amendment-22" or "trap-22" prevents him from returning. The hero is deeply depressed and constantly tries to avoid bombings.

The quintessence of the novel is contained in its title. In English, the phrase "Catch-22" can be translated as "trap-22", and as "trick-22", and as "amendment-22" (amendment in the legal sense). Thanks to J. Heller's novel, the term "Catch-22" became commonplace. It is usually used to describe a paradoxical situation that cannot be resolved or is resolved due to conflicting rules.

The "Catch-22" is best illustrated by a quote from the novel: "There was only one catch, and that was Catch-22, which specified that concern for one's own safety in the face of dangers that were real and immediately was the process of a rational mind. Orr was crazy and could be grounded. All he had to do was to ask; and as soon as he did, he would no longer be crazy and would have to fly more missions. Orr would be crazy to fly more missions and sane if he didn't, but if he was sane he had to fly them. If he flew them he was crazy and didn't have to. Yossarian was deeply moved by the simplicity of this clause of Catch-22 and let out a respectful whistle".

According to the plot of the book, the reader encounters different characters: commanders who want to be published in a newspaper, and therefore they are ready for any action, regardless of sergeants and officers. Also among the characters are those who benefit only from the war, the chaplain and his insignificant assistant play a special role, the writer involves investigators, nurses, prostitutes, etc., as well as a mysterious person who signs documents named "Washington Irving". Thus, the main plot is complemented by many other story lines that reveal the specific features of the war.

At first sight, it may seem that this text is very similar to "The Adventures of the Good Soldier Schweik" by Jaroslav Hasek. Joseph Heller wrote a satirical novel full of irony, satire, grotesque. J. Heller is often called one of the parents of "black humor". However, the closer to the finale, the less humor and satire, and more tragedy. After all, the author reflects on how a person can remain a human in a war, in an absurdity. Yossarian declares war on war. Yes, the hero's staying in the hospital is due to only

one purpose - not to fly into the sky. He understands that as soon as he flies to the task, he will die. His comrades, who perish one after another in the sky, help him to visualize and imagine his own death. Despite the fact that the work is satirical, death and loss are shown in it tragically. As a result, Yossarian makes the only possible decision - he deserts, claiming that he is not running away from his own conscience, but runs to meet it.

As for the two Ukrainian translations, Olena Fashovets tries to preserve the spirit of the original as much as possible. Instead, Mykola Meshcheryak departs from the original, creating his own, even more grotesque and even funnier version of Heller's novel. He even translates the title of the novel, modifying it into "Trap for Fools".

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## Section Two

### NEW CHALLENGES IN TEACHING METHODS

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#### **THE ROLE AND PLACE OF LOGICAL SCHEMES IN THE SCHOOL COURSE OF FOREIGN LITERATURE**

At present time the problem of the schoolchildren's literary development becomes especially relevant in foreign literature teaching methods. It is associated with the special importance of literature in forming the spiritual and emotional world of the young generation and their self-identification, self-affirmation and self-realization. One of the effective means of the students' literary development is using visual materials at the literature classes.

The importance of using the visual materials in the educational process was emphasized by such philosophers as Socrates, Descartes, J. J. Rousseau and pedagogies J. Comenius, I. Pestalozzi, K. Ushynsky, A. Makarenko and others. The combination of the teacher's word and visual teaching aids eliminates monotony in the process of cognition contributes to the activation of students' mental activity due to the fact that analysis and synthesis, abstraction and generalization can act both visually and verbally-logically in their various relations [1].

The role and significance of non-traditional visual materials, in particular schematic, has grown at present time, especially at foreign literature classes. The data of modern researches of L. Kokhan, T. Matiushkina, I. Matsapura, O. Nikolenko, G. Ostapenko, S. Pogorelova, N. Savkova, etc. indicate that using of the schematic visual material in teaching process contributes effectively both to the acquisition of new knowledge and systematization of educational material and formation of abilities and skills of structuring and creative-critical perception of the information.

Such kind of schematic visual material as a logical diagram is born in a combination of signal signs with short notes that helps to read the diagram or provide additional information about a text, the structure of which or other connections and dependencies are generally or partially represented in the diagram. The word "logical" emphasizes the important condition of the technological process during the creation of structural and logical schemes, the use of which is a means of fixing the logical structure of the educational material for the perception of its vision. Also, the use of structural-logical schemes should contribute to conservation in preserving the logic of text analysis, because the scheme with the help of symbols fixes the milestones, which location in the logical sequence provides strong arguments. It reflects the process of analytical activity in general. Original structural-logical schemes of conceptual content can serve as a structural reference summary of a certain section, topic, as they constitute a system of information blocks arranged in a logical sequence.

Logical schemes can be used at all stages of the foreign literature lesson, but the most appropriate is their use at the stage of analysis of the fiction and during a writer's life creativity study. Fixating successive stages in the course of reasoning with the help of signs-signals on the logical scheme allows to follow the logic of analysis in the foreign literature study more effectively, to conduct problem-thematic and comparative types of analysis.

At the modern foreign literature classes, logic schemes can be used in any educational situation of the lesson, at any stage of studying fiction, in any chosen way of its analysis. The teacher can compose them himself, using the completed models of schemes at classes or modeling them during the explanation of educational materials. Also, he can involve students in this process, offering them to compose on their own. The expediency of its use in literature lessons is based on such factors: savings and a clear distribution of study time, the ability to focus on the main thing; stimulating the discovery of the logic relations of heroes and events; the opportunity to delve into the text, give direction to the logical chain of reasoning, etc.

T. Matiushkina emphasizes that the use of logical schemes at foreign literature classes helps the teacher to make the process of understanding the artistic text more purposeful, creative and meaningful [2]. N. Savkova notes that the use of logical diagrams at classes stimulates students' cognitive and research activities, intensifies their active cooperation with the teacher. Collective modeling of the logical scheme at the lesson creates a lively dialogue between teacher and students [3].

So, the use of logical schemes at foreign literature classes contributes to increasing the level of modern schoolchildren' literary education, because schematic visual material plays a multifunctional role in teaching process:

- promotes more active perception, understanding and memorization of new material;
- is a means of finding out the truth through trial and error;
- is a means of generalization of knowledge, its strong application;
- activates students' mental activity, stimulates the solution of problem and creative situations and tasks;
- is a means of forming skills and abilities of structuring and systematizing the educational material, which significantly increases the degree of readiness students for self-education;
- is a means of educational material visualization;
- promotes the development of logical, analytical, associative and creative thinking;
- stimulates the development of students' creative abilities, helps to involve them in meaningful work at the lesson.

Researchers have proven that the use of schematic visual materials is a universal means at modern school. The universality of logical schemes lies in the fact that they have a wide range of purposes: to study a new topic, to develop skills and abilities, to control knowledge and so on.

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## **INFORMATION TECHNOLOGIES AS A MEANS OF FORMING INTERCULTURAL COMPETENCE IN THE LANGUAGE CLASSROOM**

Formation of the intercultural communicative competence, readiness to real foreign language communication, is the main aim of teaching foreign languages at the present stage. The competence refers to the ability creatively carrying out activities based on the formed motives, personal qualities, the ability to use legal and acceptable patterns of behavior in the professional field.

Revealing the essence of the concept of «intercultural communicative competence», [2, p. 19] stresses that intercultural competence “is a conglomeration of three components: linguistic, communicative and cultural competence. The intercultural communicative competence has a particular importance for modern education, so as it is school graduates who will carry out not only an intercultural communication in the professional sphere, but also to solve the problems of the formation and development of intercultural competence in their future professional activity.

The task of the modern teacher is to strengthen the cognitive activity of the student in the process of learning foreign languages. Modern teaching techniques such

as cooperative learning, project methodology, the use of new information technologies and Internet resources help to implement a student-centered approach to learning, to provide individualization and differentiation of teaching taking into account the abilities of the students, their level of training, aptitudes [3, p. 9].

The computer can be used effectively to introduce the new language material, new samples of statements, as well as the activities of communicating in a foreign language. At the stage of training and application of generated knowledge, skills and abilities, the computer can be used in a variety of communicative tasks and situations, taking into account the personal characteristics of trainees.

At present, a variety of computer programs are used at foreign language lessons more and more. As a rule, training programs used for individualized learning are realized in the form of so-called multimedia training programs. The word multimedia appeared without a connection of computers in the English-Russian dictionary. That time, the lesson conducted by a teacher, was called media, if there was a story of a teacher, and sound recordings, and film, and slides, and any other technical means of learning. Today, the «multimedia training program» means a computer program using the text, sound, color, and motion graphics. The concept of «sound» includes speech, music, a combination of (music — it — singing, etc.), as well as a variety of sound effects. The graphics in these programs can be represented by different patterns, geometric shapes (circle, diamond, and so on.), symbols, photographs and scanned images. The motion in the multimedia program is a sequence of static elements and can be of three types: video and animation. Video — a sequence of black and white or color photographs, overlooked on a computer screen at a rate of about 24 pictures per second. The animation is a sequence of animated images. The variety of topics, activities, colorful, the exciting of multimedia computer programs cause a great interest among the students, activate various channels of information perception and increase the degree of memorizing and mastering academic material as well [4].

Currently, there are a wide variety of computer programs such as: Triple play plus in English, English on holidays, English Gold, «Hello, America!», «Bridge to English», «Professor Higgins», «English for communication», and others.

Existing multimedia programs make it possible to organize independent actions of each student. When training to audition each student has an opportunity to hear the foreign language speech; in teaching speaking, each pupil can utter phrases in a foreign language into the microphone; in the training of grammatical phenomena each student can perform grammar exercises, ensuring correct answers.

Thus, the forms of work with computer training programs at foreign language lessons include:

- the study of vocabulary;
- practicing the pronunciation;
- training dialogue and monologue speech;
- teaching writing;
- practice of grammatical phenomena.

In foreign language lessons using computer programs can solve a series of didactic problems:

- forming the skills of reading, using materials of the global network;
- improving writing skills of students; enlarging students' vocabulary;
- forming students' sustained motivation to learn English;
- forming students' communicative competence.

Computer training has many advantages over traditional teaching methods.

Computer programs provide:

- a large information capacity;
- intensification of independent work of students;
- the creation of a communicative situation, important for each student's personality;
- consideration of age characteristics of the students;

➤ increase of informative activity of pupils, as well as increased motivation [1, p. 6].

Thus, the use of educational software in the English classroom is the main feature of the positive results of creative activity of the teacher with the students. The work with programs for foreign language in the display class helps students to overcome the psychological barrier. When the students saw schemes, colorful pictures on the computer screen, they are more receptive and easily learn a new complex material.

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### DIDACTIC GAME AS A MEANS OF TEACHING PRESCHOOL CHILDREN A FOREIGN LANGUAGE

One of the most important steps in the process of reforming and modernizing the system of education in Ukraine is teaching children a foreign language in preschool educational institutions. In this regard, there is a need to develop standards, curricula, programs in English for preschool children; the transition in learning from traditional accumulation of knowledge to motivated assimilation of educational information and skills to implement the acquired knowledge in practical activities. It is possible to

motivate children to learn a foreign language only if you organize the educational process in the form of a game, since the game is the leading activity of preschool children.

To the issues of the game paid considerable attention: Aristotle, Plato, I. Kant, K. Ushynskiy, A. Makarenko, L. Vyhotskiy, A. Zaporozhets and others.

From the point of view of the well-known teacher A. Savchenko, the didactic game is a means of learning, since it is aimed at mastering and using specific knowledge, skills, and it is a learning mechanism, the main pedagogical content and purpose of which is to teach to act. Didactic play is a means of purposeful guidance by the teacher of children's mental activity, as well as a means of forming those cognitive structures that provide the ability to independently regulate activity [5].

Such scientists as M. Honcharov, T. Ladyvir, M. Lisina, V. Semenov, V. Sushko, N. Filatova define the essence of the game as a form of communication, a form of activity; psychologists as L. Vyhotskiy and D. Elkonin define the essence of the game as the condition of mental development [1, p. 46-48].

The scientific researches note that the didactic games' using in the educational process largely contributes to the emergence of children's interest in learning, since the didactic tasks that the teacher sets for pupils are perceived as a game. The organization of play activities in the classroom helps to develop preschool children's independence, responsibility, activity, and also allows them to test their own capabilities, analyze mistakes, and activate hidden abilities [3].

It is known that a didactic game is necessarily a combination of two interrelated types of activity – educational and game, and the implementation of one of them – educational, is carried out by means of the other – game. Sometimes it is quite difficult to determine where educational and game activities are clearly traced. According to L. Vyhotskiy's definition, play activity is the basis for the development of a child's life experience, his physical, mental and spiritual abilities, an activity by which the process of learning new and unknown things is activated in early childhood [2, p. 62-76].

Motivation occupies a special place in the process of teaching English the preschoolers. According to scientists, motivation is a set of internal and external driving forces that awaken a person's desire to engage in a certain type of activity, direct this activity and orient the individual to achieve certain goals (L. Bozhovych, A. Huzenko, A. Kovaliov, A. Savchenko, etc.). During the game, children have a motive, the essence of which is to successfully fulfill the role they have taken on. To form motivation in teaching English, in the course of didactic games, it is also necessary that the lesson is creative in nature, that the teacher is constantly in creative search, learns the best in the experience of advanced teachers and finds more effective methodological techniques that would form a stable motivation to learn English.

In the process of forming motivation to learn English, preschool teacher should also take into account the age characteristics of preschoolers: select tasks that are suitable for a particular age of children. The teacher in his work should use all the positive things that are available in the practice of teachers working to form the motivation of children to learn English. The educational process in terms of content and form of presentation of the material should be flexible and pursue one of the main tasks of learning – to make the assimilation of knowledge by children strong, meaningful, and the learning itself desirable and bringing joy; create conditions for the child in which he simply could not help but learn.

Our next scientific research will concern the study of the issue of organizing heuristic activities of senior preschool children in English classes in order to form a stable motivation for learning in children.

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## **FAIRY TALES AS THE MEANS OF PRESCHOOLERS' MORAL EDUCATION**

Morality is a special form of public consciousness, a type of social relations, a system of views, norms, and assessments that regulate people's behavior. Moral education is the purposeful formation of moral consciousness, the development of moral feelings and the formation of habits and skills of moral behavior of a person.

Moral activity (actions, behavior, moral relations) determines the life position of a particular social community or individual, their orientation in the world of values. [1].

One of the means of moral education that can make this process purposeful is a folk tale. Many outstanding teachers, psychologists, and writers emphasized the educational significance of the fairy tale: S. Rusova, I. Franko, K. Ushynskyi, V. Sukhomlinskyi, and others.

Various aspects of working with a fairy tale are covered in the works of modern researchers and teachers-practitioners – A. Bohush, A. Savchenko, N. Lysenko, A. Shcherba and others; psychologists – O. Zaporozhets, T. Rubtsova and others.

Scientists note that folk tales contain a special program of moral education, they reflect the worldview of the people, their moral principles. The fairy tale is

focused on the socio-pedagogical effect, it teaches, educates, warns, encourages activity and therefore is one of the main means of moral education [3].

Among children, the most popular genre is a folk tale. The fairy tale combines the language of adults and children. In the language of a fairy tale, an adult can talk to the child's soul. Through the fairy tale, the main spiritual information is given. Plots retain moral postulates and convey them. Fairy-tale stories open up new facets of life.

Artistic images of fairy tales, the psychology of characters, situations, and artistic details of a fairy-tale epic are always deeply original and historically specific, because they reflect the life, views, tastes, and aspirations of a certain people at a certain time in their history in a specific artistic form.

Fairy tales are characterized primarily by nationality. The value of a fairy tale lies primarily in its educational orientation. The fairy tale is designed for a child who is able to understand its deep meaning, moral depth. The role of children's fairy tales in the upbringing of children cannot be overlooked. The child, having presented images, learns to understand the inner world of the characters, empathize with them and believe in the forces of goodness [2].

Children's fairy tales expand the child's vocabulary, help to build a dialogue correctly, and develop coherent logical speech. It is equally important to make the child's speech emotional, beautiful, and imaginative. Also in education, in addition to the intuitive formation of the basics of oral speech, special training is necessary. Great importance should be paid to the construction of words, sentences, and phrases. The relationship between children's speech and mental activity is very important. A fairy tale should also promote communication.

The task of educating children with fairy tales is quite complex. It is necessary to take into account a number of important points related to the individual and age characteristics of the child.

Our further scientific research will be devoted to the issue of educating a culture of behavior in senior preschoolers by means of fairy tales.

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## **ORGANIZATION OF DISTANCE EDUCATION IN VOCATIONAL EDUCATION INSTITUTIONS**

Because of the rapid transfer to distance education, teachers of vocational education institutions began to use a variety of ways to communicate with the students. Teachers and students during the organization of distance education are forced to use many communication channels: messengers, social networks, video conferencing services, e-mail, cloud technology, phone calls. This is extremely inconvenient, as it leads to the loss of quality access to educational information and affects the quality of the educational process.

While choosing the means of organizing the work with the students, the teacher should focus on the most accessible one for them, but meanwhile it is necessary to get acquainted gradually with the most relevant and effective means, as it will make the learning process more diverse and also will help to improve learning.

Teachers of vocational education institutions most often use the following distance learning technologies in the educational process [3]:

- online technologies - based on the use of video communication service and a virtual board for online classes and regular consultations with the teacher;

- interactive technologies - based on the creation of situational tasks in the form of text or multimedia materials and their distribution for independent solution by students;

- cloud technologies - used to provide students with teaching materials and interaction between the teacher and the student.

In the process of organizing distance learning, teachers of distance education institutions interact with the students in the following modes [1]:

- synchronously - there is communication between the student and the teacher in real time;

- asynchronous - students perform independent work at an individual pace, and the teacher evaluates the correctness of its implementation and provides recommendations on the results of educational activities;

- mixed - this mode of learning is built on the elements of both synchronous and asynchronous use of distance learning technologies.

The organization of distance learning in vocational education institutions has revealed the pros and cons of this technology. The disadvantages include:

- dependence on the quality of Internet access;
- psychological adaptation;
- the need for digital literacy skills;
- lack of ability of certain teachers to organize online learning;
- it is difficult to involve students in a general discussion in an online lesson;
- the complexity of organizing group work;
- large expenditures of time on preparation of visual educational material;
- methods used in the teaching of certain disciplines are ineffective in distance learning;

- lack of possibility of current control of independent completing the tasks.

The positive aspects of distance learning include:

- availability;
- flexibility;

- modular principle;
- mobility;
- the ability to choose from a large number of Internet resources the most convenient;
- formation of skills of self-education and self-control;
- development of thinking [2].

Distance learning systems (LMS) allow you to organize the educational process and track student performance by creating online courses or virtual classes available at any time and anywhere in the world where there is an Internet. All training materials are stored in one place, they are convenient to view on any device and adapt depending on the objectives of the study and the field of activity.

LMS Moodle resource for the organization of distance learning combines all the positive aspects of online education, which best allows you to discover the possibilities of distance education in vocational education institutions [4]:

- 1) creation of online courses;
- 2) automatic connection of students and teachers to the courses;
- 3) providing students with access to educational content (text, audio, video, etc.), including on a time schedule;
- 4) control of students' knowledge: automatic tests (verification and assessment are automatically performed by the system) and with the participation of the teacher (verification of written work);
- 5) means of communication (messages, chats, forums, webinars, private messages);
- 6) keeping an electronic journal of the course;
- 7) formation of the final grade from the course taking into account the weighting factor;
- 8) conducting surveys, questionnaires;
- 9) reporting and statistics (progress of each student within a certain course).

Almost all vocational education institutions in Ukraine organize a distance education system using the virtual environment LMS Moodle, because the platform has free access, supports the latest pedagogical technologies for creating and filling training courses and takes into account digital trends in education. The platform provides a wide space for joint work of teachers and students. LMS Moodle offers a variety of opportunities for organizing educational process and tracking students' performance, but it is necessary to know how to use such functions.

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## **INTERCULTURAL COMMUNICATION IN THE ENGLISH CLASSROOM**

Intercultural communication is a communication, carried out in conditions of such significant cultural differences in the communicative competence of its participants, that these differences significantly affect the success or failure of a communicative vent. Under this, communicative competence is understood as knowledge of the symbol systems used in communication and the rules of their functioning, as well as the principles of communicative interaction. Intercultural communication is characterized by the fact that its participants' direct use of special language variants and discursive strategies that are different from those they use when communicating within the same culture.

Intercultural communication is characterized by the fact that its participants' direct use of special language variants and discursive strategies that are different from those they use when communicating within the same culture. Frequently used term «cross-cultural communication» usually refers to the study of a particular phenomenon in two or more cultures and has the added value of comparing the communicative competence of communicating representatives of different cultures [1].

Now, on the basis of higher education, the teaching of a foreign language is perceived precisely as a means of everyday communication with carriers of another culture. The task of higher education is the formation of a widely educated person who has fundamental training in his arsenal not only in narrow specializations, but also in a broad sense, for example, like learning a foreign language without reference to the chosen profession, that is, technical specialists must own not only technical English, or another foreign language, but also to be able to apply it, first of all, with similar specialists who only speak another foreign language.

Maximum development of communication skills is the main, promising, but very difficult task facing teachers of foreign languages. To solve it, it is necessary to master new teaching methods aimed at the development of all four types of language

proficiency, and fundamentally new teaching materials with the help of which you can teach people how to communicate. In this case, of course, it would be wrong to abandon all the old methods: they must be carefully selected all the best, useful, tested teaching practice.

The main answer to the question of solving the actual problem of teaching foreign languages as a means of communication between representatives of different nations and cultures is that languages should be studied in inseparable unity with the world and the culture of peoples who speak these languages.

The following elements can be attributed to the main components of such a foreign culture, bearing nationally-specific coloring:

- traditions;
- culture;
- national pictures of the world, which reflect the specifics of the perception of the surrounding world;
- creative culture, which can also be attributed to the elements of ethnography and ethnology.

Nowadays, the most accepted instructional framework in the co-teaching and learning programs is communicative approach, whose main goal is to increase learners' communicative competence. This theoretical term means being able to use the linguistic system effectively and appropriately in the target language and culture. However, it is also demands integrating culture-oriented instruction. One of the variants of culture-oriented approaches is intercultural teaching and learning.

The following list of techniques and activities is compiled from various sources (given in brackets) and are mostly meant to be used in class.

*Creating an authentic environment.* Displays, posters, bulletin boards, maps and realia can create a visual and tangible presence of the other culture, especially in the situation where language and culture are taught far away from the target country. Students can also make culture wallcharts.

The self-awareness technique. Teachers may use sensitivity exercises, self-assessment questionnaires, problem-solving and checklists of value orientations.

The quiz can be used to test materials that teacher has previously taught. The right answers can be given by the teacher, through reading, listening, or a video, after which extra information can be provided. Quizzes are a high-interest activity that keeps students involved.

The drama (dramatization) has been widely used in teaching culture and is considered useful for clarifying cross-cultural misunderstandings. Drama involves learners in a role-play and simulation as well as encourages them to position themselves in the role of a member of the other culture. Dramatization makes cultural differences vivid and memorable as drama mirrors reality.

Student research is considered one of the most powerful tools that can be used with more advanced students because it combines their interests with the classroom activities. For a start, the teacher might ask learners to search in the Internet or library and find information on any aspect of the target culture that interests them. In the following class, learners explain to their group what they have found out and answer any questions about it. This can lead to poster-sessions or longer projects. For some learners, it can lead to a long-term interest in the target-culture, for example writing a course paper. Research techniques enable learners to find out things for themselves and approach the new society with an open mind.

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## **USING INTERACTIVE TECHNOLOGIES IN FOREIGN LITERATURE CLASSES: PROBLEM STATEMENT**

The State Standard of Basic and Complete Secondary Education states that a teacher is obliged to prepare "pupils for a conscious life in the spirit of mutual understanding, peace, harmony ..." [1, p. 21]. For a modern school, the priority is to teach pupils to find, select and process information both independently and in a team. This is confirmed by new programs of pre-profile and profile stages of education: studying literature at school provides development at schoolboys of a high level of independence and ability to self-organization, "education of the creative reader with independent critical thinking, formation humanistic worldview, general culture, aesthetic tastes of the individual", willingness to cooperate, ability to conduct a dialogue, etc. [2]. It is possible to create thanks to interactive learning, which contributes to the intensification of educational and cognitive activities schoolchildren, their transformation from objects into subjects of education, formation independence, ability to self-education, which is extremely actual today.

The problem of implementing interactive learning has become quite broad reflection in the researches of Ukrainian and foreign scientists and methodologists. So, socio-psychological aspect of interactive activity was considered by E. Golovakha, A. Karpov, J. Kolominsky, A. Petrovsky, L. Umansky and others. Main features of communication and cooperation in groups were studied by E. Golovakha, N. Dezhnikov, A. Morozov, O. Pometun.

Nowadays, a significant contribution has been made to the development of the theory of interactive learning. In particular, the general principles and structure of group work of schoolchildren were described by Yu. Babansky, M. Vinogradova, V. Diachenko, V. Kotov, I. Pervin, O. Pometun, I. Cheredov, O. Yaroshenko. In the

works of I. Gudzik, T. Nikolaieva, I. Cheredov there are considered the peculiarities of the group, frontal and individual work combination at the classes. T. Deinychenko, V. Diachenko, V. Kushniruk, T. Mikhnevych, T. Nikolaeva, N. Potapova also substantiated the importance of interactive training in general educational institutions, in particular for the development of cognitive activity, independence, increasing individualization, learning success.

Specific features of the interactive learning organization are considered by modern methodologists: O. Isaieva, A. Martynets, L. Miroshnychenko, M. Skrypnyk, L. Pirozhenko, O. Pometun, G. Tokman and others. They noted the positive impact of joint educational activities on quality assimilation of knowledge by students and their intellectual, mental development, to the degree satisfaction with school life.

Analyzing the works of modern teachers, including articles in periodical publications, teacher's blogs, manuals, we see the insufficient introduction of interactive forms, methods and techniques of teaching in practical work, sometimes are traced methodical miscalculations, which lead to inefficient and irrational organization of the work in the classroom. Practitioners explain this by the lack of an algorithm introduction and application of interactive learning technologies.

Today, there are different approaches to defining interactive learning. However, all researchers define it as dialogic learning: interactive means ability to interact or be in a conversation, dialogue with something (for example, a computer or book) or someone (person). Thus, interactive learning is first of all dialogical learning, during which is performed the interaction of teacher and student. O. Pometun and L. Pirozhenko noted that the interactive learning is the educational process that takes place under conditions of constant, active interaction of all schoolchildren. It is a co-learning, mutual learning (collective, group learning in cooperation) [3].

In our opinion, the interactive learning is a mutual learning, group learning form of the educational process organization with the implementation of active group teaching methods for solving didactic tasks. Thus, the teacher performs the functions of an assistant in the work, consultant, organizer, becomes one of the sources of

information. However, the schoolchildren and the teacher act as equal subjects of the educational process. During such a dialog pupils are taught to think critically, to solve complex problems based on analysis circumstances and relevant information, weighing alternative opinions, take thoughtful decisions, participate in discussions, communicate with other people.

Interactive learning can be organized for individualization than differentiation of learning (A. Budarny, I. Ogorodnikov, I. Unt), mental development activity, productivity of cognitive activity, development of interpersonal relations, identification of abilities and learning opportunities (M. Vinogradova, V. Kotov, V. Okon, I. Pervin, M. Skatkin, I. Cheredov, V. Schweiser).

Analysis of psychological, pedagogical and methodological literature has shown that the efforts of scientists are aimed primarily at defining the essence of interactivity, the development of various types of such methods, ignoring the definition of didactic principles and their effective use in teaching pupils. This complicates the proper implementation of interactive methods in school practice, sometimes leading to their over saturation of the educational process, conversely, leaving them out of the activities of teachers and pupils. This necessitates research on this issue, identification of potential reserves inherent in the didactic system for designing the learning process.

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## **STUDYING ON THE ONLINE EDUCATIONAL PLATFORM DURING THE PANDEMIC IN TURKEY**

In Turkey, with the emergence of the first coronavirus case, education and training were temporarily suspended by The Minister of Education. During this period, an online education system was implemented at primary, secondary, high school, and university levels so that students do not stay away from education. Informatics Network in Education (EBA) was actively used by teachers and students in the online education process. Information in Education Network, since 2012 has been used in Turkey. The purpose of the education information network is to ensure that the student and the teacher are in contact and to increase the students participation in the lesson with activities. Access to this information network is provided via the internet through the smart board in the classrooms. During the pandemic process, its infrastructure has been expanded so that all students can easily access the education information network (EBA). For this period, it was decided that the lessons will be held on the EBA TV channel and the EBA Live Course Platform By the Ministry of Education. On March 23, 2020, EBA TV started broadcasting for distance education on 3 different channels, namely Primary School, Secondary School, and High School. In these channels, from 1st grade to 12th grade the duration of the lesson is 20-25 minutes and the replays continue throughout the day. There is an “Activity Zone” in between lectures to provide students with educational and entertaining activities.

COVID-19, which affects the whole world, continues to threaten all the countries. During this period, many activities were suspended due to social distance and isolation. The most important of these is Education environment, which is one of the environments where interaction is the most efficient. The aim of this paper is to

conduct a research on the advantages and disadvantages of distance education as a result of the interruption of face-to-face education due to the pandemic. The case study model, one of the qualitative research methods, was used in the study. Semi-structured interview form was used in the research. The interview method is seen as a useful method in terms of obtaining complete and accurate data on the research subject in a qualitative research (Judd, Smith ve Kidder, 1991, 253 akt: Erdoğan & Demirkasımoğlu, 2010). The interview was made using criterion sampling, one of the purposeful sampling types. The research was carried out with interview questions asked to a high school senior student. An individual interview was conducted with the student to determine the productivity level of online education and to determine the opinions and suggestions of the student participating in the research.

As a result of the research, the following questions were asked to the student:

1. What do you think about the distance education during the Coronavirus (Covid-19) Pandemic?
2. What are the advantages and disadvantages of distance education during the Coronavirus (Covid-19) Pandemic?
3. Can you attend the distance education lessons regularly during the Coronavirus (Covid-19) Pandemic? If No, why can't you attend?

Demographic characteristics of the student. The student is a resident of Turkey's Hatay province. She lives in the village. The student goes to and from school by bus during the formal education period. She is a senior science high school student. The student is preparing for the University exam. She lives with her mother, father and one elder sister. They are 7 siblings in total. The student has her own study room. There is an active wifi connection at home. The student has her own computer.

In the research, a “semi-structured interview form” was used as the data collection tool. In this form developed by the researcher, three open-ended questions were asked to the student. The interview with the student was carried out through the Zoom application because the schools were closed and the individuals were at home

during the isolation process. The interview form questions, first of all related literature on distance education were scanned and open-ended interview questions were prepared by the researcher. The questions were then presented to an expert in the field to get expert opinion. A form was prepared in line with expert opinions and a pilot application was carried out with 2 students. After the pilot application, the interview form questions were asked to the student and the interview was completed by taking notes by the researcher.

In order to increase the reliability of the study, the interview was recorded with a voice recording device during the interview period. After the interview was transformed into a document, it was read by the participant in order to get the participant's approval. In this way, it was confirmed that what the participant said during the interview was not written incompletely and the data were directly transferred by acting objectively and impartially. Qualitative research data were analyzed in four stages: (1) coding of data, (2) finding themes, (3) organizing codes and themes, (4) defining and interpreting findings (Yıldırım & Şimşek, 2016). For this reason, the answers given by the student during the analysis of the research data were coded according to the purpose of the research. Suitable themes were created according to the codes. In order to get the reliability of the codes and themes, the reliability of the codes and themes was compared with two experts in their field.  $\text{Reliability} = (\text{Consensus}) / ((\text{Consensus} + \text{Disagreement})) \times 100$ . The reliability of the study was calculated using this formula (Miles & Huberman, 1994). Based on this formula, since the similarity percentage of 70% or higher is considered sufficient, it was assumed that the reliability of this study in terms of data analysis were ensured.

## **Findings**

### Online Education From The Student Perspective

*"What do you think about online education during the COVID-19 pandemic?"* The student answered the question as follows:

The student said that online education is not efficient. She said that this applied site was not successful. In addition, she stated that the system does not work well due

to the intensity of entering EBA, and the internet is constantly disconnected. The student also stated that online education cannot replace face-to-face education and online education is boring. She also stated that they could not ask too many questions to their teachers because the lesson time was short.

*“What are the advantages and disadvantages of distance education during the Coronavirus (Covid-19) Pandemic?”*The student answered the question as follows:

The student stated that online education is advantageous for her as there are no homework and exams. She stated that online education is advantageous in terms of protecting the health of students during the pandemic process. The student stated that she understood the value of face-to-face education better thanks to online education, and that it is an advantage that she does not have to enter the online education platform.

The student stated that the short course times and the continuous error of the system are the disadvantages of online education. Also, the student considered the disadvantages of online education that the internet access was disconnected, the narrator's voice was sometimes not fully understood, and the students left their microphones open and made a lot of voices.

*“Can you attend the distance education lessons regularly during the Coronavirus (Covid-19) Pandemic? If No, why Can't You Attend?”*The student answered the question as follows:

The student stated that she could not attend online training most of the time. She said that she only attended mathematics, physics and biology lessons and that she did not get much efficiency from these lessons. She said that she preferred to study for the university exam rather than attending online education because she did not get much efficiency from the courses. She also explained that she sometimes cannot participate in online training when there is a guest at home.

### **Conclusion**

Face to face training was suspended due to the pandemic in Turkey. The Ministry of National Education deemed it appropriate to switch to online education in

order to continue education. It was determined that online education is not dependent on space and time, and it is a suitable system for this process. In this direction, the Ministry of National Education implemented the EBA TV and EBA course projects in a short time and made the necessary work to benefit the students. Within the scope of this research, there was an attempt to determine how effective and efficient this project is. As a result of the interview with the senior high school student, it was concluded that online education is not very efficient. The student counts the absence of homework and exam requirements among the advantages of online education. Also, she lists the weak internet connection during online education as one of the disadvantages of online education. It can be said that there are many factors that affect the quality of the education process. Considering the technologies and education environments used in a technology-based learning environment, readiness and satisfaction levels for e-learning can also be counted among the factors that can affect the success of a distance learning application based on web technologies. A student's opinion was consulted, as there was difficulty in accessing too many students due to the pandemic and the shortage of time. The student who participated in the interview did not find online education useful. Other researchers can obtain different results by changing the number of samples.

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## **PHONETIC UNITS IN TRAINING INTENDING PRIMARY SCHOOL TEACHERS: STAGES OF LEARNING**

An up-to-date issue in training intending primary school teachers is how to fill them with knowledge sufficient to work in the New Ukrainian School. Of particular interest is modern educational process in higher educational establishments that contributes to shaping a new generation of teachers with balanced personalities and integrated knowledge on subjects of cultural and literary education [5]. Primary pupils have to gain skills in using mother tongue and foreign languages. Therefore, primary school teachers develop and demonstrate professional language proficiency. For most students in Education Science, the teaching of a foreign language begins with the formation of phonetic competence.

**The aim of this study** is to substantiate the sequence of phonetic units in training intending primary school teachers.

Effective approach in learning phonetics depends on the pronunciation skills, amount of knowledge acquired and cooperation between these components. The real challenge is to ensure that students understand similarities and distinguish the differences between two phonetic systems (in English and Ukrainian), thereby applying an integrated approach to language learning.

Research publications in Linguistics and Pedagogics identify such groups of difficulties in learning phonetics: learning abilities of each student; specific features of a foreign language; inappropriate class activities [2, p. 195-196]. The main issue described in this article is how a foreign language differs from students' mother tongue (English and Ukrainian case study).

On the one hand, learning foreign language within the context of a native one can raise the issue of approximate pronunciation through language interference. However, some new research suggests that the difference between two languages can be an advantage for students, where they can integrate the knowledge of their mother

tongue in foreign language study, concentrate on nature of phonetic units and master gained skills [4]. If comparative analysis of phonetic systems is used, great attention should be given to the interactive forms of work in classes.

The vowel systems of English and Ukrainian as well as the consonant systems differ in accordance to their quantitative representation and their qualitative characteristics [3, p. 37, 47]. The English and Ukrainian vowel and consonant phonemes may be contrasted on the basis of some common principles which can be seen from the table 1 below.

*Table 1*

*Typology of the Vowel and Consonant Systems of the Contrasted Languages*

<b>Characteristic</b>	<b>English</b>	<b>Ukrainian</b>
The number of phonemes	44	38
The number of vowels	20	6
The number of consonants	24	32
Contrastive principles of vowels	1) The horizontal position of the bulk of the tongue (front – central - back); 2) the vertical position of the height of the tongue (high – mid - low); 3) the position of the lips (labialized – non-labialized)	
Contrastive principles of consonants	1) The type of obstruction and the manner of the noise production; 2) the active speech organ and the place of obstruction; 3) the work of the vocal cords; 4) the position of the soft palate; 5) the prevalence of the musical tones	

According to Professor Sofiia Nikolaieva, three groups of phonemes that can cause difficulties in learning foreign language because of language interference exist. They are phonemes similar by acoustic features and articulation, phonemes different in some features and phonemes absent in Ukrainian [2, p. 197].

Considering the typological differences of the English and Ukrainian phonetic systems, language interference, methodic of teaching phonetic applies logical and consistent phonetic units learning. Thus, the principle from the easiest to the most difficult for pronunciation phonemes is one fundamental in training future teachers and formation their phonetic competence [1, p. 100].

Stages of introduction phonemes in learning process can be seen from table 2 below.

Table 2

*A sequence of English consonants and vowels*

A sequence of English consonants		A sequence of English vowels	
1) [p, b, m];	6) [ʃ, ʒ, ʒ, dʒ];	1) [i:, ɪ];	5) [u:, ʊ];
2) [f, v];	7) [ŋ];	2) [e, æ];	6) [ə];
3) [j];	8) [h];	3) [ʌ, ɑ:];	7) [ɜ:].
4) [k, g];	9) [θ, ð];	4) [ɔ:, ɒ];	
5) [t, d, s, z, l, n];	10) [w, r].		

Logical system of phonemes introduction consequently simplifies learning process and helps to avoid language interference. Such approach is clearly a significant trend in Linguistics and Pedagogics. This study describes the first stage of phoneme learning in short, hence, it provides further research prospects in training intending primary school teacher.

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## **OVERCOMING CHILDREN’S ANXIETY IN SENIOR PRESCHOOL AGE BY THE MEANS OF A FAIRY TALE**

Preschool age is a time during which there is a primary knowledge of the world of human relations, the personality formation, complication and awareness of experiences, enrichment with new feelings and motives of the emotional sphere. Preschool age is the period of emergence of the initial system of dependent motives that form the unity of personality, and that is why it should be considered as a period of actual formation of personality.

Analysis of psychological and pedagogical, and special literature allows us to state that the spread of the phenomenon of anxiety among children, its negative role in development is the subject of numerous studies by psychologists, teachers and doctors. In particular, the connection between the level of intelligence and the experience of fears by P. Popper, I. Rantburg is substantiated. Age and gender differences in the manifestations of anxiety are proved by E. Novikova, V. Kochubei. The facts of the

manifestation of child anxiety as a hereditary psychodynamic characteristic (N. Levitov, O. Zakharov, and others) and as conditions and consequences of the socialization were studied by A. Prikhozhan, K. Horni, and Y. Khanin,.

Some aspects of behavioral disorders in children, in particular anxiety, are revealed in the scientific works by N. Kliuieva, O. Kirsanova, S. Kriukova, H. Suvorova, E. Murashova, S. Shevchenko, V. Yurkevych and others. Researchers show that anxious children are children who do not know how to interact harmoniously with themselves, with the outside world, with society. The connection of anxiety with the motivation of learning is considered by A. Dusavitsky and others, success in learning – by V. Druzhynin, A. Dusavitsky, G. Monina ; sociometric status – E. Panasyuk, V. Kislovska and others. Ukrainian (I. Bekh, O. Kononko, T. Ponimanska, I. Pechenko) and foreign researchers (N. Kliuieva, R. Ovcharova, S. Kozlova) actively studied the issues of socially confident behavior of children. However, as the analysis of psychological and pedagogical theory and practice shows, the problem of prevention and overcoming anxiety in preschool children still needs a thorough study. Anxiety, shyness, insecurity – all these personality traits are due to one common trait of temperament – restraint and are largely associated with low self-esteem.

According to A. Prykhozhan, anxious children show their temperament from the first day of their birth, reacting to everything new with indecision and caution. These children tend to worry, get annoyed or retreat when confronted with unfamiliar phenomena, seek protection from their mothers, and are afraid of strangers. It is well known that about 22% of healthy children are easily aroused in unfamiliar situations, new surroundings and then find it difficult to calm down. Many of them later become insecure, timid, cautious children [6].

It is worth noting that anxious children are children who cannot interact in harmony with themselves, with the world around them, with society. The vast majority have inadequate self-esteem, in almost every situation they find insurmountable obstacles, reacting to them with abnormal behavior. A significant level of internal

anxiety does not allow them to easily adapt first to the children's group, then to school life, then the same problem passes into adulthood [3].

Anxiety often occurs in children due to worries about their own safety. Some parents choose the wrong approach to raising a child, increasing its shyness and timidity. If a child is constantly reprimanded and criticized, he or she will never believe in himself/herself. However, constant monitoring and excessive care also will not give a positive result [2].

An important means of overcoming anxiety in children is a fairy tale. It is an integral element in the upbringing of children. A fairy tale prepares children for life in an accessible language. Preschoolers take a lot of useful knowledge from fairy tales: ideas about society, the first ideas about time and space, about human connections with the material world, with nature. Fairy tales help a child to see good and evil, to feel resilience and courage for the first time [1].

Reading a fairy tale with a subsequent retelling promotes the development of thinking and enrichment of the child's speech. The positive end of the tale contributes to the education of optimism, confidence in overcoming any difficulties [4].

Artistic perception is an active process for preschool children, which awakens their moral qualities, and, above all, humanity. Perception of art is always associated with empathy. In senior preschool children, empathy is direct. So, they imagine themselves with their favorite characters, penetrate the inner world, and copy their character. They get so used to the image that with the help of imagination they become participants in the events (the fate of a bunny driven out of its hut by a fox, children try on their own and, empathetically, think something like this: «What would I do if someone kicked me out of the house?») [6].

The next important condition for the introduction and use of fairy tales by preschool institution employees is the cooperation of the teaching staff with the families of pupils, educational work with parents, the interaction of the preschool institution team and parents. This line of business is provided by:

– discussion of mental health promotion issues at work meetings, parent meetings and consultations;

– organization of meaningful visual propaganda (parental corners, newsletters, photo stands, etc.) [5].

Thus, the fairy tale has a positive effect on overcoming anxiety in preschoolers. In addition, it is important in the moral development of preschool children, without which the nobility of the soul, sensitivity to other people's grief, suffering is impossible. Thanks to the fairy tale, children learn about the world not only with the mind but also with the heart, and not only learn but also react to the events and phenomena of the world around them, express their attitude to good and evil.

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## **THE USE OF COMMUNICATIVE AND INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH**

Currently, priority is given to communicativeness, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanization of learning. These principles make it possible to develop intercultural competence as a component of communication skills. In this paper, an attempt has been made to identify ways and means of optimizing the educational process using another method - the Internet technologies. The use of the Internet in a communicative approach is as well as possible motivated: its goal is to interest students in learning a foreign language through the accumulation and expansion of their knowledge and experience. Trainees should be prepared to use the language for real communication outside the classroom, for example, during visits to another country, when corresponding with foreign students, sharing job assignments with classmates, or business correspondence with an international university.

The Computer Assisted Language Learning (CALL) software programmes which have been designed for the purpose of language teaching despite other tools such as the Internet, e-mail, and others also promote student-centred language learning and help students develop their communicative skills as well [1]. The Internet creates unique opportunities for learning a foreign language, using authentic texts to communicate with native speakers, i.e. he creates a natural language environment. Nowadays, this goal is the most sought after by students. It should be borne in mind another feature of the subject.

Using the information resources of the Internet, it is possible, integrating them into the educational process, to more effectively solve a whole range of didactic tasks in a lesson:

- improve listening skills based on authentic Internet sound texts;
- replenish vocabulary, both active and passive vocabulary of the modern language;
- to form a sustainable motivation for foreign language activities.

To teach a foreign language is to teach communication, transmission and perception of information. There are three areas in which the Internet can bring learning to foreign languages to a new level. This is communication, information and publication. Computer-based materials for language teaching which is also found on many published CD-ROMs for language teaching has become a part of the use of the Internet and web-based tools [2]. Communication is carried out using e-mail, huge layers of information are enclosed in the world wide web (World Wide Web), publication can be done by creating your own page on the Internet. All this can be done without the Internet. However, the Internet is bringing a new dimension to these areas. Communication is greatly facilitated and accelerated, information becomes available, relevant and authentic, and publication on the Internet has a wider audience than in a magazine or newspaper. From the didactic point of view, the advantage of the Internet over traditional teaching tools is, first of all, the availability and relevance of authentic materials, as well as facilitating and accelerating interethnic communication. The communicative ability of students develops via the Internet by involving them in solving a wide range of meaningful, realistic, meaningful and achievable tasks, the successful completion of which gives satisfaction and increases their self-confidence. Creating an online communication takes time. A supportive socio-psychological atmosphere is required in which the student is involved; confidence that he is respected as a person with his own views, interests, strengths and weaknesses, and his preferred learning style. This atmosphere is characterized by the spirit of mutual aid, in which learning a foreign language using the Internet is a

socially-conditioned experience. Teaching authentic language, the Internet helps in the formation of the skills of the spoken language, as well as in teaching vocabulary and grammar, ensuring genuine interest and, consequently, efficiency. The skills and abilities generated through the use of Internet technologies go beyond the limits of foreign language competence, even within the framework of the «language» aspect. The Internet develops the social and psychological qualities of students: their self-confidence and their ability to work in a team; creates a learning-friendly atmosphere, acting as a means of interactive approach.

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### **BUILDING LEXICAL COMPETENCE IN THE LANGUAGE CLASSROOM OF SECONDARY SCHOOL BY MEANS OF AUTHENTIC TEXTS**

One of the most important tasks facing students in learning English is the formation of lexical competence as an important component of English communicative competence of students. [2, p.15]. The method of formation of English-language lexical competence has been studied by many scientists, namely: T. Vasylenko, O Kolominova, S. Nikolaieva, N. Tomasevych and others.

According to the results of scientific research of methodological researchers, we take into our account this definition: lexical statement means the presence of a certain stock of words within intellectual development, the ability to adequately use tokens, proverbs, sayings, as well as the appropriate use of phraseological inflections to

achieve appropriate communicative-functional result [3 , p. 92]. It should be noted that the formation of lexical skills occurs in several stages:

- *Familiarization stage* (the presentation of lexical units);
- *Training stage* (the consolidation of lexical units);
- *Stage of active practice in communication* (the development of skills and abilities to use vocabulary in different types of speech activity).

Each of these stages corresponds to the stages of formation of lexical skills, which are traditionally divided by researchers into three groups [4, p. 46-50]

1) Metacognitive (planning and regulation of the work, as well as its evaluation, namely: maintaining their own vocabulary);

2) Cognitive (active use of the studied material and formed skills, namely: search for keywords in the text);

3) Social (interaction with other people during the communicative process, namely: communication with native speakers).

We understand that rich vocabulary is the key to free communication in a foreign language. Therefore, the use of authentic texts, the purpose of which is to attract students to the culture of the country whose language is studied is an effective way to form an English-language lexical competence. To increase students' interest in the material, the teacher can use journalistic texts taken from English-language newspapers or magazines, but pre-editing them according to the level of language training of students.

We have selected English-language newspapers with authentic texts for use in high school, namely: «The Daily Telegraph», «News of the World», «The Guardian», «Mirror», «Positive News», «Sun», «The Times», and others. Among Ukrainian periodicals in English, we can offer the most popular newspapers, such as The Day and Digest.

To form the lexical competence of students through written translation of journalistic texts, various small articles on the topic are offered, which should not only

adapt to the level of knowledge of students, but also saturate the vocabulary planned by the program.

Working with the text of journalistic style involves the following stages:

1. Pre-text work (predict the content of the article by title, illustration, asking students questions such as: Who is the person in the picture ?, Where do you think it is happening? Why is the person angry / sad / happy?)

2. Reading and discussion of the text (identify new lexical units to the topic, synonymous expressions, converted words, etc.);

3. Post-text work (using pre-processed lexical units from the text to perform tasks to fill in the blanks, from the text, to answer various types of questions, to continue the sentence, etc.) [1].

Thus, we believe that the selection of various articles from English-language periodicals of journalistic style contributes to the successful formation of English lexical competence of high school students.

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## **MEDIA TECHNOLOGIES AS A MEANS OF COMMUNICATIVE DEVELOPING PRIMARY SCHOOL PUPILS**

The primary level of school education is the base, the foundation on which the success of the child's further development and education depends in school; it places a huge responsibility on a primary school teacher. One of the tasks of the teacher is to form in the student a set of personal qualities that will further help to create conditions for the child to master the methods of educational activities, including the development of communication skills. To this end, the educational process should include the purposeful formation of communicative skills of primary school students.

According to G. Andreeva [1], communicative skills should be understood as a set of conscious communicative actions based on high theoretical and practical training of the individual, which allows creative use of knowledge to reflect and transform reality. Their development is associated with the formation and development of personal tumors, both in the field of intelligence and in the field of dominant professionally significant characteristics. The researcher identifies 3 groups of skills, each of which corresponds to one of the three aspects of communication: communicative, perceptual and interactive. Communicative aspect provides goals, motives, means and incentives for communication, the ability to clearly express opinions, argue, and analyze statements according to the situation of communication. Perceptual one includes the concepts of empathy, reflection, self-reflection, the ability to listen and hear, correctly interpret information, understand the subtexts. Interactive aspect is provided by the ratio of rational and emotional factors in communication, self-organization of communication, the ability to conduct a conversation or a meeting, lead, formulate a demand, the ability to encourage, command, communicate in conflict situations [1].

In the early school years, socialization is characterized by mastering the system of tools necessary for the development of social roles, self-awareness of the bearer of culture and the formation of initial ideas about the unity and diversity of language

space. The modern world is changing rapidly, the huge flow of information does not allow full implementing the process of communication for peers and adults. Most often, this process is limited to the use of various information and communication technologies. The task of the teacher is to teach the child to work with information, to use it in communication, to teach the child to express their thoughts with it.

The Academician A. Semenov's statement "Teaching a person to live in the information world is the most important task of modern school" [2] should become decisive in the work of every teacher. In order to solve all these problems there is a need to use media technologies in the educational process. Their application allows significant optimizing the educational process. The use of media technologies gradually makes it possible to direct students to new, more complex educational and cognitive activities with the use of information and communication technologies. The development of communication skills in a child of primary school age allows making the educational process relaxed and motivated.

In school practice, game moments are most often used, which stimulate the cognitive activity of junior students in the process of communication. Today there are many software products designed for the organization of educational activities that promote the development of communicative qualities of children. In the learning process, computer programs are often used to develop games and quests with surveys, audio and video information.

The following forms of work with the use of media technologies are used in school practice: classroom lessons (work in pairs, in small groups), games, multilevel tasks, creative tasks, learning dialogic and monologue language, learning to write, grammar tasks. Students also participate in video conferences.

Summarizing the above mentioned information, we can say that for now the priority is given to the use of media technology in primary school lessons. Thus media technologies give the chance to provide positive motives of training, to carry out lessons at a high aesthetic and emotional level (music, animation), to increase volume of the work carried out at a lesson in 1.5-2 times, to improve the control of knowledge,

to rationally organize the educational process, to increase the efficiency of the lesson, to form skills of communicative and research activities [3].

It should be noted that the use of information and communication technologies allows forming the skills of independence of junior high school students. Students understand that computer is not only a toy, but also a source of knowledge. Thanks to the use of media technologies, school solves an important task – it creates conditions for teaching a small person to live in a large information world, developing communication skills.

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### ACQUIRING PRIMARY ECONOMIC EXPERIENCE BY SENIOR PRESCHOOLERS IN THE PROCESS OF CREATIVE GAMES

The issue of the economic education of younger generation has remained relevant over the past decade. This is due to the processes taking place in the socio-economic life of our country. The peculiarities of life in modern society require reducing the age limits for starting of children's economic education as a fundamental basis for further economic education, which is an integral condition for socialization. Unfortunately, traditional education does not fully contribute to the formation of children's readiness for fundamentally new economic, socio-political and spiritual relations.

In solving issues of the economic education and upbringing, state documents orient public opinion and professional activity of teachers to awareness of the goals and objectives of economic education of children as a starting point for preparing for a full life in a market economy.

The process of economic education of the younger generation in various aspects was studied by philosophers, economists, sociologists, psychologists, teachers in particular, the general psychological patterns of personal entry into social life were studied (I. Bekh, L. Vyhotskyi, A. Leontiev, S. Rubinshtein); the degree of educational influence of labor (Z. Zaichenko, H. Mohylevska); the content and methods of economic education of children (N. Hrama, H. Hryhorenko, R. Zhadan, N. Kulakova, T. Liubymova, I. Melnychuk, I. Prokopenko, I. Sasova, V. Chichkanov, O. Shpak).

In the scientific researches aimed at improving the economic education of the individual within different age categories, in relation to the preschool period, the most developed are the issues of forming moral and psychological qualities. Scientists primarily focus on the selection of knowledge available to children in the field of economics.

Economic education is one of the components of the general socialization of a modern child, and above all such a component as economic socialization. Economic socialization is an objective process of assimilation by an individual of economic views, patterns of economic behaviour, development of social roles, skills, values, and adaptation of the individual to social norms [1].

The purpose of the economic socialization is to develop adequate and harmonious ideas from the economic sphere of life, knowledge of the main economic categories, and the development of basic skills of economic behaviour. It is worth noting that the purpose and objectives of economic socialization largely coincide with the purpose and objectives of economic education, since it is carried out using the same means and methods of influencing economic consciousness [1, 2].

In relation to preschool age, the concept of economic socialization is sometimes replaced by the concept of consumer socialization, associated with the formation of

skills of consumer (consumer) behaviour and assimilation of knowledge about economic concepts of various aspects that characterize consumption: money, purchase, place of purchase, etc. Consumer behaviour in childhood has specific features that manifest themselves in the limited level of consumer resources; a significant external dependence of purchasing opportunities; implementation of the possibility for children to purchase typical products and services (pleasures, games, entertainment) only under adult supervision and short-term purchase planning [3].

The main feature of the development of economic ideas in childhood is the establishment of a direct dependence of knowledge on the formed experience, the involvement of the child in economic relations becomes possible in the senior preschool age, because it is during this period that children begin to distinguish themselves in the system of relationships due to subject-operational activities.

Despite a certain theoretical and methodological development of these issues, the issue of using various types of activities in the economic education of preschool children, in particular the leading activity such as games remains understudied.

So, our further scientific research will concern the study of the issue of using play activities in solving the problems of economic education of senior preschoolers.

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## HOW TO TEACH PRESCHOOLERS THE ENGLISH LANGUAGE

The issue of teaching preschoolers to communicate in English is considered in many studies of scientists in the context of various scientific and methodological approaches. In particular, the methodology of teaching English to senior preschoolers on the basis of a communicative and situational approach is substantiated (O. Nehnevyska, Z. Futerman), the expediency of using plot texts in teaching preschoolers English using intensive approach methods is proved (T. Polonska), the features of teaching English to children aged 5-9 years with the help of a plot in the context of an integrated approach (A. Herhel) are revealed, a methodology for teaching a foreign language to children of the sixth year of life based on a personality-oriented approach (P. Sokolovska), defined the pedagogical conditions of an individually differentiated approach to teaching a foreign language to preschool children in groups with different age groups (O. Reipolska).

T. Shkvarina's methodology of targeted game activity is based on the principles of communication-oriented learning. In accordance with modern requirements for teaching foreign languages and taking into account the best pedagogical experience, a number of author's programs and teaching technologies have been developed.

In accordance with the modern requirements for teaching foreign languages and taking into account the best pedagogical experience, a number of author's programs and teaching technologies have been developed. Training of preschool children in English is carried out according to the programs of A. Herhel, O. Demianenko, O. Lytvyniuk, Z. Futerman, T. Shkvarina and other authors. The positive aspects of these programs are the development of the main areas of communication of senior preschool children, their lexical content, saturation with didactic materials presented in the form of authentic poems, songs, and didactic games. They are aimed at forming children's positive attitude to learning English, to the people who speak it, and their culture; they contribute to the elementary language and speech competence formation of children. But not all of them are developed based on the results of scientific

research and therefore do not ensure the achievement of the necessary level of communication and speech development of preschoolers in teaching English.

Psychological studies (L.Vyhotskyi, M. Zhynkin, A. Leontiev, A. Luria, M. Lviv, etc.) prove that the age of 5-6 years is the most optimal for teaching preschoolers a foreign language. It is characterized by the child's readiness for systematic complex mental activity, to perceive and understand new material in a foreign language, to assimilate foreign language knowledge and master foreign language skills and abilities based on them.

However, monitoring of English Language teaching in preschool educational institutions shows that teachers who teach preschoolers English use the methods and forms of organizing the educational process recommended for working with schoolchildren. The methodology of teaching preschoolers English does not sufficiently take into account their overall communicative development in communication in their native language and is mainly aimed at expanding the vocabulary of English through the study of poems and songs. Systematic and purposeful formation of listening skills, dialogic and monologue speech in English, as the main components of foreign language communication, does not actually occur.

In our opinion, the basis for the methodology of forming oral English-language communication skills in senior preschoolers should be a system of linguodidactic principles: general didactic (A. Savchenko), general methodological, partial and special methodological (A. Bihich, A. Bohush, S. Nikolieva, Yu. Passov, V. Skalkin, etc.) [1].

When teaching vocabulary, it is necessary to take into account the thematicity of the introduction of lexical units; the phased assimilation of lexical material; the level of English-language training of children, age characteristics and complexity of the lexical phenomenon when choosing the method of semantization; automation of actions of children with new words in active educational and speech activity; compatibility of words, their semantic value when choosing the lexical minimum of preschoolers; the principle of vocabulary minimum [2].

Our further scientific research will be devoted to the issue of English-language competence formation in senior preschoolers by means of play activities.

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### **LEGO-TECHNOLOGIES AS A MEANS OF KEY COMPETENCIES’ FORMATION IN PRIMARY SCHOOL STUDENTS**

When Ukraine is entering the European educational space, the personality-oriented, competence-based and technological approaches in education have become important. Moreover, the Concept of New Ukrainian School is based on these approaches as they determine the main aims in general education system [3]. Besides, these attitudes include such areas of personal development as integration into world and national culture, acquiring key competencies, readiness for appropriate social behaviour and, as a consequence, the ability to self-realization in modern society. Nowadays the technologicalization of the educational process is paid a special attention to.

The expediency of the technological approach in pedagogy, the essence and content of pedagogical technologies have been substantiated in the works by

V. Andrushchenko, B. Blum, I. Bogdanova, I. Dychkivska, O. Pometun, O. Komar and others. These researchers thoroughly have considered the introduction of innovative technologies in the educational process of primary school. They state that the main idea of the educational process technologicalization is the transformation of the pedagogical process of an educational institution into a purposeful process performed by all its subjects [4].

Modernization of primary education today is mainly associated with the introduction of technologies in the educational environment that reveals the personal potential of primary school children, creates conditions for their active involvement in independent cognitive activity, organizes research space for primary school students and promotes formation of key competencies. LEGO technologies are stated to be rather significant among such technologies. They allow creating a motivating, exciting educational atmosphere not only for teaching school subjects, but also for the development of learning skills, general cultural, civic, health, digital and social competences. Their characteristic features are multifunctionality (mastering them allows solving various problems in everyday, professional or social life); interdisciplinarity (they can be applicable in different situations at school, at work, in the family etc.); multidimensionality (they employ various mental processes and intellectual skills, as well as common sense). Such technologies ensure development of abstract thinking and critical thinking, and require autonomy, reflection, interactive use of different tools, membership in socio-heterogeneous groups etc. [1, p. 291–302].

LEGO became a great tool in the work of the teacher. Many of them (T. Bykovskiy, T. Vykhrenko, D. Denysiuk, Yu. Ivanov, S. Kucher, L. Pavliuk, V. Tkachuk) often present their own teaching methods based on LEGO-technologies. The analysis of the scientific literature states that lessons conducted with the use of LEGO-technologies have several peculiarities: teachers themselves choose a topic that is interesting to children, vary forms of work with LEGO (in pairs or in groups), allocate a certain amount of time for each exercise, and fragmentally apply LEGO as a visual and practical learning tool [5]. Using such construction set children learn math,

language, get acquainted with the environment and even draw with bricks. In addition, lessons with LEGO improve the learning process, making it more interesting for children. Classes conducted as a game create a unique atmosphere of psychological comfort and take place without inner tension, and it results in the quality of learning.

LEGO technologies at school are educational games created by adults for the upbringing and instruction of children. For children themselves, the educational value of the game is not obvious, and is realized through the game tasks, game rules and actions as the games are focused on the development of cognitive activity, intellectual operations, which is the basis of learning. We define LEGO technology as a type of modelling creative and projective activity that promotes the development of creative thinking, attention, and memory. The leading idea of studying with the help of LEGO-technology is learning through play.

The use of LEGO-technologies during lessons in primary school can be effective when the teacher knows methods and techniques of LEGO-technologies and use them appropriately in the educational process, when acquaintance with LEGO take place during play and a comfortable emotional environment is created, and when each student is involved into creative process [2, p. 5–8]. Learning material should be designed and constructed to maximize student participation in the learning process. At the same time the complexity, the amount of acquired information, the learning opportunities of students, psychological readiness for different activities should be taken into account. In other words, learning with LEGO-technologies is a planned consistent practical implementation of a pre-designed pedagogical process in the form of a play, which is aimed at the formation of key competencies in primary school students.

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## **STORYTELLING IN TEACHING ENGLISH TO YOUNG LEARNERS**

Storytelling is a method of a language teaching through short stories on different topics. Stories allow the use of authentic material, the use of grammar and vocabulary, promote the development of imagination, speaking, listening and writing. This technique is great for children of different age groups, as well as adolescents and adults. The atmosphere in such classes is the most relaxed.

There are several reasons why this method can be successfully used when teaching a foreign language to schoolchildren. First, motivation of children who are constantly in need of stories, and always ready to listen to them. Then, stimulus, because children want to know the meaning of the story, so they listen with a purpose. If they grasp the meaning, it improves their ability to understand and increases their motivation. Fluency is also an important factor of the ability to understand live speech. This ability can only be achieved by practice. Fluency in listening and reading is based

on the understanding that it is not necessary to understand everything, and on the development of the ability to guess and think out the meaning. For conversational fluency, it is important to have no fear of making a mistake. Though, it is very difficult to achieve for young learners as they are afraid of making mistakes because they are targeted on success.

Language awareness in telling stories is also helpful. Stories help children feel the “music” of a foreign language as well as stimulus for speaking and writing.

Finally, general development of children. Most of the stories allow children to get acquainted with various cultural and social aspects, as well as geography, history, mathematics.

The lessons of storytelling in primary school are rather effective in learning English. A storytelling lesson consists of the following stages:

1. The teacher, together with the students, recalls the content of the previous episode of the story in their native language.
2. Children are given time to study the pictures on their own.
3. The teacher in native language briefly describes what will happen in the episode.
4. The teacher switches on the record with the story.
5. At the end of the listening, the teacher slowly and clearly, pausing after each remark, reads the story to the students, checking how well the children understand the words.
6. The children listen to the recording again, but this time they have to follow along the text, pointing to the line that is being played at the moment.
7. The teacher slowly reads the story to the children once again, and they repeat each line in chorus.
8. The children then take turns reading the lines aloud.
9. The recording is played again so that the students just for fun listen to the story they already know.

Thus, the use of the game storytelling method allows teachers to diversify classes, interest students, helps to assimilate and consolidate educational material, develops not only language skills, but also imagination, logic, enriches oral speech, and helps to develop oratory. In addition, this method does not require much preparation and can be used at any stage of the study of educational material.

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### PECULIARITIES OF ROLE PLAY IN THE EFL LESSON

Game technologies are active teaching methods that activate and intensify students' activities. The phenomenon of the game is that, being entertainment and recreation, it can turn into learning, education, creativity, therapy, human relations, work etc.

As G. Selevko pointed out, in contrast to games in general, the pedagogical game has an essential feature – a clearly defined purpose of learning and the corresponding pedagogical results, which can be justified, obvious, and characterized by educational and cognitive orientation [4, p. 199]. By the nature of the pedagogical process, the scientist pointed out several groups of pedagogical games: educational, training,

controlling and generalizing; cognitive, educating, developing, socializing; reproductive, productive, creative; communicative, diagnostic, career-advising, psycho-technical etc. [4, p. 201].

Role play is one of the forms of organizing the collective learning activities of students in primary school. In the context of learning a foreign language, role play is aimed at the formation and development of language skills and abilities of students under conditions that are as close to real communication as possible and allows the solution of one or more problematic situations. It activates the communicative activity of students, contributes to greater argumentation of expressions and their emotionality. The need to find the right solution and think through the situation develops logical thinking, forms the ability to persuade the interlocutor, and finds convincing arguments and counterarguments.

N. Derkach, O. Galkina, T. Gusak, G. Kitaygorodskaya, O. Kovaleva, I. Krasovska, V. Marko, V. Mytsai, I. Ovcharenko, O. Shcherba, S. Shcherbak, O. Vyshnevsky and others studied game forms and methods of teaching a foreign language.

Role play involves imitation of reality in a particular situation and requires an appropriate language level, as well as taking into account the psychological state of the person involved in the situation, so the selection of situations is quite complex. During the role play, an artificial situation is created in which the student verbally shows his own behavior and attitude to anything with the help of gestures and facial expressions. That is why taking into account the age characteristics of students, their social experience, and organizational characteristics of the educational process, is an important condition for successful role play.

According to researchers, role-playing has great learning potential [1; 3]:

1. it can be regarded as an accurate model of communication, because it involves the imitation of reality in its most essential features;
2. role-playing game has significant opportunities of motivational-impellent plan;

3. role play expands the associative base in the acquisition of language material;
4. it promotes the formation of educational cooperation and partnership;
5. role-playing game has an educational value, because students, although in elementary form, get acquainted with the technology of theater and acting.

Difficult situations for role-playing are not appropriate at the initial stage of learning English, because they require a sufficient supply of vocabulary, the ability to communicate with partners, readiness to overcome the psychological barrier when using a foreign language as a means of communication. That is why step-by-step role-playing is needed and as well as a lot of preparatory work, which will allow not only individual (best) students to perform, but also the active participation of the whole group or class.

There are certain requirements to the educational situation:

1. correlation with the real situation of communication, students' steady real motivation for the learning situation, the relationship of acts of communication with practice and real life;
2. maximum clarity for students: clear delineation of language tasks (what to ask, what to prove, what to clarify, what to tell etc.); full provision of specific language means (words, phrases, set expressions, sentences); students' understanding of what they master in the process of organizing and conducting a role play; students' confidence that communication will take place under favorable conditions and with the obligatory friendly attitude to each other. The main task of the teacher is to ensure the motivation of the educational process and the readiness of students to communicate in the chosen educational situation through their mastery of language tools;

3. focus on the formation of students' responsibility for the task, honesty, initiative, respectful attitude to interlocutors and others; fostering a sense of team work, because you can master the language only in the team and through the team;

4. focus on increasing students' motivation to learn, cultivating their interest in tasks and their quality performance.

Learning situations, as mentioned by O. Matveyeva, can be different in the context of form and character. They can be presented in the form of short (but containing a problem) questions that require either an immediate answer or the preparation of a statement. The biggest problems can be solved in the form of a business game, the basis of which is the modeling of activities with the distribution of roles. Some situations require a logical solution. Success depends on how well goals, content, and organization of the game are thought out at each stage [2, p. 25].

Usually, the framework on the learning situation contains:

1. acquainting students with new vocabulary;
2. presenting a dialogue or a story to students;
3. finding out by the teacher whether everything is clear to the students;
4. students' comments on the episode with their own assessment or preparation of a dialogue or group discussion in the context of the situation. The teacher can take part in the discussion in order to direct it in the right direction. Another important task of the teacher is to acquaint students with the norms of behavior of native speakers, i.e. with their language etiquette.

Role play in the context of learning English involves modeling language communication and practical production activities through a learning-speaking situation with the distribution of roles.

In the process of role-playing games, it is necessary to form in students the ability to get out of any awkward position, using all possible and available tools: questions, clarifications, reports of their misunderstanding etc.

Students' behavior is outlined in situations of educational communication. Situations are chosen in such a way that by modeling the language behavior of each

student, it is possible to unite all students in a joint activity of language communication, which will form a strong team and create a favorable climate for team activities.

Thus, role-playing is the most effective, flexible, and universal method of learning English. It contributes to learning activation, rationalization, and productivity, as well as enables the formation and development of motivation in the educational process.

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### APPLYING SMART EDUCATION USING GOOGLE

#### CLASSROOM IN DISTANCE LEARNING

Today, the field of technology is developing incredibly fast. More and more diverse technologies are updated and changed very rapidly. One of the most topical questions recently is how to use Smart-technologies in distance learning?

Modern society is rapidly changing into a Smart-society. Our way of life reminds us of this every day. We now work almost constantly with different technological gadgets such telephone, computers, etc. These technologies help to

facilitate our lifestyles. With the advent of the Internet, society is rapidly gaining new and simpler benefits – social, economic and others.

Generational change creates new needs and opportunities for the development of education and educational technologies that will take advantage of the global information society to provide better educational services and a better approach for everyone who needs quality and affordable learning wherever they are. The gradual development of distance education marked the beginning of a new phenomenon in the general education process as Smart-education. The idea of Smart in the educational process implies the emergence of new technologies, such as smart boards, smart screens, access to the Internet from anywhere in the world. Free educational content provides communication between students and teachers, exchange of knowledge and automation of all processes. Even now, when there is a rapid development of the IT sphere, for some reason you will not be surprised by something new. Here is an example of today, when the epidemic is raging in our time the development of distance learning is one of the main aspects.

Now everyone is trying to adapt to distance learning and all primary schools are doing everything to be able to study without leaving home. So now we need to invent programs that will help both students and teachers in distance learning. The very concept of Smart-education - flexibility, which provides a very large number of sources, the maximum variety of multimedia (audio, video, graphics, presentations, online exhibitions), quickly and very easily adjusted to the person who is learning. In addition, Smart Education should be easy so that everyone can easily adapt to it, and educational institutions can easily control and provide flexibility in the learning process in order students to be integrated and constantly using external sources permanently updated.

In modern conditions there is a need to justify Smart-education as a direction in modern global education. You can understand the essence by considering the stages of education formation and development:

Stage 1 - "It was": the teacher was the only source for pupils and students, they could receive knowledge only in the classroom or from books.

Stage 2 - "Now": the process of knowledge transfer takes place not only from a teacher to a student, but also between students themselves which allows to organize a new level of knowledge. The latest technologies that are used make it possible to transfer knowledge not only in the classroom.

Stage 3 - "Will": those who study will receive knowledge from the Internet. This will be facilitated by emergence of a variety of technologies that will focus on the emergence of new knowledge and ways of knowledge transfer.

The very concept of Smart Education should not repel people. Because most people who studied in the era where there were no even thoughts of distance learning or as they say Smart-education they are skeptical about the whole process and do not understand the main goal. For them this is the first stage - "It was" - they always studied only in the classroom and received knowledge only from books or from the teacher. That is why it is necessary to introduce easy and clear technology of distance learning so that parents can quickly adapt and understand the main goal that you can learn at home. In turn, the goal of smart learning is to make the learning process the most effective by transferring it to an electronic environment to make it easier for people who are unfamiliar not only with the concept of smart learning, but even with the word "computer". Training will be available everywhere.

And that's why programs, like a Google Classroom one, are gaining popularity now. This program is both a pro in distance learning and a con. Due to it, you can create a virtual classroom. The teacher has the opportunity to assign tasks to students, check their performance and immediately evaluate their work. But there are big disadvantages of this program that need to be addressed. It cannot be suitable for students of technical universities, because there visual teaching methods, models, laboratory work etc. are often used. Yes, you can send a presentation so that the student can see the topic but he will not be able to get the knowledge that he would

have received studying the same topic but in the laboratory, doing everything with his own hands. But all these disadvantages can be minimized.

Google Class Room is a unique program that does not require users to have a good knowledge of IT. For example: there is a group of people who are studying and now they need to go to distance learning. They started using the Google Class Room. The teacher created his class, invited all his students to this class and sent everyone a task to be done. The teacher set a date by which to complete the task. If the student did not have time to complete, the teacher does not even need to follow it, the program itself did everything for him, because it will no longer accept the task that was completed late.

Therefore, education today must be flexible. It must constantly change due to the introduction of new technologies and various components and methods of teaching. Smart education allows students to gain the knowledge they need to achieve goals. At the same time, the Google Class Room makes it easy to learn where it came from. And so today, students can build a huge potential that will meet this century, namely: the ability to work closely and connect with different types of information sources, develop their thinking and use innovative teaching methods.

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## **AUTHENTIC TEXTS IN TEACHING ENGLISH**

Teaching a foreign language is done traditionally by standard texts, it should be taken into consideration that improving language skills can be done both in the classroom and outside it while using authentic texts. When teachers rely only on traditional textbook they will be constantly providing outdated information. Students trained to use the language in real communicative texts will not have difficulty in using it in different contexts [2].

Authentic text was defined as the one created to achieve some social purpose in the language community in which it was produced. The term authentic was used as a reaction against developing artificial texts for textbooks while authentic texts are usually non-pedagogical texts used to help learners to improve both their communicative and cultural competences. Authentic materials can be described as any piece of information created for native speakers, which can be used for the teaching purposes [1]. At present, they are widely known as materials including ideas, words, phrases and expressions heard and read in real life situations.

Teachers and students are naturally attracted by authentic texts. The fact that you can read something designed for a native speaker is motivating, and developing strategies to deal with real life texts enables students to read more confidently outside the classroom too. Authentic texts can be useful at any level. That is why teacher should be very critical and take into consideration the difficulty, the interest and the topics of such texts.

Authentic materials were gradually introduced into textbooks in the form of advertisements, brochures, schedules, recipes, songs, and other items used in daily life. The other types include articles from newspapers and magazines, movies and trailers, documentaries, interviews, and different types broadcasts. There is endless supply of materials available online that come directly from the cultures of the taught languages. These resources provide real life linguistic input as well as valuable cultural information for students. They learn important topics through materials like audio, video, books, journals, magazines, newspapers and online resources. Besides, multimedia technology affords learner's multiple ways of learning the language from real life materials. It is a powerful mixture of computers, video, photography, and sound. The materials available in the net can meet all the requirements, according to level and interest in language teaching: music, TV and videos, podcasts and radio, magazines and newspapers, children's literature and folklore, games and puzzles [5].

Authentic texts have the following advantages: they provide examples of using language by its native speakers; with authentic texts, learners are provided with words

and expressions used in real life situations; real life materials are informal, socially-centered and very widely used. They can serve as appropriate material to complete the rules and patterns of textbooks.

The use of authentic texts for developing listening and reading skills give students the idea that they learn real language. But using authentic discourse texts can cause problems in listening instruction but it is now generally accepted that authentic texts should not be simplified or modified in order to help students to understand them. Students should be provided with reading activities before reading the selected materials to help students to comprehend them. These strategies and activities are traditionally divided into three categories: pre-reading, while-reading, and post-reading exercises (reviewing vocabulary or grammar structures) [4]. It is of utmost importance that the educators have to utilize texts suited for their students' interests and language levels. The reason for teachers to use authentic texts is their accessibility.

The studies show both the advantages of using authentic texts (materials easy to find, students become acquainted with the current language and issues, they become more confident in their language abilities and develop a sense of cultural belonging) and disadvantages (texts are too difficult, not graded (easy grammar but difficult words), and contain many useless words).

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## **BUILDING SOCIO-CULTURAL COMPETENCE OF SENIOR PRESCHOOLERS BY MEANS OF INTERNET RESOURCES**

Competence is a marker that a person is well-versed in a particular field of knowledge, has solid knowledge, and can use it in practical activity. The main role in the process of forming a competent personality is played by education [3, p. 186].

The issue of socio-cultural competence forming was studied by H. Bal, M. Berdiaiev, I. Bekh, A. Hluzman, I. Ziaziun, A. Kapska, M. De Carlo, A. Makarenko, S. Nikolaieva, O. Pershukova, S. Savchenko, V. Safonova, P. Sysoieva and others.

According to N. Bozhok, socio-cultural competence is the acquaintance of children with the national and cultural characteristics of a particular country. These attributes are reflected in customs, norms of behavior, and social stereotypes. The author notes that socio-cultural competence forming occurs not only due to country knowledge. An important role is played by background knowledge (information about the country, its inhabitants, and their cultural customs) [1, p. 49–51].

Socio-cultural competence consists of two parts: country studies and linguacultural competencies. The first one is based on the fact that children have

knowledge about the culture, history, and traditions of a particular country. The second one involves forming children's knowledge system about the national and cultural features of the country [2].

An important role in teaching foreign language to senior preschoolers should be given to forming socio-cultural competence, which will help the child easily to navigate and use the language symbols of another country and culture.

Thus, A. Sadokhin believes that socio-cultural competence is the readiness and ability of partners to conduct a dialogue based on knowledge of their own culture and the partner's culture.

It involves the ability to navigate in time and space, in the social status of the partner, using of language norms (formal, informal styles, jargon, professional vocabulary, etc.), in cross-cultural differences in behavioral rituals, etc.

In these conditions, the lack of competent knowledge of both one's own and someone else's culture becomes a source of conflicts, crises, or misunderstanding of communication partners [4, p. 142]. Internet resources play an important role in the process of successful socio-cultural competence forming.

The World Wide Web has a huge potential and extends to almost all spheres of human activity, including the field of teaching foreign languages. However, this is the difficulty of using it. It has too many features.

In order to teach a foreign language to senior preschoolers, to form their socio-cultural competence, the preschool teacher should attract only those resources that will be really effective and make learning foreign languages interesting and exciting.

In the methodics of teaching foreign languages, this issue has been developed since the beginning of the twentieth century, but mainly concerns school-age children, students of higher education institutions. For example, American teachers are convinced that internet technologies using in the process of foreign language education contributes to forming interest in knowledge, which, in turn, affects the activation and concentration of students' attention while learning a foreign language.

The development of modern technologies sets us certain requirements, without which moving forward becomes impossible in any spheres of life, including education. The Internet provides unlimited opportunities for foreign language teachers to obtain any information. This can make the lesson more interesting, and the moment of preparation for the lesson faster and more efficient.

The global Internet creates conditions for obtaining any information from different parts of the world: country studies material; news from the lives of young people and countries, famous people around the world, access to articles, newspapers, magazines, books, audio and video materials of various types.

In connection with the above, our further scientific research will concern the study of the issue of forming socio-cultural competence of senior preschoolers at English lessons using internet resources.

We assume that using the internet resources will not only contribute to forming socio-cultural competence of senior preschoolers, but also help children learn foreign language easier; they will not get bored, will not lose interest in a foreign language, but on the contrary, children's interest in foreign language classes will strengthen.

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## **CRITERIA FOR SELECTING AUTHENTIC MATERIALS FOR EFFECTIVE USE IN THE ENGLISH LESSON**

The demand for English language proficiency among students is rapidly increasing. That is why, the task of a foreign language teacher is to create conditions for students to become familiar with a foreign language culture and prepare them for effective participation in the dialogue of cultures. The teacher must take on the function of an interpreter of a foreign language culture.

As the usual materials available in textbooks and manuals often do not meet the needs and interests of students, English teachers have to prepare some additional materials themselves. That is why, authentic materials are extremely useful.

Authentic material is any material written in English that is not intended for intentional use in the lesson. It can make the learning process even more exciting, imaginative and motivating for students [4, p. 35].

The success of the use of authentic materials lies in their proper selection. The main criteria for the division of such sources include the following: the way of perception of information (audiovisual, visual and printed), the scope (educational-professional, socio-cultural, household, commercial, family, sports and health etc.), functionality (functional, informative), by means of presentation (those that require and do not require the use of technical means) etc [5, p. 25].

When people first mention authentic material, they usually assume that it is a newspaper or magazine article. However, the term can also include things like songs, web pages, radio and television broadcasts, movies, flyers, posters, and anything that is written in the source language and used without editing in class. Of course, the quality of the materials will depend on the following factors: topics, target language area, skills, needs and interests of students and level of authenticity.

The concept of authenticity is one of the vital criteria in choosing additional materials, because in this case the student learns the language as well as the native

speaker. M. Brin identifies four types of authenticity, in particular in the context of the use of authentic texts:

1. the authenticity of texts that we can use as source data for our students;
2. the authenticity of interpretations of such texts by students themselves;
3. the authenticity of tasks that promote language learning;
4. the authenticity of the actual social situation in the classroom [1, p. 65].

It should also be noted that all printed materials used by the teacher in the classroom must meet the following basic requirements:

1. content, informativeness (content of the text with information about language and its place on the world stage; information about speech ethics and culture, mentality of the peoples; texts should be problematic so that students learn to think, analyze and justify their point of view);

2. functionality (the ability to observe the functioning of language units in the text, which are studied in the lesson);

3. the presence of a wide range of vocabulary to enrich students' knowledge;

4. educational orientation (the best examples of texts of different genres and styles of speech should educate students in universal values, form a humanistic worldview, national consciousness, high morals and active citizenship);

5. availability of text for a certain age (it is known that too complex texts can disappoint students, deprive them of faith in success. On the contrary, easy texts are also undesirable, because the lack of time to overcome difficulties negatively affects students' interest, reduces developmental function in the learning process languages) [2, p. 14].

In addition, special attention should be given to the content and moral component of the resource. Authentic materials should promote a healthy lifestyle, a positive outlook, multiculturalism, anti-racism, display of people of different ages, true reflection of gender roles, respectful display of different religions, lack of political bias, true coverage of people with special needs, display of various ethical and legal issues, observance of language norms etc. [3, p. 150].

Also all the tools used by the teacher in the classroom should not contain the promotion of bad habits, stereotyping of certain groups, violence, racism etc.

It is necessary to choose authentic resources step by step. Firstly, we should determine the needs of students (purpose, interests and goals). If students are passionate about travel, you can use a real menu, guides or travel information brochures. If they are interested in business and entrepreneurship, it will be effective to watch videos related to business meetings, examples of business emails etc. If students express a desire to study abroad, teachers should find textbooks and websites that are more academic.

If the educator follow these simple tips, working with the text will not cause problems and difficulties in further work with authentic materials.

Thus, we can conclude that the correct selection of authentic materials in an English lesson is crucial. The teacher should take age and language level of students, the relevance of materials to the purpose and theme of the lesson, the functionality of the material, genre, readability, effectiveness, presentation into account.

In addition, the relevance of the source is extremely important when choosing these resources. The printed, video or audio materials must be up-to-date and contain relevant information on speech ethics and spiritual culture, customs and traditions of the target culture.

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## **WORK OF THE SPECIAL COMMISSION ON THE MEMORANDUM OF THE SERBIAN ACADEMY OF SCIENCES AND ARTS**

The topic of the study "The work of a special commission on the memorandum of the Serbian Academy of Sciences and Arts (SANM)" was chosen to help to understand the historical and political processes in the Socialist Federal Republic of Yugoslavia (SFRY). Art was the result of a systemic crisis, the components of which were the crisis of central government, the crisis of interethnic relations and the deep economic crisis. One of the symptoms of the crisis of interethnic relations was the revival of the ideology of ethnic nationalism in the Yugoslav republics, including Serbia, where the revival of nationalism is associated with the SANM memorandum.

A number of scientific works that make up the historiography of this topic are devoted to the above presented issue. The work of the commission on the SANM memorandum was studied by E. Guskova [1], J Dragovic-Soso [2], D. Jovic [3] and Mihailovic, Krestic Vasilije [4]. However, the peculiarities of the commission's work on the "Memorandum on topical public issues" are poorly understood.

The preconditions for writing the SANM memorandum were the events in Kosovo in May 1985, namely the brutal beating of a Serbian army officer, D.

Martinović, by Albanians. After these events, on May 23, 1985, a meeting of the Academy of Sciences and Arts was convened in the region, where it was decided to form a "Committee for the preparation of a Memorandum on topical public issues", which initially included 16 members of SANM (Pavlo Ivych, Antoni Isaakovych, Dusan Kanazich, Mykhailo Markovych, Milos Matsura, Deya Medakovich, Myroslav Pantych, Nikola Pantych, Lyubysh Rakych, Radovan Samardzhych, Myomir Vukobratovych, Vasyl Krestych, Ivan Maksymovych, Kosta Mykhailovych, Stoyan Dzhelych and Nikola Kobelik) [4].

The next step in the work of SANM was the convening on June 28, 1985 of a meeting of the committee for the preparation of a memorandum on topical public issues, which decided to appoint the chairman of this committee D. Kanazich, and his deputy was A. Isaakovich. The format of work on the document was approved at this meeting. Later, the committee was renamed the "Commission for the preparation of a Memorandum on topical public issues", and its membership expanded to 23 people [4].

The commission held five meetings during 1986, the last of which took place on September 23. The next day, an article appeared in the Belgrade newspaper, which reported on the Academy's secret work on a document which, according to the author of this publication, was a call for civil war. In this article, a working version was published in the form of an inconsistent text (only 30 pages out of 73 were agreed at the meetings of the commission and working groups) [1].

Most of the version about the publication of the unfinished document comes down to the fact that the author of the publication was the son-in-law of the Commission member Academician J. Djordjevic, journalist A. Djukanovich, who without permission published excerpts from the unfinished Memorandum in his article "Call for hopelessness" [3].

Immediately after the publication of the Memorandum, this document was covered by a wave of criticism inspired by the authorities. So the newspaper "Today" called the Memorandum "Chauvinistic pamphlet", "Political Express" - "Trade in

conscience", "Fight" wrote about it - "Not coincidence, but regularity", "Politics" - "Memorandum - hatred as a principle", and the Communist magazine called it the "Memorandum of Destruction."

In December 1986, a meeting of the "Commission for the Preparation of a Memorandum on Current Public Issues" was held, which was to condemnation of this document at the request of the Serbian leadership. This position was defended by the head of the Serbian government V. Bulatovic, who stated that the Academy should condemn this document because "it represents the opinion of a small minority." But his position was supported by only two members of the commission: nuclear physicist Pavlo Savych, a member of the Communist Party from the prewar period, and the most famous historian Vasa Chubrilovich [2].

At that time, Slobodan Milosevic was the chairman of the presidium of the Central Committee of the Union of Communists of Serbia and advocated the idea of ethnocentrism, that is, the protection of Serbian culture and history. The idea of protecting the culture and history of Serbia was set out in the "Memorandum on Current Public Issues", but he S. Milosevic never supported or referred to this document. Although, according to Swatolyub Djukic, he S. Milosevic "was a leader who himself was inclined to the ideas laid down in the memorandum, but he knew that any apostate from the official line could pay for a political career" [1].

Thus, we can say that the work of the SANM commission on the "Memorandum on topical public issues" was an attempt to explain the historical and political processes of the SFRY. The work of this commission was very careful, because it was an attempt to develop a document that could change history. But the document only worsened the situation in the country and provoked huge criticism from the authorities and the media.

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## **DICTOGLOSS AS A FORM OF TEACHING TECHNIQUES IN LANGUAGE EDUCATION**

Dictogloss actively encourages learners to communicate for a meaningful purpose, as advocated by Swain and Lapkin (1995) [1]. It also draws the learners' attention to key features of English which NALDIC (1999) [2] identifies as a key aspect of EAL good practice. It is an excellent way of scaffolding learning, as recommended by Lev Vygotsky and Pauline Gibbons, because learners will be encountering and using English that is slightly above their usual language level [3].

Dictogloss is also an excellent way of modelling academic language which EAL learners need to develop in order to reach their potential [5].

The aim of a dictogloss is for a group of students to recreate a heard text by taking notes and pooling knowledge within a small group to reconstruct it in written form.

The group must compose a piece of writing that is close to the original; taking into consideration text type and organisation, grammar, tense, topic specific vocabulary and content [4].

This practice is particularly useful for EAL/D students because the talk during reconstruction supports their growing understanding of all of these elements [4].

When students work together to reconstruct a heard text they undertake to use:

- **Metalinguage:** this is, a language to talk about language. As they are jointly constructing, students discuss the forms and rules they need to include to make meaning. For example, students might say: the sentence needs a capital letter; that doesn't make sense on its own, we need to add an independent clause; start a new paragraph; those ideas can be linked with a conjunction.
- **Content specific vocabulary** contained within the heard text.
- **Spelling strategies and rules.** The use of a dictionary is encouraged.
- **Hypothesis formulation and testing.** Students try out new language forms and structures such as: tense type (what tense do we write in?); what genre is it? how do we organise the content?

Dictogloss is a type of supported dictation. The teacher reads a short, curriculum-related text several times and the learners try to produce their own version as close to the original as possible. The ideal dictogloss text is at a language level slightly above that of the learners, but with familiar subject content. It may introduce some new vocabulary or sentence structures.

This is the process:

1. The teacher reads a short text on a familiar topic at normal speed
2. The learners listen and take notes
3. The teacher repeats the reading
4. The learners form pairs and share their notes
5. The teacher reads the text a final time at normal speed
6. The learner pairs form fours to produce a final written version of text. The aim is to get as close to the original as possible [6].

Dictogloss can be used in all curriculum areas and at all levels of proficiency in English from New to English to Fluent. It is suitable for use with learners aged eight and above.

Dictogloss can be useful to provide EAL learners with model answers to exam questions that require a more extended response, for example describing a graph in

science or economics. Prepare the lesson by writing or sourcing a model answer. Give the students a GCSE question which involves describing what is shown by a graph and display the graph. Then use the model answer as a dictogloss text as described above.

It is also a useful way to model how to write in a particular genre. E.g. An Inspector Calls JB Priestly dictogloss models biographical writing. Going through the final written version at the end gives an opportunity to point out key features of the text and frequent phrases used in that genre.

Dictogloss is perfect for encouraging learners to use academic language by introducing more advanced language patterns that they may not yet comfortably use in their own writing. For example, use dictogloss to provide a model introduction to a literature essay – a form of academic writing that many learners find challenging [7].

A key advantage of dictogloss is that it is easy for the teacher to prepare and set up: choose, or source, a text that is not more than a paragraph at first until learners become more familiar with the activity; make sure the chosen text is a really good example of the style and language content that learners should produce; support with visuals which are displayed while the text is read aloud; help newer or younger EAL learners with spelling by giving a few key words; pair learners who are New to English with more fluent peers as the collaborative nature of the activity means they will hear good models of English.

Dictogloss works really well in mixed ability classes. It integrates the four domains of language learning (speaking, listening, reading/viewing and writing), and is a very effective language learning tool as it requires learners to listen, talk, collaborate, take notes, redraft and present orally.

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## **INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES**

Life in the twenty-first century changes rapidly. Modern world sets up new rules and standards which, consequently, reflect upon the sphere of education.

Under pedagogical (educational) technology, O. Pometun, L. Pyrozhenko understand «the system of functioning of all components of pedagogical process, built on the scientific basis, programmed in time and space, and leading to the established results» [3].

There are several definitions of the term telecommunication. A. Bates, for instance, defines this notion in such a way: In the international practice, under the term of «telecommunication», the transmission of arbitrary information to a distance by means of technical devices, h. e. telephone, radio, telegraph, television etc., is understood. In school practice, speaking of telecommunications, we often mean transference, reception, processing, and storage of information by means of computer, or on special high performance communication lines, or on traditional telephone lines with the help of a modem, or with the help of satellite connection. All mentioned above is united under the term of computer telecommunication [1, p.147].

ICT have their own means. Under ICT-means, I. Robert understands «hardware and software tools and devices, functioning on the base of microprocessor-based computing equipment as well as modern means and systems of information exchange, providing operations on gathering, production, accumulation, keeping, processing, and transmission of information» [4, P.10].

Under ICT in the sphere of foreign language teaching we understand all the technologies applied in the educational environment, which use devices, mechanisms, methods and algorithms of transference, reception, processing, keeping and use of information for achievement of definite pedagogical aims.

Contemporary education requires from a foreign language teacher to be competent in the sphere of ICT, and be able to apply and introduce these means correctly in the process of teaching. For such correct introduction, there were some methods of different aspects of foreign language teaching, teaching of various kinds of speech activity and culture by means of definite internet-technology developed. During the experiment held by specialists, the efficiency of using the new methods in the process of teaching has been proved. Most scientists agree that applying of learning Internet-resources in foreign languages studying is effective methods of teaching, especially when we intend to widen the pupils' horizons in the sphere of intercultural competence and country study, to train reading and writing skills.

Making a search for necessary information in the Internet, pupils can get even more information than from textbooks and teaching materials. Simultaneously, reading and listening can be actively practiced. Moreover, the use of different linguistic resources allows children to study language more deeply, to increase their vocabulary, to develop their communicative skills.

Besides, in the Internet, there is an opportunity to study the authentic texts, that is an integral part of learning a foreign language. But here students can face a serious problem; among the vast variety of sites, existing in the Internet, there are numerous ones with unreliable information. Which of them can be trusted? Certainly, pupils are not experienced enough to decide which sources are credible and which are not. Here, the teacher should come to rescue and suggest reliable educational resources. There are five kinds of learning Internet-resources recommended in English literature: hotlist, treasure hunt, subject sampler, multimedia scrapbook, and web quest.

«Hotlist» is a list of necessary for the pupil text Internet-resources on studied subject or topic, selected by the teacher.

«Multimedia scrapbook» is a selected in accordance with the studied topic list of not only text multimedia resources, but, unlikely to hotlist, also with photos, audio files, video clips, graphic information.

«Treasure hunt» contains both above mentioned Internet resources. Except references, questions on the content of the site for directing search activity of a student by the teacher are added.

Educative «web quest» is considered to be the most difficult type of educational Internet-resources. Web Quest is a script of guiding project activity of pupils on any theme with the help of the Internet resources. Web Quest can be designed to 2-3 lessons or to the whole academic year, depending on its educative aims. This Internet resource comprises four resources mentioned above.

The essence of the activity is: pupils in the class are divided into small groups; each group covers one of the aspects of the topic studied by the class at the present moment. The pupils look for the required information on definite sites, selected by the

teacher. Then they unite all the information found with that, found by other members of the working group. Finally, they present their work to the teacher or the whole class in one of the chosen by them, together with the teacher, forms. Web Quest performance suggests preliminary preparation for it, when all pupils in the class get acquainted with the general information on the studied topic. After that, the teacher together with the pupils distributes the topics among the mini-groups. The more mini-groups, the more aspects of the studied topic can be covered [2].

Appearing forms and modern methods of teaching involving ICT tend to be introduced in contemporary education. Certainly, they meet the requirements of the modern education standards, and scientists are quite optimistic about the progress of new technologies, which facilitate the process of getting necessary information, making the process of studying more effective and interesting. However, we should not get into extremes concerning computerizing of the whole process of studying. We should not forget that the negative side of the computerization also exists, so the detrimental influence on the health of pupils, addiction of the young to the virtual world of Internet have not been studied properly yet.

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## **CRITERIA OF MATERIALS SELECTION FROM SOCIAL NETWORKS FOR THE DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE COMPETENCE OF HIGH SCHOOL STUDENTS**

When considering the material of social networks as an effective means of teaching at an English lesson, the teacher must pay considerable attention to the quality and content of this material, because the lesson will be based on it. Under no circumstances should the careful selection of material that the teacher intends to use in the lesson be neglected. In order to avoid the appearance of inappropriate or inaccurate information (fake news) in students, the material should be well studied, processed and checked by the teacher for authenticity and relevance. In order to achieve the best possible result, one needs to study as many sources as possible. In addition, the teacher must be able to answer students' questions that may arise when working with the material in the lesson. So, it is recommended to take a responsible approach to the use of information during the work with students in the process of learning English [3].

Firstly, let's pay attention to the principles of building tasks using materials from social networks, which the teacher considers necessary to include in the English lesson. These can be texts, images, audio and video materials. Texts and audio materials should be selected based on the fact that they contain only the expressive means and structures that students already know. Materials should be based on already formed lexical and grammatical skills.

When selecting the content of materials from social networks, the age characteristics of students, the level of their abilities and their interests should be taken into account, thus the principle of accessibility in education should be implemented. First of all, these should be topics that are understandable to them, i.e. appropriate to their age and psychological characteristics, and, at the same time, able to interest them, motivate them for further personal development and maintain a lasting interest in

learning English. The average high school student will want to express his opinion or discuss any topic only if he has something to say. This means that topics should be relevant to students, so that they should arise students' keen interest and willingness to communicate. To achieve this goal, it is advisable to use emotional texts that will cause students emotional reactions of varying degrees [2].

In addition to relevance, the material should be informative, so that students have the opportunity to get acquainted with the socio-cultural characteristics of the country whose language is studied, to master actual information about the country (or the world as a whole) and compare it with the realities of the native country. This is important for the formation of socio-cultural competence, which, in turn, is a sub-competence of intercultural communicative competence, which is ultimately the main goal of teaching foreign languages at school [1].

An important criterion (probably the most important for an English lesson) is that the selected materials should be the product of real communication, not an adapted text for language learning: they should contain the language elements and tools that are inherent in native speakers at the present stage of the society. This means that excerpts from news articles, comments from users of social networks, their statements on topics should, in our opinion, be of the greatest interest to teachers as the material for the lesson.

Thus, taking into account the information above, we outline the criteria for selecting materials from social networks for the use in the development of intercultural communicative competence of senior students in English lessons, which were developed during the theoretical analysis of social media materials [1-3]:

- compliance with age, psychological and pedagogical characteristics of high school students;
- the level of language should correspond to the level of language proficiency of students / the level of formation of their language and speech skills and abilities;
- compliance with the interests of high school students;

- materials should be informative, as well as have educational and developmental values;

- preserving the authenticity of textual materials without adaptation for learning English.

Despite the fact that communication and exchange of information between teachers and their students in extracurricular activities through social networks via the Internet facilitates doing the tasks and helps the learning process, there are a number of disadvantages and risks related to it:

- students have access to their teacher's personal information, which is an intrusion into a personal space. The teacher himself controls the nature and amount of information about himself, which he publishes in his profile;

- the use of gadgets in the classroom (namely with their help, not personal computers, work with social networks in the classroom and outside the classroom is the most convenient) causes decrease in the concentration of students, which leads to disruption of the educational process.

Consequently, the teacher should take into account the possibility of unforeseen difficulties in working with exercises based on materials from social networks and do everything possible to prevent their occurrence.

Thus, the use of materials from social networks can be an effective tool in teaching English in high school, as they are a source of significant information, authentic texts, audio and video materials, as well as an example of the use of language in live communication. In addition, social networks provide an opportunity for students to apply their knowledge from English lessons in everyday life. Accordingly, based on the principle of novelty in the educational process, the teacher should observe an increase in the intrinsic motivation of high school students to learn English.

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## **LIFE SAFETY TEACHING CHILDREN OF SENIOR PRESCHOOL AGE**

One of the priority tasks of preschool education is forming children's knowledge about the basics of life safety and skills of rational behavior. The basic component of preschool education in accordance to the state educational standard orients teachers to systematic work on the formation of children's competence in the basics of life safety. Preschool age is an important period when a person is formed and the foundations of safe living experience and a healthy lifestyle are laid [1].

The issue of forming in children a conscious and responsible attitude to personal safety and environmental safety was considered by Ukrainian scientists (A. Bohush, O. Dolynna, N. Zhuravova, L. Karnoukh, A. Koliadyna, O. Kornieva, V. Romanenko, V. Sapronov).

Forming the awareness and practical skills of senior preschoolers on the basics of health and safety of life was carried out in the process of daily educational work and covered all the leading forms of children's activities (games, communication, work (subject-practical activities).

An experimental study was conducted on such principles [4]:

– regularity (work on life safety was carried out during the school year);

- accessibility (scientific information was provided to children according to their age, it was logically structured and adapted for perception);
- consistency and gradualness (new knowledge was based on the acquired knowledge, which contributed to the formation of ideas and concepts of preschoolers on environmental safety, protection, preservation and promotion of health, as well as the development of skills and abilities to care for health and life, etc.);
- scientific and dosage information (pedagogically expediently selected, scientifically substantiated, limited in volume information for preschool children);
- clarity (maximally generalized information for children about health safety and physical development);
- dynamism (constantly changing, expanding and improving the content of educational work with children);
- individual approach (taking into account the age and individual characteristics and capabilities of each child);
- integration (educational and cognitive work combined all sections of the program: speech activity, study of the environment, nature and fiction, physical development, ecological and valeological education, art activity).

Teaching senior preschoolers safe behavior was based on appropriate psychological and pedagogical conditions. We tried to take into account the peculiarities of the children's psycho-emotional world and their increased vulnerability, as well as factors that can threaten child's life and health and negatively affect the psychological health. We also constantly monitored the emotional state of children, included them in educational work with relaxation breaks, sketches of psychogymnastics, etc. [5].

Experimental work with senior preschoolers on life safety was carried out in three stages: preparatory, basic, practical.

In the first (preparatory) stage, children's knowledge of health and safety of life was enriched. Forms and methods of work were used, such as excursions, observations, targeted walks, reading works of art, viewing illustrations, watching videos, thematic cartoons, «safety moments», etc.

The second stage of the study aimed to form in preschoolers a certain system of ideas and develop skills of safe behavior. They took part in different types of games with elements of life safety, conversations, reciting poems, performing exercises, work assignments, etc.

The practical application of the acquired knowledge and skills took place at the final (practical) stage of work. Preschoolers were offered to solve problem situations, creative tasks; they were involved in research activities, entertainment, festive events, etc. Practical skills of safe behavior of children were developed through the experiment, which gave children the opportunity to find solutions, confirm or refute their own opinions and beliefs.

Forming children's conscious safe behavior in leisure is based on positive examples of adults. Particular attention was paid to work with parents. The process of interaction of the preschool institution with the family was carried out in the following areas: informing parents about joint activities and encourage active their participation in it; organizing various events with the participation of parents and specialists of different structures (police officers, medical workers, etc.); informing parents about the results of children's education (open screenings, thematic weeks, information in the parents' corner) [4].

Thus, it is necessary to lay the foundation of knowledge and practical actions about the basics of health and safety of life, to develop an awareness of the priority of a healthy lifestyle in preschool age.

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### **STUDENT’S EXPERIENCE IN APPLYING MASS MEDIA AT THE ENGLISH LESSONS**

Master degree students of Oleksandr Dovzhenko Hlukhiv National Pedagogical University have their teaching practice with senior pupils at school during their second term and for me it was very responsible. From the beginning of the academic year I knew about my Master’s thesis theme and was preparing to it both in the theoretical and practical aspects. First I made a brief research of the scientific sources on the theme and my investigation results were summed up.

The use of mass media in the study of English is becoming increasingly popular in education as a way to diversify sources of information and self-expression by creating own content. Modern newspapers provide printed and digital material using text, images, graphics, animation, and video, creating a rich and exciting learning environment necessary to enhance the effectiveness of the English lesson. Media provide teachers with unlimited opportunities to create innovative approaches to the school curriculum. Working with the press creates an interest in reading, involves a variety of tasks, updating textbook information, learning to understand the modern

style of presenting information in the media, and at the same time helps students achieve fluency and literacy. The benefits of applying media resources in the classroom are obvious, but there are a number of issues that need to be addressed. Among them are such as the need to combine information from the media with the school curriculum, changing the habit of learning the language only through textbooks for active use of newspapers and news sites, as well as creating a personality-centered learning environment.

The development of the Internet and developing numerous computer programmes that simplify the learning process greatly changed learning foreign languages, speeding up and facilitating work with authentic sources. Computer training programmes have a number of advantages over traditional teaching methods, as they are a means of direct audiovisual interaction. Using them in class with the traditional teaching methods allows you to train different types of speech activities, understand the nature of language phenomena, improve linguistic skills, create communication situations, automate speech skills and ensure the implementation of individual approach and intensification of independent work, as well as promote active learning, motivation and quality of students' knowledge. Thus, the use of modern ICT in the educational process can be considered as one of the active forms of individualization of learning [1].

Learning activities for language development should become an exciting, meaningful activity and real language creativity. Only in this case, the student from the object of teaching will become an active learner; will find autonomy and a desire to develop independently in accordance with the new educational standards.

It was important to consider the possibility of integrating media work into the school language course. Newspapers inform readers about real events and are in tune with many topics in school textbooks, however, it is difficult to find materials that will be useful in the learning process given the limited time, age of students and their level of English. It is necessary to take into account the volume of articles, their information content, subject matter and content, the difficulty of understanding the style in which

they are written and many other factors. Puzzles and crosswords proposed by P. Sanderson proved their efficiency [3].

After our practice with applying the results of the theoretical investigation into the educational realities of school it is possible to analyze the obtained results. Students developed skills in understanding text, maps, diagrams and charts, encouraged the use of complex grammatical constructions in oral and written language. They could read articles, make translations, analyze the language tools used by journalists: neologisms, borrowings, newspaper clichés, slang expressions and conciseness of names. Discussion of newspaper materials in the classroom involved students in reasoned discussions and inspired them to study the topics and additional reading. They made their own conclusions based on the content of the article, evaluate the effectiveness of the chosen format and structure, understood the reasons for the use of certain lexical and syntactic devices, saw the effect of using graphics and photographs etc. On the example of printed and digital versions of newspapers, students could also conduct a comparative analysis of newspapers in different countries at the level of content and design and identify differences between the tabloids and the quality newspapers. The whole process of integrating the media into the school curriculum was consistent with the opinion of R. Hutchins that the purpose of education is not to fill the student's mind with facts, but to teach him to think as independently as possible [2].

It can be concluded that school practice proved the correctness of the theoretical findings.

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### Section Three

## PERSPECTIVES IN HUMANITIES

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### STUDENT'S EXPERIENCE IN INTERPRETER TRAINING

I would like to tell about my experience in studying as a translator in Sumy State University. Frankly speaking, my experience is not big because the current situation in Ukraine did not allow my fully deepening knowledge and in general completely plunge in such kind of experience. But during these several months which I had an opportunity to spend there I learned a lot of new things and understood what interpreter is and what it is like to work in this sphere. What I learned studying there, is that no matter what language you want to speak in the future or to know now, you should speak your native language fluently, this is the first step. And then step by step I realized what English is, where to start learning it, and after a month new languages started to appear in my head, I started to dig deeper to understand what is that for and whether this is my thing or not.

As for me, the profession of a translator/interpreter is not just mastering several languages, but the ability to establish a connection between them, great general erudition, and for the interpreter - also certain skills of public speaking, which I think, is the most important nowadays.

In the first year, I am taught to understand oral language, I try to more communicate, read more, and listen more. That's what my teacher always insists to do. Also during our lessons we discuss a lot of common topics, like politics, economics etc. We also try to find different ways to learn language in more interesting and funny way. As for me, I am trying to improve my skills in writing. I try to write letters and

texts, and I can say that I have made considerable progress. Of course I still have a lot to learn, but gradually I believe I will finish my work.

Also, I was on cloud nine when I was said that we have a chance to choose several subjects for the next year. I did not think globally so I chose French and public speaking. The point was that we will be having an opportunity to try this experience, maybe confront with obstacles, but I will be sure that I did not miss the chance to find out something new for me. I had several lessons of public speaking. Earlier I thought it was a complete waste of time, but now when I see my weak points and timidity to speak in public, I reassured myself to face my problems. And it is vital to note that my experience and my abilities were visible, of course I am not absolutely sure that I can now speak to public without any fear, but I am less scared and not silent.

At present I am trying to find new ways how to spend less free time in learning languages but be more productive. After my previous English lesson, my teacher enlightened me how to be more concentrated and not to be baffled by extraneous things (like telephone, computer and so on). We should think about opportunities which we can have by learning languages, and it is really helpful for me.

So, as a conclusion, I want to say that new experience will always be interesting for everybody, we need to learn more, always be busy in finding something interesting, be always persistent, because experience in any area or branch of science has never been and will never be superfluous. My initial experience as a translator/interpreter was very interesting, I understood and discovered many new things for myself and will continue to discover something new forever.

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## **DEVELOPMENT OF THE ENGLISH LANGUAGE ABILITIES OF PRESCHOOLERS THROUGH GAME ACTIVITIES**

Nowadays the role and status of English has changed significantly for many European countries including Ukraine taking into account the political and socioeconomic factors of the world community as a whole. English is taught in early childhood. What age do you think is the best time to start learning English? The best beginning is from the age of three. The most children of this age reach the intellectual, volitional, motivational and emotional readiness to learn a second language in a team.

Kids are invited to learn foreign language by a playful way. What do children like the most? They like to play of course! English lesson in the form of games is not only a game but also learning activity. Children learn to accept the rules of how to work with others and how to behave in different situations through playing. It takes place in a friendly atmosphere. Such classes develop the child's phonetic and phonemic hearing, memory, attention, broaden their horizons and give the opportunity to communicate and find common ground in a group with their peers.

As a method of preschooler's activity the game provides a comprehension of the new language material; training use of language material in one's own speech; application of new language material in communication with teachers and peers.

Games are designed to carry out learning, to carry educational tasks, the solution of which should be implemented by means of active, exciting game activities. The game provides an opportunity to saturate learning with emotional and cognitive content that corresponds to the very nature of children.

The game in particular didactic one also acts as a stimulator of speech activity; it forces to speak even silent and shy children. All this helps to form the necessary speech skills and abilities, to avoid their physical and intellectual overload, promotes the assimilation of language material in situations close to real.

There is a conditional classification of games in the teaching of preschoolers. According to the number of participants the games are divided into individual, for pairs and collective. By the nature and form of behavior of participants there are the games of manipulation with objects (for example with toys for kids); games related to movements, physical actions (round dance, running, jumping etc.); games-competitions (in groups, pairs, teams); role-playing games based on real and conditional situations (in a store, at the hospital etc.).

According to the purpose and objectives of training didactic games are divided into language games (phonetic, lexical, grammar); speech games (development of listening, speaking); communicative games (formation of communication's skills).

Early learning of foreign languages through the game activity helps to develop and educate children, allows them to successfully master the minimum amount of foreign language knowledge and skills, educates and develops personality, forms linguistic, speech and socio-cultural competences as well as actualizes positive character traits, forms new formations of communication culture, manifestations of universal moral qualities in the process of learning.

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## **MODERNIZATION OF PRESCHOOL EDUCATION IN A GLOBAL CHALLENGE**

One of the main tasks of Ukrainian educational policy is to ensure the modern quality of education based on the preservation of its fundamental nature and compliance with the current and future needs of the individual and society. The goal of modernizing education is to create a mechanism for the sustainable development of the education system as a whole. For its solution a priority task has been set: achieving a new, modern quality of preschool, general and vocational education [1].

The Concept of socio-economic development of our country for the period up to 2020 states that a developing society needs modern educated, moral, enterprising people who can make responsible decisions in the situation of choice, predicting their possible consequences, ability to cooperate, mobility, dynamism and constructiveness.

The main goal of educational policy in the field of preschool education is to guarantee affordable and high-quality preschool education that provides equal start conditions for the subsequent successful education of a child in school. At the same time, accessibility is characterized by the possibility of choosing a kindergarten, and quality – by the child's capabilities and abilities to master programs at subsequent levels of education [2].

According to D. Feldshtein, the tasks of preschool education modernization require a deep understanding of the specifics of the functioning and reproduction of modern childhood, its historical, socio-cultural and psychological components in the context of fundamentally important changes.

In the modern world, not only the conditions, the social space of the child's existence, the system of their relations, the children themselves have changed.

Among the current challenges of globalization and the explosion of information is the crisis of the traditional children's model. The growth of children takes place in an environment changed; their experience is significantly different from the experience of parents [3].

Changes are also taking place in the usual mechanisms of family education. A modern family is given more opportunities to build a career, the concept of a “bi-career family” already exists, when both parents are focused on a career, respectively, they do not have enough time to raise a child, and in this regard, children are taken care of by support staff. Decreased communication in the family, lack of emotional warmth, acceptance and lack of cooperation in the family – all these lead to difficulties in children’s development.

The modern family gives parents more opportunities not to continue a failed marriage, to live with today's partner, connecting children from different marriages, and so on. Children receive less care, affection, parent's love, which does not meet their needs to be recognized, successful, does not provide full psychological stability, positive moral orientations, vitality and determination, responsibility for themselves and others.

An acute problem is adult violence against children, deviant behavior of spouses. This occurs in a changing system of relationships not only between adults and children, but also adults themselves, including the relationship between spouses, their understanding of values, and most importantly, loss of responsibility for children, leading to mental stress, limited activity and independence of the child. , increasing children's attention to consumption [1].

The father tends to distance himself from the problems of upbringing, has low emotional involvement and focus on parenthood; employment-related migration, which has led to an increase in the number of families where one spouse is unable to fulfill his or her role on a permanent basis.

Among the strategies for the development of education and socialization of children until 2020 are: identifying families that do not have sufficient social and

cultural capital to support children's development; creation of special training courses for parents, individual support; involvement of the most active and competent families in the management of educational institutions; development of inclusive education; development of a system of psychological, medical and social support; modernization of additional education programs; support for gifted children [2].

D. Feldshtein identified ways to implement a new approach to preschool education. These are: search for pedagogical ideas for updating the content, educational technologies in the practice of education and training of preschool children; modernization of preschool education technologies; improving professional skills and prestige of teaching; creating conditions for professional communication, self-realization and stimulating the growth of creative potential of teachers, dissemination of best practices, introduction of new technologies of teaching and education; drawing the attention of the executive authorities, the scientific community, the media to the problems of development of the preschool education system for children; pay special attention to preschool education of children who are not covered by preschool education [3].

One of the challenges of modern preschool education is a new category of families – educated families with high hopes for the education of their children. Such parents (usually families with gifted children) treat teachers with respect but are critical, and their activities are seen as a service rather than a selfless devotion. Increasing the share of such families in society creates, on the one hand, new opportunities for schools, on the other hand, new requirements for teachers, the development of new activities – design, creative, research, new technological skills, including information technologies.

Thus, substantiating the role of teachers working in the modernization of the education system, D. Feldshtein notes that they have to creatively comprehend the new content of educational material, find more effective ways, forms and methods of work for moral, aesthetic and physical education.

Preschool education and upbringing are of special importance today. Therefore, in such conditions it is important to move to a new level of relations between preschools and the family, which involves the creation of constructive tools for interaction, the use of innovative approaches to updating and changing the content of preschool education and encouraging teachers to innovate, self-change, creativity, learning taking into account the modernization of preschool education.

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### STRUCTURE OF ABUSIVE RELATIONSHIPS

The issue of abusive relationships is relevant today. Although there is not much sufficient research of this phenomenon, the content and structure of abusive relationships must be clearly realized by those who work with this problem and want to achieve the desired result.

The term “abuse” is stated by the dictionaries as psychological, physical, sexual, economic violence that occurs in the midst of a close relationship, and is often camouflaged as concern and care [11, 8, 9]. At the same time the publications of practicing psychologists often present modified interpretations of this term. For instance, A. Pivovarova notes that abuse is any violence that may occur [10]; Ye. Novikova interprets it as a form of psychological violence [7]; T. Kulbaka in the publication for a religious site defines abuse as physical, psychological, sexual or / and financial violence [5]. Thus, the term “abuse” isn’t just limited to physical violence and refers to any violence expressed in any form.

The practicing psychologists in their blogs [1, 3, 5, 6, 10, 12] also highlight the system of abusive relationships as the interaction of only two subjects: the victim and the abuser. The term “abuser” is mostly used to denote a person who systematically commits acts of violence against a partner in long-term relationships [10], the term “victim” refers to a person who is or has been harmed in any way by somebody else [2]. Consequently, the victim of abuse is a person who suffers violence from the abuser. However, these considerations are not proved by scientific publications and studies.

Other considerations based on S. Karpman’s conceptual idea “Triangle of Fate” [4], defines one more subject in the structure of abusive relationships. As a result, there are three subjects there: the abuser, the victim and the saviour. The terms “abuser” and “victim” have the same meaning as presented above, and the “saviour” denotes a person who sympathizes with the victim and condemns the abuser. In such situation the persons involving in the relationships can often exchange their roles.

We propose to name the system described by psychologists in practice in which the interaction between two subjects takes place as “two-sided” and S. Karpman’s

system can be called as “three-sided”. In our opinion, the last one closes the “circle of abusiveness” and it can be resulted in situations when the work with transformation or breaking off such relations becomes less effective. This is due to the fact that in such a “circle” the needs of all its members are met to some extent. The abuser achieves emotional satisfaction from the acts of violence against the victim. The victim fulfils the need for compassion and support which he/ she receives from the saviour. The saviour, being sympathetic to the victim and condemning the abuser, raises self-esteem. But in both two-sided and three-sided systems only the victim suffers from such relationships.

After the system of abusive relationships being analysed and its variants being described, further studies and investigations of this issue are to determine the indicators of such relationships and to present characteristics of their participants.

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## **HISTORY AND DEVELOPMENT OF VYSHYVANKA (AN EMBROIDERED SHIRT)**

Ukrainian art and culture is one of the most beautiful, fascinating and mysterious phenomena in the world. The history of the national dress of Ukrainians dates back to antiquity. It is still unknown when embroidery began to develop as an art form. The development of vyshyvanka ( an embroidered shirt) is known to be a long process. It took place over several centuries, as researchers say. Every year our ancestors enriched the craft with new techniques and ornaments. The masters learned to make threads of unique shades in order to have new colors on the canvas.

Besides, vyshyvanka has long been not only a traditional Ukrainian clothing, but also a talisman. Ancient Ukrainians believed that vyshyvanka protects a person, gives him or her good luck and health. Mothers embroidered clothes for their children with special love and warmth. There is evidence that in some regions of our country the embroidery process was held in the form of a ceremony. Thus, while embroidering, women prayed to make a vyshyvanka strong and charge it with positive emotions [1 p.374].

Embroidery traditions have survived to this day, they were expanded and respected. Vyshyvanka is the embodiment of the best emotions and thoughts, because it absorbed the eternal history of the Ukrainian people. Today it is considered a piece of modern art, though preserves its millennial features.

Nowadays, it has become fashionable to wear vyshyvanka every day. It is often called the clothes of patriots and is a sign of the Ukrainian nation.

Historians are still not sure about the starting point of embroidery craft. But embroidered things are known to be popular in the Paleolithic era and were highly respected among our ancestors. Linen shirts embroidered with a unique pattern were found near the village of Mizyn, located in the Chernihiv region. These embroidered shirts are considered the oldest examples of the craft. Excavations of the only unrobed mound Sokolova Mohyla gave the opportunity to dig up woolen clothes, resembling a shirt decorated with ancient embroidery. Embroidered clothing was important to people that is why it was put into the grave together with gold. In the Kiev-Pechersk Lavra there are vyshyvankas embroidered by Maria-Magdalena Mazepa, the mother of the famous Ukrainian hetman [2 p.176].

Vyshyvanka has passed through the centuries to remain a model of patriotism for millions of Ukrainians. Ancestors believed that each element on the embroidered shirt has a specific meaning. But over time, the tradition of choosing a vyshyvanka, paying attention to its symbolism disappeared. People do not think now that the combination of certain patterns may destroy their destiny, or vice versa bring happiness and luck.

Nowadays the national costume is revered again, and Ukrainians have begun to pay attention to the images on the embroidered shirts, particularly to the combination of colors and their symbolics. Experts in embroidery believe that symbolism of vyshyvanka elements has a very strong impact on its wearer's life. Besides, some patterns are specific to certain regions of Ukraine. Thus, geometric patterns are common in the Hutsul region, they symbolize the fertility of the earth and the elements of nature; Chernihiv region is characterized with floral ornaments, which symbolize maternal love and family happiness. From all over the country, the masters of embroidery on canvas depicted animals and believed that these images bring prosperity, faithfulness and longevity.

It should be noted that not only the shades and shapes of vyshyvanka are symbolic, but also the canvas and its color. It was believed that the red means vitality, the green – nature and peace, the white – virtue and purity, and the black – sadness and longing. Snow-white vyshyvankas were more often worn because they added cheerfulness, and the black ones were worn during fasting and mourning. The symbolism of embroidery also depended on the person, who would wear the dress: a boy or a man, a married woman or a girl, a bride or a groom.

Today there are embroidered shirts of different colors: green, pink, gray, burgundy and others, but dark colors of vyshyvankas remained to be a symbol of sadness and longing.

Thus, vyshyvanka is a symbol of beauty and health, honesty and decency, family memory and happy destiny, festivity and love. In addition, it has important protecting values and is often used as a talisman.

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## **PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF FORMING GENDER COMPETENCE OF SENIOR PRESCHOOLERS**

The gradual entry of Ukraine into the European educational space has recently determined the great interest of pedagogical science in the problems of gender education and gender culture in the field of education. Rethinking traditional, usually stereotypical ideas about the social role of women and men taking into account the new social and economic conditions is relevant and promising for the progressive changes in the modern system of national education.

Recently, scientific researches aimed at studying gender issues, in particular, theories and methodology of gender (N. Hapon, T. Holovanova, T. Hovorun, S. Vyhor, V. Kravets) have significantly been intensified in Ukraine. The following issues are currently under consideration: introduction of the principles of gender equality and democracy to the system of modern education (I. Hrabovska, T. Hovorun, V. Kravets, L. Kovalchuk, T. Melnyk, O. Petrenko, etc.); psychological and anatomical-physiological differences between women and men (V. Vasyutinsky, N. Horodnova, T. Hovorun, etc.); gender psychology and pedagogy (T. Hovorun, O. Kikinezhdzi, V. Kravets, M. Marusynets, M. Tkalych); integration of a gender approach to the primary education system (A. Shevchenko, O. Kikinedzhi, N. Pavlushchenko); gender culture of children and youth (K. Korsak, L. Mandryk, N. Markova).

Based on the analysis of psychological and pedagogical literature, we have determined psychological and pedagogical conditions of forming gender competence of senior preschoolers; such components as providing gender sensitive environment, pedagogical support of children's gender individuality as well as the organization of

children's gender education will promote forming gender competence of senior preschoolers.

Each age stage is susceptible to different types of learning. There are many periods in a child's life when certain educational influences leave the strongest mark on his mental development – these are sensitive periods of development. The preschooler has a special place in the system of relations accepted in society. In the senior preschool age, the process of children's conscious assimilation of behavior norms, rights and responsibilities, those normative knowledge and moral feelings that arise under the influence of adults' assessment is especially intensified.

Senior preschool age is an important period in forming man's/woman's personality because the first attitudes, values, basic principles of gender behavior, gender culture, influencing the development and further formation of female/male personality, its future social and family life appear [4].

Forming gender culture of senior preschoolers is important as at this time the child's relationships with adults, peers of both sexes are formed. Forming these relations as well as finding their place in their system plays an important role in the development of various spheres of the boy's/girl's personality and creates preconditions for their positive or negative gender socialization [4].

Gender sensitivity, according to V. Oliynyk and L. Danylenko, is a developed ability of a child to perceive «hidden gender text» in everyday life, to respond to the subtle nuances of discrimination on the grounds of sex in language, literature, media, and behavior of others. The main criterion of developed gender sensitivity is the ability to perceive and understand the gender aspects of self-expression and gender identity of another person [1].

That is why creating a gender-sensitive environment is an important psychological and pedagogical condition of forming gender competence.

Understanding gender sensitivity as the basis of gender competence of child's personality, which lays the foundation for forming gender-balanced society, in our opinion, should become the leading task of the educational process of preschool

education. Then there is hope that the future Ukrainian society, its citizens will be more gender-flexible, sensitive and will be able to overcome not all, but many problems of inequality. In this sense, gender researches have great innovative potential. The problem of creating a gender-sensitive environment in the system of preschool education is one of the least developed in the Ukrainian psychological and pedagogical researches, which is primarily due to the relative innovation of gender-sensitive approach to the educational practice of preschool education, ambiguous interpretation of both gender terminology and its content [1].

Children's self-confidence, integrity of experiences, stability of values, effective communication with people, harmony in family and team depend on the timeliness and completeness of the process of forming gender competence in the process of educational activities of senior preschoolers [3].

An integral pedagogical condition of forming gender culture is the organization of children's gender education. Many researchers believe that the benefit of gender education for children is that it creates a stable system of knowledge on gender, forms a positive attitude to individual differences, promotes free choice of ways and forms of self-realization of their unique personality.

A. Shevchenko notes that it is necessary to focus on the fact that the child's behavior is formed under the influence of personal inclinations, and not under the need to behave «correctly» [4].

Gender education of senior preschoolers is methodically based on the principle «explain to me – and I will forget, show me – and I will remember, let me participate – and I will understand» [2]. This principle involves the use of non-traditional teaching methods (analysis of specific gender situations, game methods, methods of creating a situation of choice); various forms of activities in the classroom (games, problem solving, joint and gender-differentiated group work, conversation, etc.); introduction of a wide range of illustrative material (videos, posters, etc.).

Thus, we consider the selected psychological and pedagogical conditions to be sufficient to achieve the goal (forming gender competence), because they have a

holistic impact on the studied social and pedagogical phenomenon. Certain psychological and pedagogical conditions should be implemented as a single process of inextricably linked in its functioning components that have the appropriate dependencies.

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## IMPROVING ENGLISH LANGUAGE PROFICIENCY THROUGH PROJECT ACTIVITIES

The importance of English is so great in the modern world that knowledge of it is not a luxury. It is taught at schools, universities and courses. Any educated person need to speak English because it is a key to further self-education and self-improvement. Knowledge of English is a window into the modern world. You can

achieve your goals with the help of new opportunities knowing this language of international communication.

One of the most effective ways to master English is considered a project activity.

**Project activity** is one of the most promising components of the educational process as it creates conditions for creative self-development and self-realization and forms all necessary life competencies. The independent acquisition of knowledge, their systematization and ability to navigate in the information space, see the problems and make decisions occurs precisely through the project method.

**A project** is a set of certain actions, documents and texts for creating a real object, subject or creating various kinds of theoretical product. The basis of the project method is the development of critical thinking, cognitive skills and the ability to construct your knowledge independently and navigate in the information space. This method is always focused to our independent activities (individual, pair, group), which we do for a certain period.

Project technology has been known since the beginning of the 20<sup>th</sup> century. It was called the **Project method** and developed within the framework of the humanistic direction in philosophy and education developed by J. Dewey. The scientist suggested building training at the active basis through practical activities that correspond to personal interests in a particular field of knowledge. In accordance with this the entire educational process is organized on the basis of independent solution of problems that arise in our practice.

Based on J. Dewey's concept of pragmatism his followers W. Kilpatrick and F. Parker developed a Project-based learning system. It provided an active cognitive activity of students based on joint search activities in the process of working above a project that is aimed to solving a specific practical problem. The main motive of such activity for us is not the process of learning but an attempt to solve a specific problem, develop the necessary recommendations that will be used in practice. At the same time the value of a project is determined by its educational potential which ensures the

expansion of horizons, life experience and mastering various ways of creative and research activities.

In a broader sense **a project** is understood as a well-founded, planned and conscious activity which is aimed for forming a certain system of skills, such as:

- research skills (to generate ideas and choose the best solutions);
- information skills (to search for the necessary information independently, analyze it, identify what information or what skills are missing);
- communicative skills (to discuss the problem, formulate your own point of view, justify your own opinion, report to the audience, answer the questions, use various means of visibility, demonstrate artistic abilities);
- social interaction skills (to cooperate during the educational activities, provide assistance to your friends and accept help from them, monitor the progress of joint work, direct it correctly);
- evaluative skills (to evaluate the progress and the results of your own activities and the activities of other participants);
- managing skills (to design the process, plan activities, make decisions and distribute responsibilities).

The topic of educational projects is determined by the practical significance of issue, its relevance, as well as the possibility of solving it by applying our knowledge from various branches of science.

We choose the topics of individual projects, the goal and the main problems that we will solve together with our teacher; discuss possible ways to solve them and decide on the form of presentation of the results. We can join into creative groups if it is necessary. The initiative should pass to us because doing certain tasks by the instructions of the teacher may not coincide with our own inclinations and desires. The work will be considered as a means of obtaining an assessment or as an opportunity to somehow fill the time in this case. If we set a goal ourselves, we often take a creative approach to its implementation. Thus, we get the opportunity to organize our own

activities consciously, show our individuality and develop the personality consequently.

So, the **Project technology** plays an important role in the process of competence formation. It allows you to form your personal qualities that can develop only during activities and can't be learned verbally. Working to the project we gain the experience of individual independent activities. Such work by the educational project is an opportunity to maximize our own creative potential. In general the use of Project technology at the English classes contributes to the formation of integrated knowledge and English language skills provided by the current curriculum, educates independence in mastering knowledge, developing cognitive interest and key competence which means the ability to learn.

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## **THE PECULIARITIES OF INTRAPERSONAL CONFLICTS IN ADOLESCENCE**

The conflict is a phenomenon that has no fixed definition, but as an integral part of our lives it accompanies us from birth to death. There are two main types of conflicts: constructive (which promote development) and destructive (which are harmful). Besides, other classifications embrace interpersonal, individual-group, group, intergroup, intergenerational conflicts, conflict between family members etc.

The analysed issue has recently been studied in the works of N. Gerasimova, T. Gushchina, H. Dubchak, A. Bukina, M. Shatalina, O. Kozachenko. This paper deals with intrapersonal conflicts with focus on the age peculiarities (adolescents of 15–23 years) in determining the reasons of their occurrence.

Among the intrapersonal conflicts N. Lysak and N. V Petrenko distinguish six main types: 1. Motivational conflict when there is a contradiction between “I want that” and “I want that”, but just one option is chosen. 2. Moral conflict when obligations and desire, moral principles and personal preferences, wishes and external requirements, duty and doubt in the need to fulfill something contradict each other. 3. Conflict of unfulfilled desire or inferiority complex. 4. Role conflict that is manifested in experiences associated with the inability to simultaneously implement different roles as well as in the individual’s consideration of the requirements to perform one role. 5. Adaptive conflict. 6. Conflict of inadequate self-esteem [3, p. 159–160].

In the latest researches interpersonal conflicts are discussed in their relation to a number of internal, personal and external reasons connected with society, culture and

environment [2]. Besides, in order for a conflict to arise, there is always a reason. In the work “Analysis of the reasons for intrapersonal conflicts” written by O. Shnurov the variety of needs are indicated. Among the main there are the necessity for adequate social assessment (work and personal achievements), for love and erotic, friendly communication, self-expression and self-affirmation etc. [4, p. 193]. It is stated that the dissatisfaction of these needs causes intrapersonal conflicts. The article “Peculiarities of intrapersonal conflict in adolescence” by T. Khomulenko and M. Balushok states that the the peculiarities of character and temperament, level of demands, self-esteem and reflection can also be among the determinants of intrapersonal conflicts [2]. In our opinion, analysis of internal conflicts according to the determinants presented above cannot be comprehensive and it should be supplemented by other features that are associated with a particular type of intrapersonal conflict and reflect the age of personality.

For instance, a value-availability conflict is a conflict between available resources and desired goals. Young individuals tend to overestimate their capabilities and set too high goals because they have high self-esteem or underestimate them if they have low self-esteem. Of course, this is not the only conflict that can arise at this age, but the ways to resolve conflicts are also different.

Let us imagine that a freshman in Psychology wants to have his own private practice and office, but he does not have enough knowledge, there is no confirmation of his competence as a psychologist and financial capabilities do not allow renting the office. Here are two scenarios: to acquire the necessary knowledge and think how to realise own dream (constructive way of conflict resolution) or to try to achieve the goal immediately, which can lead to self-disappointment (destructive way of conflict resolution). In the first case after gaining knowledge and experience, the person will expand his own worldview and the goals will become clearer (which psychological direction to work in, what available resources to use, where to seek for advice etc.). When a destructive way of conflict resolution is chosen, the person experiences a

whole range of negative emotions: disappointment, self-hatred and dissatisfaction, which can result in psychosomatic diseases, alcoholism, drug addiction etc.

Besides, different areas of Psychology and psychotherapy offer their own methods of overcoming internal conflicts. Psychoanalysis is aimed at awareness and interiorization, which helps to make the unconscious and the conscious closer. In humanistic psychology, instead of traditional treatment (treatment means finding difficulties in the past), the concept of personal growth is introduced (the principle of “here and now”, i.e. the emphasis is made on what a person is experiencing at the particular moment) by “unblocking” internal communication between different parts of one’s self. In client-centered psychotherapy the conflict resolution is also realised through the development of internal dialogue. Gestalt therapy focuses on the interaction of the polar sides of self, which contradict and oppose each other [1].

So, the conflicts are the integral part of our lives and on every stage of our development we face different types of conflicts. In adolescence the conflicts connected with available resources and desired goals occur more often. Different directions in Psychology offer their own means of overcoming the conflict. However, the constructive (connected with personal growth and development) and destructive (associated with loss of something important and destruction) ways of conflict resolution are stated to be the most widely used.

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### **UKRAINIAN PRINTED MEDIA IN THE CONTEXT OF THE PROGRESS OF ITS EUROPEAN INTEGRATION (2013-2014)**

Throughout its long history, Ukraine has strived to strengthen political and economic ties with various countries (Sweden, Poland, the Russian Empire, Austria-Hungary, etc.), which was due to the state priorities of a certain era. However, with the acquisition of independence in 1991, the geopolitical vector gradually began to lean towards the European Union, and as a result, a number of bilateral and multilateral agreements were signed, which initiated partnerships and cooperation in various fields. The course of European integration was finally consolidated in 2014 with the ratification of the Association Agreement between Ukraine and the EU, which means significant economic integration and a reform of key areas of the state, as well as the introduction of European standards in the country at all levels. Thus, at this stage, European integration is identified as the key priority of Ukraine's domestic and foreign policy. It should be noted that these processes have led to the active penetration of Ukraine's European integration into the national media space, which remains the leading platform and platform for communication between the government and civil society [1].

The beginning of the active phase of European integration events, starting with the non-signing of the Association Agreement in 2013 and related events, was widely publicized in the magazine «Correspondent». On the eve of the Summit in Vilnius on November 28-29, 2013, publications of various tones appeared in the publication – some materials reflect the negative attitude to European integration processes («This is a betrayal. The crusade against European integration took place in Odessa», October 14, 2013), while other positive («Association with the EU in the first year will give Ukraine the opportunity to increase export of goods by \$ 10 billion - MP», 13.10.2013) or a neutral attitude («Russia and Ukraine will hold joint consultations before signing the Agreement on EU», 8.10.2013). Given this, there is a reason to speak of pluralism of opinions in the publications in this period. On the other hand, with the non-signing of the Association with the EU, the correspondent begins to be dominated by analytical articles explaining the correctness of these policy steps and their benefits for the country, with an emphasis on postponing the signing: «Azarov explained 157 motorists» (December 19, 2013); «Barroso: «The European Union is not concerned about the agreements between Ukraine and Russia» (December 20, 2013);» «The President of the European Union reaffirmed its readiness to sign the AA» (December 20, 2013); «In 2014, Ukraine will sign the Association Agreement with the EU – Azarov» (December 21, 2013). At the same time, the active phase of protests against Euromaidans across the country, caused by the suspension of European integration processes, negatively reflects or reflects the official position of the authorities [2; 3; 4, p. 71].

In its pages, «The Ukrainian Week» magazine uses a fairly standard approach to covering issues of European integration. In particular, since 2013, events are covered in chronological order on the following topics: preparation for the signing of the «Association Agreement» («Sentiments of European integration are growing among the people of East and South», 11/18/2013; EU, 11/28/2013), non-signing of the document and, as a result, the beginning of protests against Euromaidans across the country («In Lviv, a thousand people came to the Chamber of European

Integration», 17.11.2013; «Actions in support of European integration took place in Ukrainian cities», November 22, 2013; «Supporters of European integration gathered on the Maidan», November 22, 2013). Further, in 2014 the issue shifts towards some stabilization of the political situation, the presidential election in Ukraine and the main European integration news of this period – the signing of the Association Agreement («Ukraine signed an association agreement with the EU», June 27, 2014; «Poroshenko: Signing the Association Agreement», «Ukraine seeks full membership», June 27, 2014; «Poroshenko: by signing the association agreement, Ukraine seeks full membership», September 16, 2014). Further materials are devoted mainly to the analysis of reforms in Ukraine in accordance with European integration requirements [2; 3; p. 72].

Unlike other publications, journal «Novoe Vremya» does not pay much attention to European integration. In 2013-2014, it published mostly Russian-language articles on the events on Euromaidan (Maidan voiced 10 demands of Poroshenko, June 22, 2014), the presidential election in May 2014 and the signing of the Association Agreement with the EU. In the future, this topic is covered in the context of reforms in Ukraine and obtaining a visa-free regime with the EU using information journalistic genres [3; 4, p. 74].

In contrast to «Novoe Vremya», «Kraina» magazine is more active in devoting information materials to European integration issues. In particular, since 2013, the publication prints articles supporting the government and expressing hope for the signing of the «Association Agreement with the EU» at the Vilnius Summit («The decision on the agreement with the EU has a week left – the European Commission», 10.11.2013; «Yanukovich will save European integration if he shows leadership qualities – Lithuanian Foreign Minister» 11/13/2013). However, along with the positive materials, there are news and analytical articles with a negative tone – «Signing of the Agreement with the EU failed by 90% - Lutsenko» (14.11.2013), «Political scientist: Yanukovich will not implement European integration projects» (14.11.2013). Coverage of European integration processes continues to become

traditional for most publications, and Kraina presents news in chronological order – developments on Euromaidans due to the suspension and final non-signing of the «Agreement» in late November 2013 («About 7,000 European protesters», 24.11.2013; «The atmosphere on Lviv Euromaidan resembles a festival», November 26, 2013; «More than 100,000 Ukrainians took to the streets», November 26, 2013), while the media also write about the support of «Maidan» abroad – «Ukrainians in Chicago held the largest Euromaidan in the United States «(November 25, 2013). The 2014 publications focus on the change of government, the presidential election and the signing of the Association Agreement with the EU (Step to Europe: Signing of the Economic Association of Ukraine and the EU, June 27, 2014; Ukraine received the association with the EU, June 27, 2014) [2; 3; 4, p. 75].

Thus, in 2013-2014 there is a peak coverage of European integration in the columns of quality Ukrainian periodicals, which is due to the resonance of events in the country and exhausts including the great interest of other countries in the situation in Ukraine and their interest in providing it assistance, assistance in resolving the conflict in the East, making progress in implementing reforms and taking the European integration course.

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**SOME ISSUES OF THE ESTABLISHMENT AND ACTIVITY OF THE  
INSTITUTE OF TAX INSPECTORS IN LEFT-BANK UKRAINE AT THE  
END OF THE XIX – EARLY XX CENTURY**

Active search by legislators and economists for an effective model of Ukraine's tax system is increasingly revealing related new (and often old) problems of legislation, so research on the history of finance, financial policy and legislation is especially important, especially during the formation of bourgeois society and development capitalist relations. Problems of the history of tax policy in Ukraine in the outlined period have found some coverage in the scientific literature, in particular in the works of A. Berestov, V. Zhvalyuk, V. Orlyk, S. Orlyk [1–4].

At the beginning of the study period, the general management of tax activities at the provincial level was carried out by the state chamber. Of its five branches, two (auditing and drinking fees) performed fiscal actions. There were no tax structures in the counties despite significant social and socio-economic changes in the era of "major reforms", in the mid-80's of the XIX century. Some functions of local tax authorities were performed by state chambers, excise administrations, zemstvo, city and peasant self-government bodies, administrative committees (in non-extra-provincial provinces), tax presences, district courts and justices of the peace, and the general police. According to the law of April 30, 1885, 500 positions of tax inspectors were

introduced in the Russian Empire. At first, the tax inspectorate had too vague and insufficient competence and could only act by submitting it to the state chambers.

The reality itself had pushed tax inspectors to take action to ensure that taxes were properly received. In 1897 the institute of assistant tax inspectors was established. On May 24, 1899, the "Regulations on Tax Inspectors and their Assistants" were approved, which significantly improved the legal status of local tax authorities. They performed various tasks, which were reduced to two groups: preparatory work to determine the tax force of certain tax subjects, assessment of the general state of economic development of the subordinate area, analytical activities; supervision of industrial and commercial activities; compliance with tax legislation by the subjects of both payment and collection of taxes, coordination and general management of all tax authorities in the county. The tax inspector was no longer subordinated to the state chamber, but only to its manager, and was given the right to direct official relations with public administration and local self-government bodies. A new collegial body, the Provincial Congress of Tax Inspectors, was established.

Social development has objectively complicated the activities of tax inspectors in Ukraine.

What did the inspectors do then? The answer to such a rhetorical question was given by the tax inspector of the 2nd precinct of Kharkiv, A. Chestukhin, who testifies that there were more than 30 directions of activity of inspectors [4].

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### **CULTUROLOGICAL FUNDAMENTALS OF THE CONTENT OF SCHOOL LITERARY EDUCATION OF THE EDUCATIONAL REFORM PERIOD OF 1984–1990**

Competence guidelines of school literary education indicate the need to determine the culturological basis of the content of school literary education in the historical and pedagogical thought of the school educational reform of 1984–1990, which is to study the genesis of pedagogical and methodological ideas to determine the culturological basis of school literature, substantiation of the importance of using productive theoretical and methodological achievements of scientists on this problem for the effective development of modern theory and practice of teaching literature.

The formation of literary education and the formation of theory and practice of teaching literature has always been an urgent problem of the domestic school. In the 80's – 90's of the twentieth century among scientists and researchers intensified the problem of finding optimal ways to develop school education. This provoked a lively discussion about humanities education, during which the issues of teaching literature,

literary education, its role and significance, and what a teacher-linguistic should be, etc. were discussed. With the beginning of the reform in 1984, changes took place in school literary education, which were related to the system and integrity of the humanities, as well as the development of interdisciplinary and interworkartship links through the integration of scientific knowledge.

Thus, the actualization of interdisciplinary and inter-artistic interaction in the theoretical and methodological works of scientists and practical implementation by teachers of linguistic and became the reasons for the intensification of culturological direction in school literary education in the 80's – 90's of XX century.

The teaching of literature in high school was based on the study of works by prominent artists of Russian, Ukrainian, Soviet and foreign classics in general. Among linguists, interest in the use of related arts in literature lessons was revived, a work of art was seen as a work of verbal art in dialogic interaction with other arts (fine arts, music, cinema, theater etc.). Scholars actively considered the implementation of a culturological approach to the teaching of literature in general secondary education, updated the methods of problem-based learning, as well as the concept of «immersion» of students in the culture of the era whose literature was studied and so on.

Thus, the foreign researcher H. Belenky saw the solution to the problem of improving the literary education of high school students in the introduction to the humanities cycle of basic subjects of art history (or aesthetics). The scientist emphasized the need for high school students to study theoretical art and literary concepts, noting that the knowledge gained by students based on the perception and analysis of related arts will help them better understand the originality of a literary work as an art of speech.

Defining the cultural vision of the general purpose of studying literature at school H. Belenky insisted on involvement of schoolchildren in samples of domestic and world art culture. In the textbook «Involvement in the Art of Speech» the scientist emphasized the importance of the relationship of types and forms of aesthetic activity

of the reader, whose experience of communication with the book must be complemented by audience and listening experiences, artistic knowledge and creative skills. «The wider and deeper the reading experience», said the scientist, «the easier and more intensely the secrets of music or painting are grasped. Conversely, a person who is experienced in the fine arts will not remain deaf to the art of speech» [1, p. 166].

Foreign researcher N. Miretska insisted on the need for a holistic mastery of the individual's cultural heritage, including the arts. The scholar argued that «the teaching of any art does not require a sharp separation, separation from other arts but constant associations with them, parallels» [4, p. 32]. It is now widely believed that the study of literature on the basis of inter-artistic interaction opens wide opportunities for individualization of the educational process, because in many children «the emergence of interest in the word is associated with visual impressions that resonate with verbal art. And how important it is to create in the lesson the mood necessary for the perception of the book and to cause not just general attention but individual «inclusion in the empathy of the text» [4, p. 31].

The method of using works of related arts by E. Kolokoltsev was based on the method of comparing them with literary works and facts, which allows to deepen students' understanding of the specifics of literature as an art form. The use of this method in literature lessons, according to the scientist, helps students to penetrate into the atmosphere of the work of art, develops thinking, expands emotional experience, enriches oral and written speech, promotes better perception and understanding of the work of art [3, p. 5]. At the same time, the use of paintings and graphics, listening to music is an effective means of implementing inter-subject links in literature lessons, serves not only as a means of improving students' literary education, but also affects their understanding of the laws of art, expands aesthetic horizons [3, p. 5–6].

Foreign scholar T. Braje brought up the issue of studying a literary work in a broad cultural context on the basis of dialogical interaction of related arts. In the textbook «Problems of studying Russian literature in the 9th grade of evening school»

the scientist substantiates the theoretical provisions for the analysis of a literary work on the basis of inter-artistic interaction, emphasizes the need to consider the work of verbal art in the context of the writer, literary and cultural processes [2].

In the scientific and methodological explorations of the foreign scientist Z. Starkova the search for effective forms, methods and techniques of working with the text of a work of art in the lessons of Russian literature on the basis of dialogical interaction of related arts is presented. Thus, in the textbook «Commonwealth of Arts in Literature Lessons», the scientist highlights the general trends in finding ways to implement a dialogic relationship of related arts (painting, music, film and theater) in the literary education of students. The problem of interaction of related types of art in the lessons of Russian literature is considered by the scientist on the basis of «three levels of dialogical construction», namely: aesthetic, ideological and moral [5, p. 4–5]. According to the scientist, the comparative analysis of artistic trends used in the literature lesson, which reproduces the principles of reflecting the world through the prism of the artist's creative vision, will contribute to the formation of worldviews and education of moral qualities of the individual. Thus, the community of arts in the literature lesson not only intensifies the pedagogical process, but also promotes students' interest in related art, the desire to understand the means of creating images in various arts, the implementation of cultural development of young people.

The guidelines produced by foreign scholars became an important methodological guideline for Methodist scholars of the late XX – early XXI century in determining the effective factors for the implementation of the culturological approach in the study of foreign literature; development of a methodical system of culturological analysis of works of literature, substantiation of synthesis of study of literary text and works of other kinds of art; disclosure of socio-cultural, moral and ethical, humanitarian, aesthetic orientation of the educational process.

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## **PRIMARY SCHOOL TEACHER'S READINESS TO APPLY CRITICAL THINKING TECHNOLOGY IN THE EDUCATIONAL PROCESS**

The strategy of formation of the New Ukrainian school and sources of development of primary education at the present stage demand from the educational community of higher education improvement and development of professional skills, formation of necessary competencies of pedagogical activity of future primary school teachers.

Yu. Saenko emphasizes that the role of a teacher is to be a thoughtful assistant, stimulating elementary school students to learn and helping them to develop skills of productive thinking. The researcher notes that the teacher gets a practical opportunity to become an equal partner of the student in his formation as a person [4].

At the present stage, the urgent task of training competitive professionals capable of innovative pedagogical activities at the level of world standards is the formation of readiness for professional activity.

Thus, in the context of our study, the existing definitions of the term «readiness» need to be considered.

If we turn to dictionaries, the concept of «readiness» is not fully revealed. For example, in Dahl's explanatory dictionary, «readiness» is understood as «the state and property of the finished», and the term «ready» means «one who has prepared for something». According to S. Ozhegov, readiness is interpreted as «a state in which everything is ready for anything, everything is done».

In the functional approach, readiness is interpreted as a certain mental state of mental functions, which provides a high level of achievement during the performance of a particular activity; for personal - as a result of preparation (preparedness) for a particular job. According to this approach, readiness is a stable, multifaceted, hierarchical formation of personality, which contains a number of components (motivational, cognitive, operational, etc.), adequate to the requirements, content and conditions of activity, which together allow the subject to perform more or less successfully. [3].

Within the framework of this publication, the preparation of future primary school teachers for the application of critical thinking technology in professional activities is considered as a purposeful, controlled process of forming holistic pedagogical competence, which takes place on the basis of environmental, systemic, acmeological, axiological, competence, activity approaches. training, meaningful selection of educational material, application of a set of methods, forms, means and technologies of lecture, interactive learning and the latest information technologies.

Based on scientific research, we highlight such components of the readiness of the future primary school teacher to use technology for the development of critical thinking in the educational process, as personal readiness, scientific-theoretical and practical readiness.

Personal readiness involves a set of personal qualities and abilities aimed at future effective pedagogical activities, scientific and theoretical - the presence of an appropriate amount of psychological, pedagogical, fundamental, methodological knowledge in light of personal orientation and technologicalization of the educational

process, and practical - the presence of formed at the appropriate level professional skills and abilities for effective implementation of a differentiated approach in the education of primary school students.

The readiness of the future primary school teacher to apply the technology of critical thinking development in the education of primary school students is a complex, dynamic, holistic personal education that represents the unity of motivational-value, content-gnostic, procedural, research-reflexive components, professional qualities and abilities, presence and the degree of formation of which ensures the effectiveness of upbringing, education and training of primary school children.

Acquiring a state of readiness requires from the future teacher not only a certain professional training, but also psychological ability to perform it. Only with a combination of high professional training and psychological readiness it is possible to achieve high results in the organization of the educational process in NUS with the use of technology for the development of critical thinking.

Based on this, we determine the content of readiness of future primary school teachers to apply the technology of critical thinking in professional activities as a set of motivational, cognitive, activity-technological, creative-reflective components that determine the future teacher's ability to solve problems of teaching and educating primary school students. in the conditions of NUS.

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## **UKRAINIAN FOLK TRADITIONS AS A MEANS OF FORMING NATIONAL MENTALITY OF PRESCHOOLERS**

In the Ukrainian psychological and pedagogical, philosophical, ethnographic and ethno-cultural science, various studies of the features of the national mentality as one of the forms of public consciousness are presented: the main features (M. Drahomanov, M. Kostomarov, V. Yaniv) and system-forming features of the Ukrainian mentality (M. Hrushevskyi, H. Vashchenko, L. Yarema) are determined; environmental factors that contributed to its construction (A. Kulchytskyi, I. Mirchuk, H. Poltorak), factors of development of the mentality (M. Pirenne), its structure (A. Krytska, L. Zhuretska, L. Hutian, V. Kyrychenko and others) are studied.

The vast majority of studies are general theoretical in nature, or relate to educational work with high school students. However, forming the foundations of the national mentality should begin much earlier, from the first years of child's life.

The Concept of National Education emphasizes that the personality traits of a citizen of Ukraine should be brought up in preschool childhood [3]. The basis of the process of their upbringing is the national mentality and a unique worldview. The importance of Ukrainian folk traditions as a means of forming national mentality of preschool children is also discussed in the Basic Component of Preschool Education [1].

Ukrainian psychologists, teachers, art historians consider the Ukrainian traditions using in education as an issue of social and cultural development of the child, ensuring

the unity of education and national culture, humanization of education, asserting the right of children to versatile personal development on the Ukrainian cultural principles (I. Bekh, L. Masol, H. Padalka, O. Rudnitskaya, T. Shevchuk and others).

The concept of «traditions» comes from the Latin «tradition», which means – transfer, transfer [2; 5]. Each generation enters life through education, upbringing, socialization, self-knowledge, self-creation and self-realization of the individual as a person. First of all, it is through the transfer of social experience from older generations to future generations that traditions ensure the assimilation of the highest national, cultural and material values, norms, rules, and ideals accumulated over the centuries, and reflect the continuity of the social experience.

Traditions aimed at expanding knowledge about their people make it possible to make real personal choices in life, work, morals, and in the modern aesthetic, creative, and everyday revival of the national mentality. Traditions combine the most valuable moral and material achievements of the Ukrainian people of past eras and present times in a way of transmitting them.

The educators determine the ethnicization of the educational process as one of the ways to educate the mentality. The institution of preschool education should ensure the ethnicization of the individual, that is, the natural entry of the child into the spiritual world and traditions of the life of the people, into the culture of the nation. It is possible to implement this task in the context of promoting cultural and national values in classes on the development of native speech, visual and musical activities, folk studies; by ethnizing the content of creative circles that children begin to attend from preschool age. These can be the clubs of both educational institutions (centers of children's creativity) and cultural institutions (various creative clubs in cultural centers). So, it is obvious that the content, forms, methods of teaching and upbringing in educational institutions should be built taking into account national and cultural characteristics and traditions, enriched with ideals and norms of universal values.

The childhood of preschool children is rich and permeated with play. The game is the most accessible and interesting way to process and express emotions, feelings, and

impressions. In the game, children not only get information about the world, the laws of society, the beauty of human feelings and relationships, but also learn to live in peace, build relationships with others, show activity and organization.

The educational value of folk games lies in the fact that in a game situation children take on certain roles and perform game actions. This requires conscious compliance with certain rules and norms of behavior. As a result, preschool children accumulate social experience, consolidate knowledge about the rules and methods of behavior [4].

So, an effective means of forming national mentality, and especially of preschoolers, is precisely the folk game. The possibility of using folk games as a means of educating children of primary preschool age will be the subject of our further scientific research.

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## **TRAINING INTENDING PRIMARY SCHOOL TEACHERS TO FORMING PRIMARY SCHOOL PUPILS' SOFT SKILLS**

In the current conditions of Ukraine's development and creating the New Ukrainian School, key competencies and cross-cutting skills formation is very important. In the draft law of Ukraine "On Education" (2011) the core of knowledge and professional skills (hard skills) was defined and they are currently implemented in school, as well as those that are added according to the new strategy of education: the formation of character traits, different ways of thinking and social behavior (soft skills) [3].

To be ready for the challenges of the society in the future, today's pupils will have to develop themselves in several academic areas, constantly updating their knowledge. In order to be in-demand specialists and worthy compete with the automated workflow, it is necessary to develop soft skills that are not available to machines: the skills of teamwork, leadership, critical thinking, creativity; the most important one is communication. They are fundamentally embedded in childhood and adolescence. That is why it is so important to take into account the development of soft skills for intending primary school teachers, and during building specialist's educational professional trajectory.

The importance of forming soft skills was considered by foreign and native researchers: I. Yasna, L. Brewer, M. Roberts, S. Zaluzhna, K. Krutiy, O. Pashko, Yu. Andreyeva, K. Koval, Yu. Portland, D. Gergert, V. Astakhova and others.

In Ukraine, the concept of "soft skills" is relatively new and unexplored sufficiently. Therefore, researching the issue of training future teachers for primary school pupils' soft skills development is extremely important.

However, the issue of forming soft skills in the process of professional training of intending primary education specialists has not yet been thoroughly investigated. Svitlana Zaluzhna, an expert in alternative education, director and co-author of the alternative school DEC Life School, says from her working experience at school that “hard” and “soft” skills are equally important for developing a person living in a world of constant development and changing human needs. These skills complement each other and make the pupils’ development comprehensive. She focuses on 5 skills that will help the pupils to become in demand in the future: adaptability, creativity, critical thinking, emotional and social intelligence, leadership skills, and the ability to learn throughout life [2].

During the World Davos Economic Forum in 2017 in the report 16 main skills that pupils in the 21st century cannot do without, were identified, among which the first places are occupied by the following soft skills: critical thinking, creativity, coordination and interaction skills, communication, and leadership [1].

Every soft skill is relevant today; it is a skill that in one way or another relates to solving various problems and interactions between people, an important part of everyone’s life. Primary education has ample opportunities for the formation and development of primary school pupils’ soft skills. It is necessary to train intending primary school teachers for the development of the above mentioned skills in the course of the professional activity for this purpose.

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### **PECULIARITIES OF ESL TEACHING IN ASIA**

The last decade has shown steady growth in the amount of English-medium international schools in Asia region, more specifically in China, Thailand, Taiwan, South Korea, Vietnam, Hong Kong and Japan. In order to teach English in Asia, most teachers will require necessary level proficiency and a university degree. Some countries may require TEFL, TESOL, or CELTA certification and prior teaching experience. The reason behind this is the growing demand for ‘Western style’ education which, many parents believe, is an important stepping stone for their children to achieve high academic standards and to obtain places at good western universities. In return, this has increased the demand for fully qualified, English teachers from across the globe, with the most popular countries to recruit from being the UK and US.

#### **What Does it Mean to teach English Abroad?**

Teaching English abroad has different structures based on the environment you are teaching in, but most of the time the basis is focused on speaking, listening, reading and writing into core lessons for second language learners. Depending on the age range you may be simply spending your time as a phonetics teacher enabling younger students to mimic the correct pronunciation of English or higher-level critical thinking.

In a private school, they mostly teach students their core subjects of math, science, history, literature through the medium of English. The goal is to build their language skills as they move through school. This is called ELD - or English Language Development.

In a language center, the focus is entirely on the English Language. They mostly teach new vocabulary, grammar, structure, and pronunciation for students to gain confidence in speaking the language. This is called ESL - or English as a Second language.

Private lessons or one-on-one tutoring might be early speaking skills developing, teaching casual English, survival English, or conversational English for traveling abroad.

### **Difficulties in teaching ESL**

Whether you're teaching students in China, Thailand or Vietnam, you have to understand that Asian Languages are very different than English. Each of them has specific grammar structure and language limitations. That is why in order to become better as an English teacher, you have to better understand the culture and traditions of the hosting country. Unavoidable your students will make better progress if you understand and respect them and their community. Further presented most common differences between English and Chinese and therefore difficulties which all the ESL teachers encounter in their practice.

Chinese word order is very different from English, and so naturally students who do a direct word-by-word translation will run into difficulties. Chinese has (written) pronouns for each of the genders, as well as animals and spiritual beings, but they all sound the same in speech (他她Tā Tā). So Chinese students often have difficulties using the correct pronoun in English. There are no plurals in Chinese. A number word is placed in front of the noun, or a word that means something like «many». So, naturally, remembering to change an English noun because it's plural can be troublesome. Overall most part of Asian languages way

simpler than English. Due to that aspect, you'll might face the whole variety of problems and misunderstanding.

### **Teaching aspects**

Teaching English in Asian dramatically different than usual wester education. You might rarely find yourself in boring classes, standing in front of the blackboard and teaching gramma structures for students. For most part of ESL schools, the goal is to be sure that the students are enjoying themselves, indulging their curiosity, and becoming confident in using English. Rather than teaching English as a subject, most part of ESL teachers teach different subjects in English. Students learn through fun and interactive activities such as art, science, games, team work etc. This might be a really a big problem for more "traditional" teachers who get used to do thing in more old fashion way. Let's discuss major aspects that has to be followed while teaching ESL classes.

Connection is the most important thing in your teaching process. Picture this: you're a student sitting in a class with a stranger at the front of the classroom who speaks a foreign language you can hardly understand. It's important to remember that students (especially kids) don't learn from people they aren't comfortable with. That's why creating a comfortable learning environment helps students to feel safe and secure to express themselves fully. By creating a positive learning environment, not just physically but emotionally, students will be more willing to try new things. And, more importantly, practice their English language skills.

Using non-verbal communications is very important in this field. TPR method helps students learn important gramma rules like prepositions by using environment or your own body as a prop.

Visualization comes along with engaging students into a learning process. Thoughtfully whiten teaching plan wouldn't be a big help if it's not reinforced with using environment props, such as pictures, videos, drawing on the blackboard, toys etc.

Flexibility is also one of the major traits that all the ESL teachers has to acquire. Teaching in an ESL classroom can be unpredictable. I remember myself working so hard preparing a lesson plan only to be faced with a class full of blank stares. It's essential to bear in mind that lesson plans and activities can (and pretty much will) fall flat on many occasions. That's being flexible and having multiple ways to teach is one of the key!

### **Rapid changes**

As we all face this unprecedented worldwide crisis due to the recent coronavirus (COVID-19) outbreak, a temporary delays of education activities occurred all over the world That's why sudden and quick shift from classrooms to online learning mode suddenly affected the whole industry. All around the world, educational institutions are looking toward online learning platforms to continue with the process of educating students. For many schools, this is an entirely new way of education that they have had to adopt. In recent months, the demand for online learning has risen significantly, and in my unpinion it will continue doing so in the future. As with most teaching methods, online learning also has its own set of positives and negatives.

For pros of online education we can include numbers of tools such as videos, PDFs, podcasts, and possibility for teachers use all these tools as part of their lesson plans. Another advantage of online education is that it allows students to attend classes from any location of their choice. Online English education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, meals, and most importantly, real estate fees for school owners. Additionally, all the course or study materials are available online (often for free), thus creating a paperless learning environment which is more affordable for the families with low income.

Speaking about disadvantages we have to highlight the fact that for many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it

is very important for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson. This creates new challenges and difficulties for teachers. Also many parents are concerned about the health hazards of having their children spend so many hours staring at a screen.

### **Afterword**

The benefits are both financial and experiential. The most obvious advantage when teaching English in Asia is getting paid high wages to live in a cool country abroad that has a low cost of living. You get paid well and take time to travel. Plus, it's a fantastic way to get to know a different culture.

It's also a fantastic build for your future career and getting know people from all over the world. Whether you want to be a ESL teacher in the long term or not, teaching abroad offers a set of transferable skills that will compliment any resume and increase your teaching abilities and skills.

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### **PECULIARITIES OF THE "DEVELOPMENT OF CRITICAL THINKING" IN HIGH SCHOOL STUDENTS TECHNOLOGY**

Technology "Development of critical thinking" was developed in the late XX century in the United States (C. Temple, J. Steele, K. Meredith). It synthesizes ideas and methods of technologies of collective and group methods of learning, as well as cooperation, developmental learning; it is general pedagogical and supra-subject in its nature [2].

The technology of development of critical thinking appears as a holistic system that forms the skills of working with information in the process of reading and writing. It is aimed at mastering the basic skills of an open information space, the development

of the qualities of a citizen of an open society involved in intercultural interaction [3]. Technology is open to solving a wide range of problems in education.

*The main goal* of the technology of critical thinking development is to ensure the development of critical thinking through the interactive inclusion of students in the educational process.

The following goals and objectives of the technology "development of critical thinking" can be identified [2]:

- development of a new style of thinking, which is characterized by openness, flexibility, reflexivity, awareness of the internal ambiguity of positions and points of view, alternative decisions;
- formation of such basic personality traits as critical thinking, reflexivity, communicativeness, creativity, mobility, independence, tolerance, responsibility for one's own choice and results of one's activity;
- development of analytical, critical thinking;
- formation of reading culture, which includes the ability to navigate the sources of information, use different reading strategies, adequately understand what is read, sort information in terms of its importance, "weed out" secondary, critically evaluate new knowledge, draw conclusions and generalizations;
- stimulation of independent creative activity, launch of self-education and self-organization mechanisms.

When using the technology of "development of critical thinking", the teacher has a task to teach students to [1]:

- identify causal relationships;
- consider new ideas and knowledge in the context of existing ones;
- discard unnecessary or incorrect information;
- understand how different pieces of information are related to each other;
- highlight errors in reasoning;
- draw a conclusion about whose specific values, interests, ideological attitudes the text reflects or the person speaks;

- avoid categorical statements;
- be honest in their reasoning;
- identify erroneous stereotypes that lead to incorrect conclusions;
- identify prejudiced statements, opinions and judgments;
- be able to distinguish a fact that can always be verified from assumptions and personal opinion;
- question logical inconsistencies in oral or written speech;
- separate the main from the insignificant in the text or speech and be able to focus on it.

Logically, the main peculiarities of the technology "development of critical thinking" can be formulated as follows:

- the amount of knowledge or the amount of information is not the purpose of education, but rather how the student is able to manage this information: to search, comprehend, find meaning in it, apply in life;
- students are not engaged in the appropriation of "ready" knowledge, but in the construction of their own, which is born in the learning process;
- it is based on the communicative-activity principle of learning, which provides for a dialogic, interactive mode of study, joint search for solutions to problems, as well as "partnership" between teacher and students;
- the ability to think critically – this is not a search for flaws, but an objective assessment of the positive and negative sides of the recognizable object;
- simple and excessive generalizations, stereotypical words, clichés, unconfirmed assumptions are not always accurate and can lead to misconceptions and stereotypes.

Thus, critical thinking is not a separate skill, but a set of skills and abilities that are formed gradually during the development of the individual. It is formed faster if students are not passive listeners in lessons, but constantly actively seek information, correlate what they have already learned with their own practical experience, compare

the acquired knowledge with other in the same and other areas of knowledge (i.e. independently establish intra-subject and inter-subject connections).

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### PERSPECTIVES IN HUMANITIES

The article presents an analysis of trends in the development of modern humanitarian knowledge. The prospects for the modern development of the humanities in the countries of the world are associated with the development of technologies, the emergence of innovations that carry significant humanitarian risks.

In the last decade, many works have appeared on the difficult fate of the humanities. The motivation behind these publications is the "crisis of the humanities", which is expressed in the reduction of state funding for the humanities and sometimes even in calls for abandoning their teaching in favor of those disciplines that better express the needs of modern society. In fairness it should be noted that such a disdainful attitude towards the humanities has not arisen suddenly. Most likely this was due to the need to quickly solve the problems of modernizing the country, training a large detachment of technical personnel. The peculiarity of the modern situation lies

in the change in the development of modern science and its tasks, the colossal consequences of its influence on man, society and nature. Such changes make the traditional juxtaposition of the engineer and the humanities downright counterproductive [1].

Today we should think about the great development of the humanities. The humanities fully reveal their potential not when we make them scientific and practical, but when they become the production and accumulation of different ways of thinking, the posing of new questions and problems that affect culture and society. All this allows them to remain open to change. As M. Epstein rightly noted, “critical side of humanitarianism <...> exposures what the natural and social sciences see as a solid, positive foundation for objectivity” [1, p. 76].

The humanities themselves study the processes of the formation of human personalities and value systems and have the ability to influence these processes. This circumstance is especially clearly present in the field of education. Thus, the question arises about using these opportunity to raise a person's self-awareness. I believe that the solution is impossible without the interaction of representatives of all social sciences and humanities (historians, sociologists, philologists) [2]. It is important that education does not require a wide variety of liberal arts disciplines. The humanization of education means that its goal is to form a special culture of critical thinking in relation to other subjects (physics, mathematics, history, etc.).

The main function of educational institutions is to broadcast culture and knowledge, conduct research and educate the elite. The humanities are very important for these purposes. After all, it is important to provide not only a ready-made material, but also make the person think and form his attitude [1, 2, 3].

In 2018 RBC Royal Bank found that critical thinking, social sensitivity, effective problem solving and active listening skills, as well as language skills, adaptability, and cultural awareness will be the most in-demand skills. So the researchers came to the conclusion that people need the humanities and especially the humanities in higher education. Overall, RBC researchers argue that the same success

can be achieved by merging the humanities and STEM specialists. Microsoft President Brad Smith with Harry Shum wrote in their book “The Future Computed” that Microsoft's latest research shows that the humanities will play a critical role in unlocking the potential of artificial intelligence to work with scientists. Such subjects as history, philosophy, social sciences provide students with philosophical skills, help to understand issues of ethics, which over time will play a huge role in the development of artificial intelligence [4].

Now the human mind is open to experimentation. The high development of human nature suggests that soon we will be dealing with other humanities. With this tendency, the person of the future will differ from us both in the way of his being and the way of his thinking. This kind of person gradually develops the humanities and this becomes a certain challenge for him, forcing him to look in a new way at the process of blurring the boundaries between nature and human culture [3].

Summing up, we would like to note that economic development and technologies are only instruments of action. The goal of our future is the formation of a high moral society. And it is impossible without humanities. If we believe that people should only do what is practical and provides economic benefits, it can be argued that someone can stand such a life.

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## **FORMING COMMUNICATIVE COMPETENCE OF SENIOR PRESCHOOLERS BY MEANS OF FOLK GAMES**

The problem of forming communicative competence in senior preschoolers is relevant. Speech development in preschool education occupies an important place. It is reflected in the programmes of education and upbringing children. The primary task of developing children's speech at the stage of preschool childhood is to educate a speech personality, which is characterized by the sufficient level of speech and communicative competence, which freely and creatively applies speech in various situations of life [1].

Language is the main means of communication and mutual understanding between people. The internal culture of the individual, its moral foundations, social and aesthetic ideals depend on the knowledge of the native language and the ability to use it. Therefore, full-fledged personal development is impossible without knowledge of the native language.

According to L. Zhuravliova, “preschool childhood is one of the main stages in the forming the culture of speech communication in human life. The ability’s degree correctly and consistently to express the thoughts not only helps people better to understand each other, but also contributes to the development of professional opportunities. The process of forming communicative competence in children is inextricably linked with the overall development of speech. If the child's speech is not sufficiently developed, then she is not able to express her thoughts and requests” [2, c. 71].

M. Lystopad has the similar opinion: “the actual task of teaching preschool children speech is to ensure the link between the development of speech in children and the development of their communication skills”. It is the communicative

orientation of learning that helps to learn speech in the process of speech activity of senior preschoolers. In the work on speech development of preschool children, the goal should be not only the assimilation of a certain amount of knowledge by children, but also forming and developing communication skills and abilities, the ability to apply them in practice in communicative and speech activities» [3].

Based on this, modern scientists define small folklore forms as productive cognitive-semantic categories, without mastering which it is impossible to form the communicative competence in preschoolers.

Many well-known teachers of preschool education dealt with the issue of preschoolers' speech communication. The most famous are A. Bohush, N. Havrysh, T. Kotyk, N. Lutsan and others.

The theoretical analysis of the concept of "communicative competence" was studied by scientists A. Arushanova, K. Krutii; the influence of folklore on the language education of children was revealed in the works of outstanding scientists – I. Sreznevskiy, Ye. Tykheieva, teachers – S. Rusova, K. Ushynskiy, writers – A. Dukhnovych, H. Skovoroda, I. Franko; the influence of fairy-tale text on the speech development of preschool children was indicated in the works of S. Aliieva, N. Karpinska, N. Nasrulaieva [4, p. 428].

But still, the issue of forming communicative competence of senior preschoolers by means of folk games remains insufficiently studied: there is no clearly constructed methodological system for using folk games in the educational process of preschool educational institutions as a means of forming communicative competencies, which will be the subject of our further scientific research.

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## **PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF CHILDREN'S SOCIALIZATION IN SENIOR PRESCHOOL AGE**

The spiritual and moral conditions of modern society are of deep concern. Children are increasingly influenced by the media; there is a danger of forming a distorted view of the world, in which moral values are inferior to material interests. The physical, mental and social health of a child is negatively affected by the peculiarities of modern socialization. These are: factors of value uncertainty and rapid change in the social situation of development, increasing the volume and nature of the information flow in which children are, instability of family composition and weakening family ties. Forms of the child's activity are changing, for example, story-role play has become impoverished, which has always been an expression of interest in the environment and an indicator of the level of mastery of preschoolers, age relations in children's society are declining.

There is an obvious need to analyze social phenomena from the standpoint of modern problems and determine what they bring to the social situation of child

development in terms of reassessment of values and lifestyles. There is an opinion that social reality is a good teacher. However, it should be emphasized that a valuable factor in the education sense is not the environment itself, but its part, which is "mastered pedagogically", included in the system of education and training.

For a long time, Ukrainian pedagogical practice ignored the social experience of the child as a source of self-movement of the individual in the process of education and training. The term «social experience» was rarely used, in pedagogy and, moreover, in the sense of «life experience», in contrast to the experience gained in a specially organized educational or upbringing process.

Significant achievements in the field of analysis of socio-pedagogical aspects of this problem belong to such researchers as L. Artemova, A. Bohush, O. Kononko, V. Kuz. Various aspects of the individual's socialization and the influence of the social environment on its course are covered in the works of I. Bekh, T. Kravchenko, L. Kulikova, M. Lukashevich, I. Pechenko, B. Bratus. They are of particular interest in connection with the study of the nature and peculiarities of the social development of the child in today's conditions.

T. Ponimanska emphasized the enrichment of the child's social experience during the period of entering the new living conditions with the following components: the ability to navigate in the world of people (relatives, friends, strangers; people of different sexes, ages, professions); ability to understand another person, his mood, needs, behavior; ability to respect and help others, choose appropriate forms and methods of communication and activities [2]. Enrichment of social experience contributes to the social competence formation, which means a complex multi-component formation of personality, its integral quality, consisting of a set of emotional, motivational, characterological features and manifested in social activity and humanistic orientation [1, p. 14–15].

The preface to the new version of the Basic Component indicates the interaction with other people as a kind of entry of the child into human society, which requires the ability to coordinate their interests, desires, actions with other members of society. The

main task of the implementation of this educational line is to reveal the child's social world and help him gain social experience, to understand his place in society.

An important task of the educator is forming the children's interest in the world of people as the individual's needs; shaping behavior social skills; developing a conscious child's attitude to himself or herself as an independent person, equal to other people, as a member of society and to their responsibilities, which are determined by relationships with other people; forming the readiness to accept social information; shaping children's empathy, compassion, desire to get to know people, to interact with them.

The child's social experience is formed during socialization and occurs in two interrelated ways:

1. This is a spontaneous way, because a person from the first years of life builds his own style of behavior in the socio-historical world. It is important that the child not only feels the influence, but also is involved in other acts of behavior in which he or she would learn social norms.

2. Mastering social experience is realized as a purposeful normative specially organized by society process that corresponds to the socio-economic structure, ideology, culture and purpose of education in this society.

Preschool child's socialization, according to modern researchers (O. Maier, O. Davydova), proceeds most fully under the following conditions: favorable social situation of development; mediation of adults, through the achievement of interaction between the process of socio-pedagogical activities of the child and the process of the child's socialization in the family; organizing the full-fledged activity and communication as the leading forms of development and interaction with the environment.

The social function involves participation in the educational process of the entire social children's environment, psychological support for both children and parents, compensation for the negative consequences of the social environment. The family is an important factor in the upbringing and development of the child, gaining social experience. The family - as a social institution of education - carries out the

socialization of the child most naturally and painlessly through the succession of generations.

Thus, the purpose of socialization of the preschooler is to organize the space of his personal life and social life in the environment, which ensures the development of a free personality, who is able to make choices, respect the choices of others, is able to resist external pressure. The main conditions for the socialization of older preschool children are: favorable social situation of development; mediation of adults, through the achievement of interaction between the process of child's socio-pedagogical activities and the process of child's socialization in the family; organization of full-fledged activity and communication as the leading forms of development and interaction with the environment.

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**Section Four**  
**NEW TRENDS IN SCIENCE, PROFESSIONAL AND TECHNOLOGY**  
**EDUCATION**

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**INNOVATIONS IN NATURAL SCIENCES**  
**AND METHODS OF TEACHING**

Every second our world is irreversibly changing and to a greater extent, it depends on a person which direction these changes will take. A human being is a part of the nature, but some people do not consider this fact.

The natural sciences are the sciences that seek to explain the rules that govern the natural world through scientific methods, the cornerstone of which is measured by quantitative data. They also attempt to provide mathematical models of natural processes. There are five branches of natural sciences, including: astronomy, biology, chemistry, earth sciences, and physics. Over the course of the past five centuries or so, the natural sciences have been changing our living and thinking ways at a much greater pace than they had in the earlier period of the human civilizations.

Science learning is an activity carried out by teachers and students to learn the forms and events related to the universe. Natural Science is a subject that needs a learning process that is highly associated with the environment [4; 9].

Science learning is directed to find out about nature systematically. The adoption of scientific attitude plays a role in the learning process so it needs to be applied to students.

Education is one way to increase human resources because in education there is some learning process that is carried out consciously to be able to develop the potential of students. As stated by scientists Parasdila and Septiasari, education plays an active role in improving the quality of human resources. Education is also used as

an effort to develop the learners' potential through the learning activities. Education is the best and effective way to save a country through the development of generations with a good attitude [5]. Education is also a process of learning that is done consciously to be able to develop the potential of students, not only cognitive abilities but also the ability to control themselves as shown through attitude.

In education field, science learning is called natural sciences learning. Natural science is a collection of knowledge that is arranged systematically about natural indication. Natural science development is a scientific method and a scientific attitude. The natural science education can be a tool for students to learn surrounding nature. Also, the continually prospect development can be implemented in daily life [3].

Based on the result of a survey among secondary school students, it is showed that the score of natural science is lower than the others subjects. It is a challenge for teachers to be able to convey the science lessons interesting to students. The effort that can be done to maximize learning outcomes is the improvement in the educational system.

Learning outcomes of students are influenced by internal and external factors. Internal factors include students' interests and willingness in managing the studying material. External factors include the availability of media and the leading part of a teacher in the learning process. Learning in natural science education is a process of interaction between students and teachers, both in the classroom and outside of it by using learning resources and learning media. Learning resources can be obtained from school books, printed media and other audio media that are expected to gain a wider knowledge. Progress in natural science education will not happen without improving the applied learning process. In other words, the quality of education is strongly influenced by the quality of learning. Then, to obtain good results in the learning process, it should be supported by the appropriate media as an intermediary or the introduction of good communication between teachers and students. The students' spirit will arise when the atmosphere is positive and learning will be effective when

they are happy at the lessons. Teachers' ability in designing and implementing learning media is the key to the success of fun learning process [1].

Scientists Seel and Glasgow classify the media into two broad categories: traditional media and latest technology media. Learning media with modern technology usually involves emerging technologies such as cassette playback, video, recordings. While traditional media can be created manually by a teacher or contain classic elements by using materials and tools that are easily found in the environment. Teachers must be imaginative to create learning media in order to make learning condition which is educative, effective, and optimally efficient [2].

In this global era, the main multimedia is introduced in the form of ICT becoming a fundamental requirement in determining the quality and effectiveness of the learning process. According to researcher Alhamuddin the process of learning using multimedia makes the learning deeper and funnier, while for teachers the utilization of media is easier and very helpful in the process of effective learning. From the results of the Dryden and Vios study, it can be concluded that in successful education, self-image is more important than the learning materials. Thus, the concept of future education is directed to how to excite learners to learn in a fun way [1; 6].

Nowadays, one of the trending technologies is Augmented Reality. Scientist Suryawinata states that Augmented Reality is a combination between virtual and reality world made by the computer. The virtual object can be a text, an animation, a 3D model or video that is taken from the real environment, so that the users can feel the virtual object in their environment. Augmented Reality belongs to new technology branch. However, the development is fast and this technology is used in various fields, especially in military and advertisement. Researcher Elango in his research shows a positive result in implementing Augmented Reality into Biology learning. Then, Chiang, Yang & Hwang state the increasing of students' understanding in learning science through media based Augmented Reality. Also, the work of Kucuk, Zilmas, and Goltas shows a positive result in application of Augmented Reality in learning process [7; 8].

In short, object can be seen more real through Augmented Reality. Therefore, it is very interesting if it is applied in the learning process, especially in Natural Science, as many topics of the subject can be learned through pictures or visual aids. Besides, Augmented Reality can be accessed via OS Android in a phone facility.

So, the effectiveness of science teaching depends on many factors that every teacher must take into consideration. Organization of lessons to attract various methods, teaching aids paying attention to the individual and age characteristics of students – this is the basis of the work of a teacher.

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## **CRITERIA, INDICATORS, LEVELS OF BUILDING PROFESSIONAL COMPETENCE OF FUTURE RAILWAY TRANSPORT BACHELORS**

To create a favorable educational environment for building future railway transport bachelors' professional competence in the process of professional training criteria and indicators of this competence are singled out and levels of its formedness are determined.

Problems of professional competence building are widely covered in the scientific works of N. Pidbutska (the future engineer's image); L. Dybkova (individual approach for professional competence building); L. Omelchenko, G. Yevtushenko (problem of future specialists' professional competence building); A. Nizovtsev (development of an engineer professional competence model), O. Skibina, S. Gorban (essence and structure of professional competence), etc.

The diagnosing issue of the professional competence building was considered in the works of M. Rostok, I. Filimonov, Y. Rybalko and others.

However, the diagnosing issue of the level of professional competence of future railway transport bachelors remains insufficiently studied. We are sure that this

monitoring is carried out within the psychological and pedagogical diagnostics of the pedagogical process.

It is considered expedient to diagnose the building level of professional competence of future railway transport bachelors through a set of criteria and indicators.

Measurement is an “algorithmic operation for assigning certain numerical equivalents to objects (objects, processes, states) in accordance with predefined rules” [3, p.15]. In this case, the measurement process is implemented by “establishing a quantitative relationship between a certain characteristic of the object and a certain value, which is taken as a standard” [3, p.15]. This standard is a pre-defined criterion as a measure for determining, evaluating the subject, phenomenon [2].

An indicator is the characteristic description of an object that is considered significant and relevant in the evaluation process [1].

Having analyzed approaches to developing criteria and defining indicators we offered the system of criteria of future railway transport bachelors’ professional competence building: motivational-value, personal-functional, reflexive-estimating (tab. 1).

Table 1

Criteria and indicators of future railway transport bachelors’ professional competence building

Criteria	Indicators
motivational-value	motivational readiness for the implementation of professional tasks and professional self-development
	the presence of demand-value orientations in the context of performing complex specialized tasks in the field of railway transport
	professional motives and professionally-oriented thinking building

personal-functional	theoretical, practical, psychological readiness for professional activity
	fulfillment of personal professional obligations, analysis of the situation from the safety point of view
	implementation of professional activity of creative level
reflexive-estimating	determination, responsibility, safety forecasting
	comprehensive readiness to initiate and make professional decisions
	focus on the future, the ability to achieve predictable results, professional and safe orientation

We have identified four levels of professional competence of future railway transport bachelors, namely: basic, sufficient, high, creative. In our study framework, the professional competence building of higher education students will be considered at three levels. We believe that only in the professional activity process will gain production experience, which will provide a higher level of this professional characteristic building.

Therefore, this competence building is a factor in the production experience of the future specialist. Therefore, we see further prospects for the study in the development of a model for the professional competence building of future bachelors of railway transport and its organizational and pedagogical support.

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### **INNOVATION TECHNOLOGIES AS THE INTEGRAL CONSTITUENT OF PROFESSIONAL TRAINING INTENDING AGRICULTURAL ENGINEERS**

The quality of life and educational potential of the Ukrainian society is largely determined by the level of education and culture of the population, its worldview and spiritual development, the ability to systematically obtain and apply the necessary information. Education that meets modern needs of the society and the labour market is a powerful adaptive potential in the rapid development of the society.

Ukraine's entering the world education system requires training a new generation of agricultural specialists who are able to think critically, solve complex problems, manage people, be flexible, make quick decisions, know languages, to negotiate, have innovative technologies used in agriculture. All this requires teachers to be able to choose in each case the best option for the educational process, based on modern innovative technologies, by effectively and efficiently solving problems.

The word "innovation" means a comprehensive process of creating, disseminating and using novelties that promote the development and efficiency of enterprises, as well as meet certain needs [1, p.14].

The most significant are the following definitions of innovative technologies [2, p.]:

- systematic and consistent practical implementing the pre-designed educational process; project of a certain pedagogical system implemented in practice (V. P. Bezpал'ko);

- field of knowledge, covering the scope of practical interactions between student and teacher in any kind of activity, organized on the basis of clear goal-setting, systematization, algorithmization of teaching methods (V.I. Zahvyazyn's'ky);
- system set and the order of functioning all personal, instrumental and methodological tools used to achieve the pedagogical goal (M. V. Klarin);
- technologically developed educational system; system of methods and techniques of teacher's professional work; methodics and individual methods of education (P.I. Pidkasysty).

Speaking of training for professional activities in the agricultural sector, it is advisable to use the term 'professional training intending agricultural engineers'. Researchers often associate training students for the professional activity with its end result – the formation of readiness for a certain type of the professional activity.

Nowadays, training intending specialists in agricultural education is considered by scientists as a multifactorial structure, the main task of which is to acquire each student's personal meaning of activity, professional skills, competitiveness, professional mobility and growing interest in agriculture, as well as success in the professional activity [3, p. 374].

But the system of professional training intending agricultural engineers is a holistic set of structural elements that are in a certain relationship and interact with each other. In the author's opinion, the professional development of intending agricultural engineer in the process of their training in the institutions of professional higher education involves mastering certain competencies, which should include knowledge of innovative technologies and the ability to apply them in practice.

Of great importance in training agricultural engineers for professional activity is the combination of educational process and production, students in the workplace can get acquainted with innovative technologies in more detail.

Thus, integration processes in the field of education make it possible to reach a level at which there is a combination of the pedagogical theory and innovative practice. Analysis of the pedagogical theory indicates that combining different

educational areas into a united complex opens additional opportunities in training agricultural engineers: it is possible to test the acquired theoretical knowledge in practice, create conditions for the optimal selecting educational content and implementing innovative technologies of education and production.

Conclusions. The use of innovative technologies is under implementation. The urgent need for their development is obvious both for the pedagogical science and the agricultural sphere of production. Thus, introducing innovative technologies in the institutions of professional higher education in agriculture should be carried out according to the the principles of universality, systemic approach, continuity, mobility, integration with science and industry.

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## METHODOLOGICAL BASIS OF TEACHING HIGH SCHOOL STUDENTS DESIGNING WOOD PRODUCTS

According to the State Standard of Basic and Complete General Secondary Education, the purpose of the educational field "Technology" is to realize the creative potential of students, to develop critical and technical thinking, to shape the willingness to change the environment without harming it with modern technologies, to develop the entrepreneurship and innovative activity skills, partnership, using equipment and technologies for meeting one's own needs, cultural and national self-expression [1].

The main tasks and requirements for educational activities are highlighted in the Constitution of Ukraine (Articles 24, 26) [2], the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon, 11 April 1997) [3], the Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region (Paris, 21 December 1979), the Agreement on Cooperation in the Field of Education (Tashkent, May 15, 1992), the Laws of Ukraine "On Education" (2017), "On Higher Education" "(2014)," On the legal status of foreigners and stateless persons "(2011), the Resolution of the Cabinet of Ministers of Ukraine" Issues of the National Information Center for Academic Mobility "(2011) and others.

V. Berbets, T. Berbets, G. Voiteleva, V. Getta, R. Gurevich, N. Dubova, V. Kurok, O. Kobernyk, O. Torubara T. Khoruzhenko, S. Yantsur S. Yashchuk and others are engaged in research of design and technological activity of students.

Processing wood and wood materials by manual and mechanical methods occupies an important place among the many activities that students are engaged in design and technology classes [4]. Teaching students the technology of wood and wood materials processing provides significant educational and upbringing opportunities namely: developing technological culture, promoting an individual aesthetic and creative development, more successful self-realization, socialization among peers, professional self-determination.

Since ancient times, wood has been the most common structural material. It was used to build ships, make carts, sledges, furniture, musical instruments, looms,

children's toys, household tools, utensils and used as a building material. Researches of many art critics, masters and scientists, A. Afanasyev, I. Bilevich, V. Boychuk, K. Kavas, L. Orshansky, B. Tymkiv, in particular, are devoted to studying traditions of woodworking crafts and problems of teaching methods in wood processing.

Today, wood joinery is one of the most popular objects of students' design and technological activities. Despite the fact that there are a large number of wood products, the processing technology is based on the traditional basic principles: sawing, planing, drilling, turning and grinding. But means, methods and technologies of processing have changed. Manual methods of processing have changed with mechanical ones. Appliances powered by electricity, significantly reduce the time required for processing structural materials, as well as increase productivity, quality of the products.

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## **THE IMPORTANCE OF PROFESSIONAL MOBILITY IN THE TRAINING OF FUTURE QUALIFIED WORKERS**

In the climate of the developing market relations, modern manufacture is increasingly saturating with new technologies of different models, types, purposes, made by Ukrainian and foreign companies, which the future graduates of vocational (professional and technical) education must have skills to service and repair.

The technological revolution caused profound changes not only in the field of material manufacturing. It also had an impact on the field of education and its tasks. Working at modern and well-equipped manufacture requires not only developed practical skills and technical knowledge. Displaying successful professional activity of the modern highly skilled worker it is required to have a high culture of technical thinking, ability to understand drawings, electrotechnical schemes and devices, to analyze a course of technological process, to solve difficult problems of technical diagnostics and predicting in a time and correct manner.

Active changes in the priorities and goals of vocational training of the young people show a preference not only for the teaching, but for developing knowledge, skills and abilities.

Nowadays completely new requirements are put forward for future graduates of Vocational (Professional and Technical) Educational Institutions, one of them is the requirement of "professional mobility" [3, p. 67]. This is the ability to update and even change the qualification quickly. According to academician S. Batyshev, "...mobility is the ability of an individual to master technical innovations and new specialties quickly. This ability principally depends on the level of general and technical education, on the width and reasonability of special training "[1, p. 8]. Currently the "age of the profession" has drastically reduced. During 25 years of professional experience, a person must update their qualification on average at least four times." [3, p. 67].

At present manufacture requires workers who are capable of acquiring modern techniques and technologies, motivated by constant professional self-improvement and able to solve complex professional problems independently, managed to give a response to changing work conditions.

The principle of professional mobility implies the opportunity to master new technical equipment, technological processes and modern specialties in a short period of time, to develop the need to constantly improving their education and skills, the desire for all-round personal development. The mobility and creative nature of work depend on the outlook, general vision and understanding of the perspectives of manufacture. Therefore, it is necessary to take into the students' knowledge at the present day and the ability to continue learning tomorrow [2].

Vocational education, implemented in society by the needs of the labour market, contributes to the professional worker's mobility, as well as the effective interaction of educational institutions with stakeholders, the flexibility in determining the content of vocational education with the account of external factors.

The intensification of professional activity is associated with the constant updating of technologies and brings two interdependent and contradictory trends in improving the training of the intending skilled workers: on the one hand, it increases the importance of steadiness and fundamentality of professional knowledge, formed by worker orientation, but on the other hand, there is a growing need for dynamic and plastic usage of acquired knowledge in different professional situations.

Thus, it is established a need to make changes in educational programs for intending skilled workers and Teaching Methods aiming to allow the intending specialists with flexible knowledge to transfer their knowledge easily into new conditions and socially protect the graduates.

In this regard, Professional pedagogics faces the problem of forming skills that can be successfully applied in a variety of new conditions (or situations). It is a common fact that it is connected with the problem of transferring skills. Therefore, the study of achievements of Educational psychology in this area and their reflection in the methodology is one of the key tasks of didactic research, which must be solved in the nearest time.

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## HOW TO INTRODUCE TECHNOLOGICAL INNOVATIONS INTO HOUSING CONSTRUCTION

XXI century is characterized by extremely active development and introducing technological innovations into housing construction. It allows to revive this field, intensify its development, and will further contribute to developing the total national economy and increasing the efficiency of the country's economic system.

A lot of scientists examined the problem of developing and introducing technological innovations into housing construction. N. Lyalikova analyzed the market of modern building materials; A. Halchuk studied technologies of reinforced concrete and metal constructions' anticorrosive protection using surface thermo abrasive jet cleaning; O. Livinsky investigated energy-saving technologies and materials in construction; O. Stolyarov studied construction technology, based on using blocks of fixed formwork made of expanded polystyrene etc.

Now construction companies of Ukraine are mastering new materials and technologies aimed at reducing the cost of housing construction [3].

Unfortunately, innovations in the sphere of building materials and technologies are implemented very slowly. As a result, the demand for construction materials is now met by domestic production by about 70%, the rest has to be purchased abroad [1].

Introducing modern technologies in our country is far ahead of developing appropriate construction materials, and that makes buying them abroad which causes a significant increase in construction costs.

It is important that in Ukraine there are manufacturers of construction products that meet the latest energy saving parameters. Such manufacturers should be considered while developing housing strategies [2].

Thus, introducing technological innovations allows to reduce construction time, construction costs, improve the environment through using environmentally friendly construction materials, particularly by refusing the traditional asbestos, toxic plastics, some brands of concrete etc. In addition, the latest technologies in construction will improve housing quality, price reduction, and, accordingly, will have a positive impact on the curtailment of ghettoization and increase of residential oases.

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## **FUTURE TEACHERS' SELF-EDUCATIONAL COMPETENCE OF EMPLOYMENT TRAININGS AND TECHNOLOGIES**

Particular attention should be paid to the development of self-education competence of future teachers of labor training and technology, because this specialty requires constant professionalism, as it directly depends on the diversity of knowledge, in turn related to new technologies that are constantly changing.

The peculiarity of self-educational competence is its formation on the basis of gaining experience of independent attempts and achievements in self-educational activity, development of own individual system of training, transition from copying samples of self-education to creation of own model

Researcher O. Fomin defines self-educational competence as a quality of personality that characterizes its ability to systematically independent cognitive activity aimed at continuing one's own education in general cultural and professional aspects [4, p. 6]. Scientist N. Voropay considers self-educational competence as one of the most important components of life competence, which is a system of abilities that provide individuals with the opportunity to solve successfully life problems, carry out their activities in all its manifestations [2, p. 31]. Scientists L. Bilousov and O. Kiselyov define self-educational competence as a complex integrative personal formation, which determines not only the readiness for self-educational activity, but also the real ability to effective implement it for self-improvement and professional development [1, p. 12].

In the context of future teacher training, the following functions of self-educational competence are distinguished:

- motivational (determines the direction and activity of the future teacher in the field of pedagogical activity, his self-actualization and self-realization);
- developmental (determines the self-development of pedagogical and professionally important qualities and abilities);
- educational (directs the process of self-improvement of the future teacher);
- cognitive (directs to the systematization of knowledge, cognition and self-knowledge);
- methodological (consists in directing the activities of the future teacher on the theoretical understanding and research of the pedagogical process, the peculiarities of the professional development of future professionals);
- informative (orients in flows of various information, helps to reveal and select new, to estimate significance or secondary information);
- diagnostic-prognostic (directs the future teacher to master and implement methods of monitoring the pedagogical process, professional development, the level of self-competence of self-education);
- communicative (causes activity in the spheres of interpersonal and pedagogical communication);
- reflexive (consists in self-reporting on the effectiveness of self-educational activities, determining areas for improvement);
- adaptive (directs the effective adaptation of the future teacher in the field of teaching in the information society);
- interactive (forms an active independent and creative activity of the individual, which leads to its self-development, self-realization) [1, p. 12].

Consideration and analysis of various definitions of the concept of "self-educational competence" allows us to formulate a generalized definition in accordance with our study. Thus, by "self-educational competence of the future teacher of labor training and technology" we mean the quality of the teacher's personality, characterized by the ability and willingness to continuous self-education during training and in the process of professional activity.

Self-educational competence is one of the main competencies, which is formed through systematic and consistent self-learning, developing a comprehensively harmoniously developed personality – a specialist. The structure of self-educational competence is based on:

- understanding of personal needs on the basis of self-analysis, self-knowledge, self-accounting of strengths and weaknesses of the activity;
- development and implementation of a program of self-education taking into account personal needs and the needs of society;
- organizing their knowledge, finding connections between them;
- critical evaluation of any information obtained, development of a personal position in the process of acquiring certain knowledge;
- solving various problems on the basis of independently acquired knowledge;
- flexibility of application of knowledge, abilities and skills in the conditions of fast changes;
- presentation, substantiation and defense of the obtained result;
- finding non-standard new solutions on the basis of independently acquired knowledge;
- organization of personal methods of self-study;
- use of obtained information from various databases, sources of information;
- use of new information and communication technologies;
- overcoming difficulties, insecurities and laziness;
- adequate assessment of the value of acquired knowledge in their activities;
- cooperation with other people, acquisition of knowledge through collective activity;
- decision-making on the basis of cooperation, tolerant attitude to the opposition point of view;
- responsibility for the organization of their self-educational work;
- constant self-analysis and self-control over self-educational activities;
- improving their results obtained during self-education [3, p. 60].

It should be noted that the effectiveness of the formation of self-educational competence in future teachers of labor training and technology largely depends on the information support of the educational process. It is the use of the latest information and communication technologies that makes it possible to intensify the independent activities of students and, accordingly, to increase the level of formation of self-educational competence. One of the types of individual and independent work with students is the use of modern learning technologies introduced in higher education institutions. It is a modular dynamic object-oriented learning environment *Moodle*, which is created by teachers to help students and is based on the use of modern information technology and computer-based learning tools.

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## **APPLICATION OF THE «YOUNG CAR MECHANIC» PROGRAM DURING PROFESSIONAL DISCIPLINES CLASSES FOR FUTURE SPECIALISTS IN THE FIELD OF MOTOR TRANSPORT**

In modern education, one of the development priorities is the informatization and implementation of computer technology in the educational process, which significantly improves the quality and efficiency of future professionals' training.

The use of computer technology increases the activity of students, leads to the restructuring of the educational process in favor of individual forms of learning [2].

The progress of computer technology and its further improvement allows the use of computer technology not only in the study of computer science, but also while teaching other disciplines. The latest developments in the field of information technology change the mechanism of their application in the study of various disciplines [3].

The use of computer technology makes it possible to organize continuous and thorough assimilation of educational material in the process of learning.

Reality simulation, which helps to reproduce any object, is the most important advantage of educational computer programs. Thanks to them, students can perform operations that correspond to real objects and processes as much as possible, while, in fact, dealing only with their virtual analogue [1].

Modern technologies allow to create training programs and simulators that cover computer animation, audio and video technologies. At the very least, it enhances the sense of reality when working with the program and opens up new opportunities in the process of professional training.

The main advantages of the use of computer programs during professional disciplines classes for future specialists in the field of motor transport are:

- variety of forms of information presentation;
- high degree of visual presentation;
- ability to model various objects and processes;
- possibility of organizing collective and individual work.

«YOUNG CAR MECHANIC» training program is a practical guide to repair and maintenance of basic components, units and systems of the car. It provides an opportunity for collective and individual work on modeling maintenance and repair of automotive systems.

Professional training of students includes the following topics: classification and general structure of the car; general structure and operating cycle of the internal combustion engine; crank and connecting rods mechanism; gas distribution mechanism; cooling system; lubrication system; power supply system and its varieties; electrical equipment; ignition system; starting system; control and measuring devices, lighting and alarm; transmission; chassis; steering; brake system.

Each topic contains three stages of training: theoretical fundamentals, practical classes and self-control (computer control).

Theoretical fundamentals. This is the stage of presenting theoretical material with the use of visual aids: graphic images with text, 3D animation and video.

Practical classes. They are designed to assimilate theoretical knowledge obtained by students during the stage of studying theoretical material. It is provided by the most detailed modeling of the students' actions in real-life conditions, up to the movement of objects. The work is accompanied with audio, involves the study of virtual models, equipment, tools, as well as examples of dynamic processes that take place in the

studied systems and units in the form of animation. The structure of the practical classes is as follows: studying instructions to the task, assimilation of theoretical knowledge on the current topic by completing practical tasks that can be performed both individually and collectively.

Self-control (Computer control). This is the stage of individual checking of the students' skills obtained during the "theoretical fundamentals" and "practical classes" stages by completing both the "classic" test task and the ratio test. There are also tasks to model the process of repairing a unit or a system. They look like this: the student is presented with a certain car mechanism and the task is to determine the necessary tools for repair and specify the sequence of repairs. Such exercises allow to assimilate the learning material more effectively and to model the process of real repair as correctly as possible.

The use of computer programs, similar to the "YOUNG CAR MECHANIC", during the classes of professional disciplines for future specialists in the field of motor transport allows to make the discipline studied as illustrative as possible, and therefore clear and accessible. This provides significant support to learners and ensures the assimilation of the necessary material.

Despite the fact that computer training programs are actively used in the process of professional training of specialists in the field of motor transport, they are still considered to be supplementary didactic material. The crucial role in traditional training belongs to the teacher.

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## **DIGITAL TECHNOLOGIES IN TRAINING PRACTICAL INSTRUCTORS**

The profession of a practical instructor occupies a central place in the system of vocational education. This profession combines pedagogical, psychological, production, organizational and creative functions. The ability to use digital technologies is necessary in the design of educational and practical classes, in conducting workshops, in the choice of forms and methods of vocational training and developing software and methodological support of the educational process [1].

There are several principles of expediency of using specific digital technologies in teaching practical instructors:

1. *The principle of superiority of didactics over technology* means that a practical instructor should not think about how to use multimedia or infographics in the classroom, and what task to improve the training process he wants to solve with their help.

2. *The principle of clear advantage* means that the use of digital technologies should improve any aspect of the traditional training process.

3. *The principle of resource efficiency* primarily determines that it is necessary to develop and implement those areas of digital technologies in the training process, which at lower cost of resources will give the greatest didactic effect.

4. *The principle of technological relevance* means that the educational process should use digital technologies and educational resources that correspond the current level of technological and methodological development.

5. *The principle of systematicity and regularity* determines that digital tools or their complexes should be used often enough in the educational process to avoid fading of the positive effect.

Today, most classes are conducted with using multimedia teaching aids (multimedia presentations, textbooks, video and audio clips, etc.). But the rapid development in the digital sphere allows to use much greater opportunities of digital technologies in educational activities. There are many tools to train future professionals capable of creative thinking and innovation [2].

A common tool is a cloud storage and data processing technologies, which reduce both financial costs and teachers' time. When using cloud technologies, there is no need to purchase some licensed software; students get the opportunity to use advanced software tools in classroom and independent work; easy access to educational content is provided.

Improving the quality of education is possible by using innovative forms of teaching and monitoring the success of students. Elements of digital education are actively used in testing the quality of knowledge acquisition. Now testing or control work is done thanks to software or services. Popular online platforms for creating and testing tests that a practical instructor can use in his professional activity are: Google Forms, Proprofs, Classmarker, Easy Test Maker and others.

The integration of various software products takes place around a platform providing information materials which is called "Learning Management System". It includes: Google Suite for Education, Moodle, Learn Amp, Agylia, Skolera, TalentLMS, Sakai, e-Learning-4G, Prometheus and others that are often used for distance learning or for distance support of the educational process.

Such systems provide e-learning material of different formats, differentiate access to learning material, monitor the progress of learning material and tasks, organize the interaction of participants in the educational process by means of network technologies, develop e-learning material.

One of the tools that allows to train future professionals capable of creative thinking and innovation is STEM-education. It involves the study of science and technology through the use of technical creativity and engineering, which are based on

mathematical calculations, mathematical modeling and integrated use of various tools and means of other sciences [3].

There are also a lot of smart things around us lately, from smartphones and watches to cars and houses. A new level of communication and management of the educational process is provided by the use of mobile devices for communication between participants in the educational environment. So the presence of a camera in a smartphone allows you to use a QR-code, which can be a good navigation tool among a large number of materials.

There are also interesting digital learning tools which can be used to achieve different goals and at different stages of the lesson. For example, the Socrative tool is a free service that allows you quickly create quizzes, polls, questionnaires and tests. You can use virtual boards get back information from students. For example, the virtual Padlet is one of the services that provides opportunities for collaboration, which has a web wall Padlet, where you can attach photos, files, links to web pages, notes. The Nearpod tool allows you to create, interact and evaluate learners using mobile devices. And the Kahoot service is a platform for learning in the form of games that allows you to create, open, play and easily share different interesting educational games. The Buncee tool allows you to create presentations that promote critical thinking, communication skills, collaboration and creativity.

Thus, today there are a large number of digital technologies that significantly improve and simplify the educational process, as well as expand the possibilities of presenting educational content and that can be used for training practical instructors.

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The 21st Century Challenges in Education and Science

Наукове видання

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IN EDUCATION AND SCIENCE**

*Збірник наукових праць молодих учених, магістрантів, студентів іноземними  
мовами у різних галузях науки*

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