



International periodic scientific journal

—*ONLINE*

www.sworldjournal.com

SWORLD Journal

ISSN 2227-6920

Pedagogy, Psychology and Sociology

Volume J11508

May 2015

Published by:

Scientific world, Ltd.

With the support of:

Moscow State University of Railway Engineering (MIIT)

Odessa National Maritime University

Ukrainian National Academy of Railway Transport

State Research and Development Institute of the Merchant Marine of Ukraine (UkrNIIMF)

Institute for Entrepreneurship and morehozyaystva

Lugansk State Medical University

Kharkiv Medical Academy of Postgraduate Education

Alecu Russo State University of Bălți

Institute of Water Problems and Land Reclamation of the National Academy of Agrarian Sciences

This volume contains research papers of scientists in the field of Pedagogy, Psychology and Sociology.

Editorial board:

Velichko Stepan, Doctor of Pedagogical Sciences, Professor, Ukraine

Gavrilenko Natalia, Doctor of Pedagogical Sciences, Professor, Russian

Gilev Gennady, Doctor of Pedagogical Sciences, Professor, Russian

Dorofeev Andrey, Doctor of Pedagogical Sciences, Professor, Russian

Karpova Natalia, Doctor of Pedagogical Sciences, Professor, Russian

Nikolaeva Alla, Doctor of Pedagogical Sciences, Professor, Russian

Sidorovich Marina, Doctor of Pedagogical Sciences, Professor, Ukraine

Smirnov Evgeny, Doctor of Pedagogical Sciences, Professor, Russian

Fatihova Alevtina, Doctor of Pedagogical Sciences, Professor, Academician, Russian

Fedotova Galina, Doctor of Pedagogical Sciences, Professor, Academician, Russian

Hodakova Nina, Doctor of Pedagogical Sciences, Russia

Chigirinskaya Natalia, Doctor of Pedagogical Sciences, Professor, Russia

Churekova Tatyana, Doctor of Pedagogical Sciences, Professor, Russian

Demidova V., Candidate of Pedagogical Sciences, Associate Professor, Ukraine

Mogilevskaya I, Candidate of Pedagogical Sciences, Professor, Ukraine

Lebedeva Larisa, Candidate of Psychology, Associate Professor, Russia

Hrebina Svetlana, Doctor of Psychology, Professor, Russian

Maltseva Anna, Doctor of Social Sciences, Associate Professor, Russia

Stegny Vasily, Doctor of Social Sciences, Professor, Russian

Tarassenko Larisa, Doctor of Social Sciences, Professor, Russian

Editor: Markova Alexandra

Please use the following format to cite material from this book (*italics indicate the fields to change to your data*):

Author(s), "Title of Paper," in SWorld Journal, Vol.J11508 (Scientific world, Ivanovo, 2015) – URL: <http://www.sworldjournal.com/e-journal/j11508.pdf> (date:...) - page - Article CID Number.

Published by:

Scientific world, Ltd.

e-mail: orgcom@sworld.education

site: www.sworldjournal.com

The publisher is not responsible for the validity of the information or for any outcomes resulting from reliance thereon.

Copyright
© Authors, 2015

Paper Numbering: Papers are published as they are submitted and meet publication criteria. A unique, consistent, permanent citation identifier (CID) number is assigned to each article at the time of the first publication.

J11508-001

Bazhan S. P.

PROBLEMS OF PRACTICAL TRAINING OF STUDENTS OF TECHNICAL SPECIALTIES IN TERMS OF EDUCATIONAL-SCIENTIFIC-PRODUCTION COMPLEX

*State higher educational establishment "University of management education",
National Academy of pedagogical Sciences of Ukraine*

Introduction. The main objectives of educational-scientific-production complex is the coordination of activities of educational institutions for the implementation of a multi-stage training and retraining of specialists, development of training and methodological support, collaborative tasks and create favorable conditions for effective use of available scientific and pedagogical potential and material-technical base.

Therefore, the core of professional training of students in higher education should be practical activity based on manufacturing enterprises or institutions.

There is a problem of the organization of practical training of students of technical specialties, the close cooperation of universities and enterprises, the use of active means of mastering practical skills, effective organizational controls of the process of practical training of technical specialties for various industries, including Junior specialists of technical specialties in terms of educational-scientific-production complex. The graduates should be qualified professionals who have not only profound professional knowledge, but also modern production technologies in the industry. This requires solution of a number of contradictions in the theory and practice of process of control practical training of Junior specialists of technical specialties in terms of educational-scientific-production complex on the basis of industrial enterprises.

The relevance and the underdevelopment of the problem, its theoretical and practical importance for the higher education system led to the selection of the research process practical training of Junior specialists of technical specialties in terms of educational-scientific-production complex.

1. Theoretical analysis of control process of practical training of Junior specialists of technical specialties.

The scientific theory of management of higher education institutions began to develop intensively in the last 20 years, but today there is no common view on the interpretation of the concepts of "management", "management", "process management". This is due to the fact that this problem is multifaceted and can be considered with regard to different aspects. In recent years the government set out new priorities for the development of education.

Last years state began reforming the national education system. Now there is a modernization of the process for control industry. A prerequisite for the successful solution of the tasks of today may become the analysis of progressive ideas and practical achievements of the past.

Ukraine has defined the strategic directions of innovative improvement of the system of higher education as a basis for the development of the nation, state and

identity. Meet important social and economic, educational, cultural, industrial development in Ukraine is possible only by training highly qualified specialists able to ensure the effectiveness of their work. This requires higher educational institutions, improvement of the educational production process, the formation of the students 'activity and independence, readiness for self-education and self-improvement, to improve the professional skills, the development of new forms, methods and techniques of professional activity. Internal sources of successful activity and self-identity of the specialist is to seek ways of formation of professional and practical skills in the acquisition of knowledge and skills.

Speaking on issues of higher education development in Ukraine, we can say about quite a slow paces of reform and adaptation to the conditions of market economy. The discrepancy of modern incomplete higher education to market is obvious that a significant proportion of graduates from colleges and technical schools are joining the ranks of the unemployed. In accordance with the requirements of a market economy such education is expensive to society and is unprofitable. Modern employers are interested in the expansion of responsibilities and providing them with broad powers. In its turn, employees must not only quick to perceive and process information, but also be able to find optimal solutions in non-standard situations. So, the market requires graduates not only theoretical knowledge but also practical skills acquired by the student during the active phase of learning.

Study of the process of practical training of Junior specialists of technical specialties in higher educational institutions of I-II levels of accreditation, you can conclude that professional activity is the activity of the personality, which shows a willingness and commitment to action. And it is in the conscious organized and focused interaction with the object of activity.

Therefore, the core of the professional activity of students in the conditions of higher educational institutions is the practical activities that can be implemented on the basis of production enterprises or institutions, especially if we are talking about such educational Association, as an educational-scientific-industrial complex.

The need and importance of practical training of Junior specialists, especially in technical professions, on the basis of production enterprises today cannot be questioned or refuted. Practical training is a mandatory component of the educational-professional program to obtain a particular qualification level, with the aim of developing students ' professional skills and abilities, it is a component of the subsystem of vocational training [1]. The specificity of the practical training of students in the field of technical direction is due to educational qualification characteristics of professions. For example, Junior specialist in 5.07010602 Maintenance and repair of motor vehicles and engines must learn the relevant knowledges and skills, namely: to develop processes, plans, sites, structures and equipment; carry out diagnostic work and maintenance and repair of motor vehicles; to carry out certification and rationalization of jobs; to manage the land, workers, drivers; work with clients and to produce technical documentation of car transport companies and service stations; maintain records of combustive-lubricating materials; to monitor the compliance of the established production technology.

Today practical training in higher educational institutions as a form of educational process organizational is little provided and have no guidelines for planning practical training of students, teaching AIDS and textbooks, reference books, information about fixing consultants, curators, managers, etc. The material and technical base for practical training facilities contains only stands, equipment, devices, virtual laboratories, machinery, computer equipment, etc. in a technically-satisfactory condition or missing. The educational institutions need to address these issues is hampered due to lack of funds for the purchase of technical training and training equipment.

Constantly have problems in organizing and conducting of practical training on the basis of existing enterprises.

Today, enterprises involved in training activities in the form of training and production enterprises practically does not exist, although in Soviet times, they worked successfully and fulfill their educational functions. Educational institutions were established on the base of training and production workshops, and the production enterprises of higher technical educational institutions in the form of plant - higher technical education (polytechnics).

Now Ukraine has the need to return to a thorough study of previous experience and implement innovative practices and systems.

Practical training of Junior specialists of technical specialties in higher educational institutions of I-II levels of accreditation requires significant reform.

It is useful to note that the practical training at the company aims to become a key part of organization of the educational process and to form a specialist of University graduate professional ability, skills to make independent decisions in a particular area of work in real production conditions by performing various duties inherent in their future careers. To perform this task, you must have the state support from the Ministry of education and science of Ukraine on ensuring of higher education institutions relevant database practices.

To improve and enhance practical training of students of technical specialties in colleges and technical schools, it is necessary to eliminate congestion and isolation of curricula of higher educational institutions to the needs of enterprises, institutions, organizations that will provide the opportunity to prepare future professionals for practical work, to ensure the acquisition of skills in the workforce.

In my opinion the development and implementation of early adaptation in the primary positions will help to establish a strong link between institutions of higher educational institutions and employers, it will relieve participants of educational process to formally approach the organization of industrial training in the conditions of existing facilities, where the formalism occurs due to the insufficient number of key enterprises and their disinterest leaders in attracting students to work. The issue of adaptation of graduates in the workplace has significantly increased the competitiveness of the graduates of colleges and technical schools in the current market conditions, where the development and implementation of new methods and technologies of practical training will provide high quality training.

The existing legal framework for the organization of practical training preparation of young specialists do not meet modern requirements of education and

does not regulate social relations between graduates of higher educational institutions and enterprises that interferes with quality training and urgently requires improvement and perfection of the system of practical training of students, especially those who master the technical specialty.

The study of the theoretical foundations of process of control practical training of Junior specialists, its legislative base, practical experience provides a basis for structuring the process of management of higher education institutions and the development of content and technology training.

2. Regulatory support of the process of practical training of Junior specialists of technical specialties in terms of educational-scientific-production complex.

At the present stage of development of the world society education is a critical element of the social sphere of the state, ensuring sustainable economic growth, social stability, development of civil society institutions and the national security of state. Education is the process of obtaining a specific person systematized competencies, abilities, etc. with a view to their effective use in professional activities. The level of training is one of the indicators characterizing the country's competitiveness.

Today Ukraine's priority is the modernization of higher education with the allocation of the necessary resources and mechanisms for their effective use. For the successful implementation of process for quality training of young specialists, considerable attention should be given to the practical training as a major component of training in technical areas.

The adaptation of the educational sector to the labour market is becoming increasingly important, especially its legal regulation, which becomes effective tool for development of Ukraine education.

And today there is a need to conduct a review and analysis of the legal provision of a modern system of higher education of Ukraine in the part of practical training in colleges and technical schools with technical specialties to understand the number of legal disputes between the relations of enterprises and educational institutions, educational institutions, public authorities, ensuring the adaptation of education to the conditions of socially oriented economy, transformation and integration into the European and world community.

Lets focus on the normative educational heritage of our country, inherited from the Soviet Union. In the first years of independence the system of higher education of Ukraine worked with the legislative acts of the Ukrainian SSR, in particular by the fundamental Law of education - the Law of Ukraine "On education" dated on May 23, 1991, No. 1060-XII [2].

On 01.01.1991, Ukraine had a well developed system of higher education, which covered 1242 professional, 735 secondary and 156 higher education institutions, graduate school by 300 scientific specialties and doctoral studies, 518 educational institutions, units of training and retraining of personnel and the number of training-industrial complexes and businesses. By the numerical indicators of the network of higher educational institutions Ukraine was at the level of the most developed countries of the world [3].

Thus, Ukraine inherited a well-developed Soviet social infrastructure, then there is a need to build an independent state educational space. An important part of the process of state-building is the formation of educational policy. Brings to the fore the need to maintain positive achievements of the past years, which will create a national system of education as the basis of the reproduction of intellectual and spiritual potential of the people, out of national science, technology and culture at the global level and national revival, of state formation and democratization in Ukraine [4].

Since the early 90-ies in Ukraine developed and made more than 300 legislative and normative-legal acts in the field of education. These regulations focused on the regulation of public relations in the sphere of education and welfare of the citizens of Ukraine the right to receive higher education according to their interests and abilities; meeting the production needs of the economy into a competitive specialists; implementation of the state policy of employment and create the necessary conditions for functioning and development of institutions of higher education of different forms of ownership.

Today the main part of the regulatory framework of higher education in Ukraine is the Constitution of Ukraine, the State national program "Education" ("Ukraine of the XXI century"), the national doctrine of education development and the Law of Ukraine "On higher education" No. 1556-VII from 01.07.2014 [5].

Article 53 of the Constitution establishes the right of citizens to education. The state took the responsibility to ensure the availability and free pre-school, complete General secondary, vocational, higher education in state and municipal educational institutions; development of pre-school, complete General secondary, out-of-school, vocational, higher and postgraduate education, different forms of training; provision of state scholarships and benefits for pupils and students [6].

During the study on the regulatory framework of higher education I came to believe that public policy in this area is characterized by continuous development and implementation of measures for reform.

For quality training of young specialists of technical specialties colleges and technical schools desperately needed a system update of educational, industrial material-technical base, but state financial support in this direction is missing. In the budgets of educational institutions of I-II levels of accreditation to fill the articles by economic classification CCW 3210 "Capital transfers to enterprises (institutions, organizations)" is not provided.

On the background of the catastrophic lack of funds to upgrade the material and technical potential of the universities, some colleges and technical schools themselves are trying to correct this situation. There are sporadic cases of implementation of measures to attract Industrialists and entrepreneurs into the process of formation of the material-technical base of educational institutions, and it is the exception rather than the rule and become solely at the initiative of administration of educational institutions.

It becomes clear that it is impossible to conduct quality training of specialists, especially in technical areas on outdated equipment, and sometimes even without it , and the question of preparation of the competitive young specialist directly affects to

the formation of the proposals of the labour market. Low quality young professionals and different legal regulations in the field of education do not go in favour of the development of Ukraine's labour market. For example, item 52 of the law "On education" and the Order of employment of graduates of higher educational institutions, which were implemented by the government, approved by the decree KM from 22.08.96 No. 992, in its content contrary to the Constitution, Art. 26 the Law of Ukraine "On higher education" No. 1556-VII from 01.07.2014, and the ILO Convention On the abolition of forced labour (No. 105. According to Art. 26 of the law "On higher education" No. 1556-VII from 01.07.2014, the main task of higher education institutions is:

1) implementation at a high level of educational activity, which ensures that the persons of the highest education appropriate degrees in their chosen professions;

2) participation in the provision of social and economic development of the state through the formation of human capital;

3) the formation of personality through Patriotic, legal, environmental education, approval of the participants of the educational process of moral values, social activism, citizenship and responsibility, a healthy lifestyle, the ability to think freely and to organize themselves in modern conditions;

4) providing an organic combination in the educational process of educational, scientific and innovative activity;

5) create the necessary conditions for the implementation by the participants of the educational process of their abilities and talents.

6) the preservation and enhancement of moral, cultural, and scientific values and achievements of the company;

7) dissemination of knowledge among the population, increasing the educational and cultural level of citizens;

8) international relations and international activities in the field of education, science, sports, art and culture;

9) study of the demand for certain professions in the labour market.

This law does not involve employment for graduates with the help of higher educational institution.

According to Art. 32 PM 3 Of the law of Ukraine "On higher education" No. 1556-VII from 01.07.2014, the responsibility of the institution is only:

1) to take measures, including through the introduction of the latest appropriate technologies, regarding the prevention and detection of academic plagiarism in scientific papers, educational, teachers and other employees and applicants for higher education and bringing them to disciplinary responsibility;

2) to have an internal quality assurance system of education and the quality of higher education;

3) to create the necessary conditions for higher education for persons with special educational needs;

4) to publish on the official website, at information stands and any other way the information about the realization of their rights and obligations.

That's why currently; there is an urgent need to implement a flexible system of practical training and employment at the state level, able to respond to the needs of

the labour market, where the quality of professional practical training should be in the first place.

Instead, in order to develop measures to attract residues of the state of technological parks and industrial enterprises to ensure the quality of practical training, the government and the Ministry of education and science of Ukraine introduces measures, ostensibly for the effective employment of graduates who studied under the state order, according to the received training to ensure implementation of their right to work. In connection with the disposal of the KM "ON increasing the level of employment of graduates of higher educational institutions" dated 27.08.2010 No. 1726 in every institution of higher education created the structural unit for the promotion of employment of graduates (centers, departments, sectors, services), which has accumulated a considerable database of potential employers (enterprises, institutions, organizations) and graduates of higher educational institutions, but from the status of "potential" to the status of a "real" employers it almost never came. The workers of these units are trying to cooperate with the state employment service, as well as enterprises, institutions and organizations of different ownership forms, which are potential employers for graduates of higher educational institutions. These steps indicate the removal of the state from the process of practical training of students and employment of graduates with securing their first jobs, because the schools have no influence on the personnel policy of enterprises, institutions and organizations.

On April 17, 2002 by the decree of the President of Ukraine approved the national doctrine of education development, which defines a system of conceptual ideas and views on the strategy and main directions of education development in the first quarter of the XXI century. The goal of the state policy on the development of education, as noted in this document, is to create conditions for personal development and creative self-realization of every citizen of Ukraine, raising a generation of people who are able to work effectively and to learn throughout life, to protect and enhance the values of national culture and civil society, to develop and strengthen a sovereign, independent, democratic, social and legal state as an integral part of European and world community.

This implementation of the state policy on development of education is possible only with sufficient funding and legal regulation of the functioning of the educational system.

The law of Ukraine "On higher education" from 01.07.2014 No. 1556-VII is one of the basic components of the legislation of Ukraine in the sphere of education, sets out the main legal, institutional and financial framework for the functioning of the higher education system, creates the conditions for increased cooperation between governmental agencies and businesses with higher education institutions on the principles of autonomy of higher education institutions, the combination of education with science and industry with the aim of preparing competitive human capital for high-tech and innovative development of the country, self-identity, meet the needs of society, the labor market and the state in qualified specialists. The adoption of this Law in the new edition, just testifies to the constant changes in the direction of further development of higher education in Ukraine. In fact, this Law

will regulate the establishment of the basic legal, institutional and financial foundations for the functioning of the system of higher education, to encourage teachers to create conditions for strengthening cooperation between governmental agencies and businesses with higher education institutions on the principles of autonomy of higher education institutions the combination of education with science and industry for the purpose of preparation of competitive human capital for high-tech and innovative development of the country, self-identity, meet the needs of society, the labor market and the state in qualified specialists. Before this law it is necessary to develop scientific-practical commentary in which there is a sense in detail to clarify the content of the most important theoretical concepts related to the academic and educational process, it is necessary to disclose the features of the application of the provisions of the law in almost all spheres of the organization and activities of higher education institutions, regardless of ownership.

In the current Law of Ukraine "On higher education" from 01.07.2014 No. 1556-VII has no articles that would define the principles of formation and content of practical training, stipulates the methods and the place of practice, to determine the social guarantees for the students and provided an opportunity for educational institutions to freely cooperate with enterprises as potential bases of practice. Only article 51 of this law specifies that there is such a form of education, as a practical training of students of higher educational institutions where training is carried out by passing them practice at enterprises, institutions and organizations in accordance with the higher education institutions treaties or its structural subdivisions, provide practical training.

At the same time, heads of enterprises, institutions and organizations are obliged to ensure the creation of adequate conditions for the completion of practice, compliance with the rules and norms of labor protection, safety and industrial hygiene in accordance with the law. But this article and in general, this Law cannot oblige the management of enterprises, institutions and organizations to enter into a contract for practical training of students of higher educational institutions. One of the documents that somehow tried to regulate practical training in vocational schools and colleges, goals Ministry of education of Ukraine № 93 from 08.04.93, on approval of the Regulations On conducting practical training of students of higher educational institutions of Ukraine [7].

In connection with these Provisions is determined that the practice of students is an integral part of the process of training of specialists in higher educational institutions and is on properly equipped bases, educational institutions, as well as modern enterprises and organizations of various sectors of the economy, education, health, culture, trade, and public administration. This provision will only be considered general issues of organizing, conducting and summarizing all practices of students of different specialties of training in higher educational institutions: colleges (schools), colleges, institutes, conservatories, academies, universities and others. But there are no such forms and standards so necessary for teachers that would regulate the relations between educational institutions and enterprises - practice databases, educational institutions and employers, educational institutions and Public employment services. Not talking about financial compensation to enterprises,

organizations and institutions that are directly involved in the training of specialists due to its industrial, technological and administrative capacity.

In my opinion, it is a normative balance of regulatory acts in the sphere of higher education reflects the interests of the state, society and labor market. Effective implementation of the practical training can take place only under condition of the formation of social service and government guarantees to support young people during practical training, it means payment for their work, and so on. Where the organization of practical training must occur at least and outdated but still existing material-technical base of educational institutions and industrial complexes, are part of them, where there is a sense in the manufacture of certain products or services.

Orders MES governing the organization of the production of educational institutions exist but do not work.

During the years of independence of Ukraine educational institutions have largely lost production and training thanks to the March 4, 1992 the Supreme Council of Ukraine of the Law No. 2163-XII "On privatization of state property", which was supposed to regulate the legal, economic and organizational basis for the privatization of state property with the goal of creating a diversified, socially oriented market economy of Ukraine [8], but with the adoption of this law in parallel with the privatization of state-owned industrial sector occurred and privatization of production and training capacity of higher education institutions. Educational institutions remained without production and technological bases and tools for practical and industrial training of students.

Therefore, the quality of training has fallen by more than 50%. Higher education institutions are forced to search a database of practices of students and the employment of their graduates to enter into contracts and agreements on cooperation with industrial enterprises, which often existed only on paper, but the practical training was conducted formally.

Agreement on cooperation of the University with companies in the field of students ' practical training must contain certain safeguards as to educational institution and employer. On the one hand, the educational institution must be sure that his graduate who received a complete course of practical training in the conditions of a certain enterprise, entirely satisfied with the employer and is sure to be hired for their qualifications. And the company, in turn, has the opportunity to plan their staffing work and can fully rely on support from the institution in terms of preparation and training for their employees.

The question is simplified transition from students to their work, and motivating young people to learn specialties unpopular technical direction. Today in the country there is an imbalance between supply and demand for Junior specialists of technical direction, 40 % of graduates are employed not as a specialist. If we talk about "leaders" who are registered in employment centres they are graduates of colleges and technical schools.

I think the problem is that the Public employment service operates separately from educational institutions and employment oriented adult population and young specialists - graduates of higher educational institutions, according to the Law of

Ukraine "On Higher education" No. 1556-VII from 01.07.2014, (Art. 13., h 1., p. 11). The Central body of Executive power in the sphere of education and science should only stimulate employment. That is about the system of state influence on the formation of the labor market again is not going.

January 1, 2013 came into force the new Law of Ukraine "On employment" adopted by the Verkhovna Rada of Ukraine 05.07.2012 [9], the aim of which is the determination of the legal, economic and organizational basis of the implementation of the state policy in the sphere of employment, the guarantee of the state regarding the protection of the rights of citizens to work and the realization of their rights to social protection against unemployment. But the cooperation of the State employment service with academic institutions in terms of employment students are not resolved. Article 29 this Law only due to the fact that students of higher and students of vocational educational institutions that received the profession (qualified) for the educational-qualification level "skilled worker", "Junior specialist", "bachelor", "specialist" and continue to learn at the next level of educational qualification are eligible to undergo training in the profession (specialty), which is acquired education, enterprises, institutions and organizations irrespective of form of ownership, type of activity and economic conditions of contract for the internship, in their spare time.

The relationship between the Public employment service and educational institutions should be based on the full balance in every activity, namely: higher education institutions only perform an educational function, and not spend time on searching databases for practice or place of employment of graduates, because the institution of any form of ownership has no influence on the personnel policy of enterprises, and the Public employment service has the ability to contribute personnel upgrading of enterprises, institutions, organizations.

Upon admission to the University, the student must receive not only practical base, but first job after graduation. In this regard, it is appropriate drafting of bilateral agreements between higher education institutions and employment service, where the Public employment service assumes responsibility for the employment of young professionals, graduates of higher educational institutions, and educational institution committed to provide quality training specialist, which could satisfy the employer. In the legal plane, such relationships are not provided.

Analyzing legal documents and state practical training colleges and colleges of young specialists of technical specialties, I think it makes sense to pay attention to the following:

- base practices are insufficient, which creates unfavorable conditions for the development of high-quality practical training of young professionals and provides obstacles to the formation of their practical knowledge, abilities and skills;
- logistical support to higher education institutions does not correspond to the modern level of technological production enterprises. Equipment and visual AIDS physically and structurally obsolete. Methods and technical means of education do not meet the requirements regarding compliance with the higher education institutions of qualifications prepared by them specialists;
- a number of regulations on the organization of practical training of students and employment of graduates do not protect the rights of young people and do not

have a perfect legal mechanism for the full implementation of educational programs. Therefore, graduates of higher educational institutions have to provide yourself with the places for practice, and after graduation jobs;

- normative documents in the field of education generally have the character of adaptation to difficult economic conditions and require significant expenditures of the State budget for education.

3. Methods and factors of practical training of Junior specialists of technical specialties in terms of educational-scientific-production complex.

Sector of economy of Ukraine, which provides vital spheres of state and social development of society, characterized by its specific working conditions and the availability of various forms of ownership, where the prospects of their development depend from the level of technological, technical and economic training. Depending on the main didactic purpose of professional education, the educational process in colleges and technical schools can be divided into theoretical and practical training.

The dominant goal of theoretical training is the theoretical development of the profession, i.e. the absorption system of professional knowledge about engineering, technology, economics, planning, organization and management of production, and practical - the formation of professional skills, i.e. the practical implementation of professional activity. The process of theoretical training at its core is built according to the logic of knowledge, and practical - to the logic of the formation of skills.

However, it should be noted that the theoretical training provides not only knowledge, but also skills. Conversely, practical training is not limited to the formation of skills. It has its slender and distinct theory.

Analysis of recent studies of the regularities and peculiarities of practical learning in the educational-scientific-production complex testifies about the effectiveness of practical training on the principle of nascent in individual educational-qualification levels: Junior specialist, bachelor, but with the adoption of the new Law of Ukraine "On higher education" this question takes on a new and deeper significance, because Junior specialist after adaptation and the transition period will not prepear, and the training of Junior bachelor should be on a higher professional level in accordance with the requirements of the Bologna process. The main objective of practical training is expanding, deepening and detail of knowledge obtained by the students during the lectures and in the process of independent work, improving learning, skills and abilities, the development of practical thinking and speaking of students. Themes and plans for the practical sessions with the list of recommended literature in advance communicated to students. The list of topics and content of practical training are determined by the working curriculum discipline. Practical training is carried out, usually with an academic group of separate academic disciplines, based on the characteristics of their study and the requirements of safety. It is possible to divide academic division of the group into subgroups.

The quality of preparation of students for employment and their participation in the solution of practical tasks evaluated by the teacher and will take into consideration when awarding the final grade for this academic discipline.

Strictly speaking, all that is not a lecture, can be attributed to the practical training.

The main function of practical training is the organization of educational testing material for the formation of students' skills on the application of knowledge, independently acquired and in-depth.

The main advantage of practical training over other types of educational work is that it integrates the theoretical and methodological knowledge and practical skills of students into single process of activities and has the teaching and research character. Contact the theory and experience that is carried out in laboratory or in educational production, activates the cognitive activity of students, gives a specific character of what was studied in the lectures and in the process of independent work on theoretical material, facilitates detailed and solid acquisition of the study information. Work in laboratories and in production requires the student's creativity, independence in decision making, in-depth knowledge and understanding of the learning material.

Practical classes are engaging the work of the students on the subject that is being studied. Through practical exercises, students learn better program material, because in the process of doing practical work many calculations and formulas that seemed distracted, become quite specific: when this revealed many details about which students had not had any idea, and yet they contribute to the understanding of complex issues of science. In short, the contact of the theory and experience, what happens in the laboratory and on the production, contributes not only to learning, but also promotes a certain way of thinking, giving him an active character. None of the forms except the course and diploma projects does not require from the student such initiative as the work in the laboratories and on the production.

Considering the existing theoretical principles of the educational process of higher educational institutions, the workshop should be closely related to lectures and seminars, which is a creative illustration of the basic training of the young specialist. Occurs not solved the problem of fundamental importance: ensuring the unity of all workshops and individual practical work at the educational level, methodology, equipment and devices, research nature. To solve this problem it is necessary to create a unified laboratories that would work in terms of educational-scientific-production complexes.

This will give a real opportunity to concentrate production capacity and equipment that meets modern requirements of production, introduction of new methods and techniques of practical training, designed for the students to techniques of technological production. Thus, the main direction of improving practical work in the training of Junior bachelor is determined by the necessity of creating a student to receive systematic training, which will ensure the formation of specialists in certain practical production experience.

Modern high school practice as well as all other kinds of academic work, there should be more to acquire the training and applied activities. This means that in addition to the practical working of the studied material, practical exercises develop and creativity of the students, stimulate their cognitive activity, form a sustainable professional interests. Orientation of students' practical training in the specified direction is closely connected with the modeling of real productive activity of future

specialists, with the implementation of the methodical construction of practical training principles of problem-based learning. In the conditions are created for playback during class complex operational situations that modern highly qualified specialist must be effectively addressed in the limited time. Practical training in various academic disciplines, different technical specialties have a different purpose and a different character. Features of their performances in respect of a particular academic discipline, can be taken into account when designing teaching methods for relevant disciplines, methods for practical classes.

The great value has the correct organization of practical training in the conditions of educational-scientific-industrial complexes, and success often depends on how to build in the complex system of organization and management of its activities, educational traditions, which are usually present in practical lessons. An important detail how deeply are entrenched the relationships between participants, founders of the complex and what is their interest in each other.

The scope of mutual understanding between members of the complex organizational needs to act on the students and to make them willing to work creatively. The participants of the complex should act on the principle of healthy stimulus that is supported by the desire to instill the necessary skills and knowledge that will undoubtedly help students to master their chosen profession and to show the best level of solving production problems.

Because of practice involved the staff of enterprises and organizations, members of the complex, he must not only knows the techniques, but also to have some pedagogical training. Each internship supervisor from the enterprise must understand when and how to help the student, and in some cases "help" can be harmful. The internship supervisor from the enterprise can give the student one job on solving production problems, while its main goal is self-development by the student of the algorithm for solving production situation. In this case, it will not help but an obvious harm to the student. The right attitude of the internship supervisor from the enterprise to the educational work of educational institutions to facilitate comprehensive mastery of student interns relevant skills in mastering a specific profession and acquisition of manufacturing experience.

The planning and organization of practical work in teaching and industrial complex are of particular importance and should be consistent with the educational process of educational institutions and production activities of the enterprises included in the complex. Successful planning is possible when a company or institution as a separate unit, will nominate their own needs students-trainees, which has the potential to bring to positions during the internship, providing the assimilation of the theoretical foundations of occupations for which students are trained. In the joint efforts of members of the complex and with the right approach to the use of production facilities and personnel potential, you can achieve a positive effect, since the concentration of existing cooperation in the complex will allow more complete use of the appropriate production and technological capacity in the educational process.

The presence of such forms of cooperation of educational institutions with enterprises, institutions will enhance the scientific level of practical work to prepare

the younger bachelors, and also allows you to use existing equipment in practical training purposes.

To obtain the desired pedagogical result in the training of young professional educational-scientific-industrial complex is need for constantly development. Developing the material base of educational institutions, as members of the complex, you can go in three directions: to buy the equipment manufactured by the industry, to develop and manufacture a separate installation on their own or to receive from existing enterprises, members of the complex, in the form of sponsorship. Thus the second direction not only solves the problem of replenishment training material-technical base, but there is a good object for experimental production and scientific-research work of students. Taking part in the development of laboratory equipment, possibly in the form of real dissertations, students develop technical thinking, become innovative and inventive skills. With the increased responsibility students are performing design works, because by design of documentation they produce parts and bring the installation or device to a working state. Thus, students participate in the full cycle of creation of the equipment (from the idea to its completion and installation in the workplace) in laboratory or workshop.

Continuous improvement of teaching and practical work in educational-scientific-production complex will help building relationships relations between educational institutions and enterprises, and the introduction of new practical ideas is the path to modernization of obsolete laboratory equipment for educational institutions.

Therefore, the success of students in practice is of great importance both for the educational-scientific-industrial complex, and for the labour market. The process of practical training associated with the use of certain methods and techniques through which students acquire new knowledge, develop mentally, they are formed is necessary for cognitive activity personal qualities. To identify a combination of these methods use the concept of "method" (gr. methods - the way of knowledge, the path of motion to the truth). At the same time it is a set of instructions, requirements, principles governing the process of solving a particular problem.

In the field of didactics a teaching method plays a very important role that combines the style of the one who teaches, and the way the academic activity of a student.

Method of practical training is a system of serial methods that are related activities of the teacher and the student, aimed at the achievement of educational ornamental tasks.

In practice, actual training is presented as a way of the teacher, through which the student-trainee learns the knowledge, skills, develops their cognitive abilities. The process of practical training is aimed at ensuring the relationship of cognitive and practical activities of students, so he has academic and practical value. Structural element of the process of practical training is a training method - specific action of the teacher or student.

The methods of practical training include: explanation, story, conversation, demonstration, illustration, self-observation exercises, independent work tasks, laboratory method, practical method.

Most common and more powerful method for our study, which is used by college teachers is a practical method. This method aims to familiarize students with what they need to do, what materials and tools to use, how to plan their action. Moreover, this method is also the way the student's performance during the execution of the practical work. Without this method the student cannot comprehend future work, to plan, to imagine and to adjust their practical actions. Demonstration, practical training have the distinctive feature here is the display of items of interest in the aspect of practical actions needed to obtain the product of labor. In turn, self-observation as a method of learning involves the formation of the students' abilities to plan production processes and operations, use of materials, tools, machines, and so on, This method also aims to develop the ability to analyze, compare, summarize what is observed. For example, the implementation of any technological operation maintenance vehicles (diagnosis, daily maintenance, maintenance (1 or 2, seasonal maintenance, repair) the student begins with the fact that the student should see how skilled worker (foreman, instructor and other) service or repair the car, goes to work, what methods it uses in the process. And only after observation (organized, with analysis and conclusions) he can perform the first attempt.

Demonstration of how to perform the methods, operations and processes is used by the teacher (master instructor) to develop students' skills to distribute muscular and mental tension during the execution of the individual operations in the process of practical activity. Students acquire skills to perform routine maintenance and repair of motor vehicles, units, etc.

Exploring practical teaching methods, note that for students, trainees sustainable skills professional work in teaching and the production process of the college used this exercise as a conscious repeated execution of similar actions with the aim of mastering the skills of their improvement. In the practical training of students of technical specialties exercises are a source of knowledge, a means of mastering skills; organization and management of educational-cognitive activity of students, one of the forms of methods of practical training; by way of incentive, motivation, effective mastering the student's future profession; means of communication theory with practice, supervision of the training of those who learn.

By the nature of the skills, which you must purchase the student in the process of performing exercises distinguish between oral, written, graphic and technical exercises. The organization of the exercises must be divided into stages: the first stage - the teacher or the master of production training, based on perceived and comprehended by the students with the knowledge, explains their purpose, tasks of practical activity; the second stage - show the teacher how to perform a particular exercise; the third stage previewing the students of action on application of knowledge or mastery of professional skills; the fourth stage is the next almost-training activities; the fifth stage of the assessment: findings, generalizations, evaluation of work performed. The use of such a sequence of practical teaching

method indicates the effectiveness of the exercise which is determined precisely by following the sequence of these stages of exercise [10].

Laboratory method of practical training refers to the methods of practical training as laboratory method just starts for the students to practical skills of working with laboratory equipment, computer equipment, measuring equipment, methods of experimental work in a particular subject area. Laboratory method has been widely implemented in laboratory classes in colleges and technical schools.

Method performs production tasks and practical method is very similar for the organization, but still have some differences. First is used on the basis of the manufacturing company included in the educational-scientific-production complex, second - while working directly in the laboratories of the college. Independent execution of production tasks is used to form a rational organization of labour productivity growth.

Method performs production tasks that involves several stages: planning of the student; workplace preparation; selection of equipment, tools, materials; selection of rational techniques of practical actions, operations, labour process in general; practical tasks; control and evaluation of results.

Practical method, unlike other methods of learning, has direct access to the industrial process of production with the aim of creating a real product. Methods of practical training have many forms during the training of students of technical specialties. They are distinguished by two characteristics: academic disciplines; the nature and performance of students. Practical method involves the participation of students in the completion of planned tasks in enterprises and organizations in the educational-scientific-production complex. This contributes to the formation of organizational, industrial, economic, and professional skills of future Junior specialists (in the future the younger bachelors) technical direction. Methods of practical training, which characterize the internal side of the master students 'professional knowledge, skills, specified forms of organization of practical training. The unity of the methods and forms of education, moreover, is seen as a pattern of learning [11].

In my study, the forms of practical training I understand the outward expression of the agreed activity of the teacher (masters of industrial training) and the student performed in the prescribed manner and within a specified time dimension. Therefore, the forms of practical training characterize the external aspect of the learning interaction: the number of students, location and duration of practical training, the characteristics of communication between teacher and student, etc., The number of students can recognize individual and group forms of practical training. The nature of the interaction - front and sectional or individually-cyclic forms of educational and practical work.

An individual form of practical training is used during while training students the car diagnostics or diagnostic equipment. This creates the best conditions for individual learning, take into account the individual characteristics of each student, keeping trainees safety regulations, and so on, But on an individual study spent a considerable amount of study time, it is impossible to use simultaneously many masters of industrial training. In addition, the organization of practical training

requires a sufficiently large number of training devices or stands and teaching hours for training students of the same exercises or activities.

The front shape of the operations, characterized by the fact that students do similar exercises or operations, using the same instruments or devices. For such an organization of practical training is carried out collective safety, favorable conditions are created for monitoring and evaluation of educational achievements, there is mutual support and internal control between students. Note that this form of practical training is effective during the training, students work with the service units of cars during the current or repair of the vehicle, when the practical training takes place on the basis of the enterprises included in the educational-scientific-production complex [12].

Along with the positive sides of the frontal forms of practical training should specify its disadvantages. It is, first and foremost, need a large number of identical jobs, low utilization of funds training (jobs), a permanent replacement before each new subject and so on Brigadier-driven form of the practical work of students is realized only in the production environment of the enterprises included in the educational-scientific-industrial complex and is the most effective operationally-integrated learning system. On the organization of the academic group of students is divided into five to seven teams. Each of them performs training and production tasks, sequentially moving for specialised areas.

Training and production jobs for students are selected so that they were similar in complexity, such technology had finished character. For example, for future young specialists in the maintenance and repair of vehicles and engines are available to perform the following work: repair units by technological equipment; machining parts on machine tools; welding, building and welding parts; assembly and testing of engines; maintenance and repair units of cars, etc. During the application of group learning expedient is the use of Brigadier-Cycling forms of practical application that enables better and more efficient use of training time and money. Lets consider the organizational aspects of the main practices in higher educational institutions - educational, industrial, technological and undergraduate. In the educational practices of students include: practical training of students from blue-collar workers; educational practice in a particular academic discipline; integrated teaching practice.

Teaching practice in the discipline is carried out in the laboratories of educational institutions, training and production workshops, sometimes in enterprises. This practice provides for the students to system skills for specific academic discipline. For this academic group was divided into two subgroups. The leader of such practice is a teacher who conducted theoretical studies.

In most cases, teaching practice in the discipline is organized after students have learned the necessary theoretical material. Sometimes, depending on the material-technical base of educational institutions, the characteristics of the discipline and number of students, this practice is carried out alternately with theoretical studies during the semester or even the school year.

Production and technological practices are usually held on the production. It is different from the subject of educational practices that practical work that is

completed by students, involving the use of knowledge from multiple disciplines. In the process of performing complex tasks students will acquire basic professional skills, develop the ability to apply systematic knowledge in practice. After the expiration of practice (as in the discipline, and comprehensive) students report on the implementation of the program and individual tasks. The Commission, appointed by directorial educational institution, accepts credit students.

In terms of educational-scientific-production complex of industrial, technological and externship is organized on existing industries for members of the complex, where in the future it is planned to employment of graduates. The quality of the practice depends of the educational-methodical guideline of the part of teachers and representatives of the company (supervisors from the company). To guide the practice of the students are invited the experienced teachers who were directly involved in the educational process.

To guide the practice of students in the conditions of the enterprise, the base practices of the order of the head of the company shall appoint by a qualified professional whose actions are regulated in the job description. The head of the practice enterprise provides students with the necessary equipment, tools, materials, creates the appropriate conditions for their work and life. It is a detailed review of the implementation of student internship programs, signs and assesses their written reports.

The organization of practical training of students in terms of educational-scientific-production complex is characterized by the types of practical training: concentrated, dispersed.

A concentrated form of practical training suggests that training group go to practice for a few weeks and from theoretical studies in the school at this time is released. This allows for a relatively long time to focus on academic and industrial problems, to see the result of his work, to obtain the finished product. When there are parallel groups you can organize training and production process in training and production workshop during the school year.

The drawback of this kind of practice is that the first parallel group begins practice by the beginning of the study the theoretical material. In this case, the teacher or the master of industrial training is necessary due to time practice (practical works) describes the theoretical material that needs to perform specific tasks.

Dispersed type of training is characterized by the fact that theoretical training is alternated with practical in sequence. For example, after studying of theoretical material topics "engine cooling System", the group is practically teachings the subject and only then begin to study the following material. This sequence is from the newly acquired knowledge to use them to acquire relevant skills promotes the rational use of time practical training, reduces the time for repeated stories (reminder) of the theoretical material.

General view of the organization of practical training is mainly used for laboratory and practical training, study tours (e.g., familiarization with the process of diagnosis of the vehicle at the service station). Disadvantages: the need for a significant number of jobs, and hence the space for their accommodation; refurbishment (recomplectation) of jobs for objects that are studied, to perform work

following topics; the inability to link the process of practical training with the useful productive work, with the implementation of complex of works completed. The analysis of surveys of students and teachers during the operation of higher education institutions in terms of educational-scientific-industrial complex and the analysis of scientific-pedagogical sources has allowed us to recognize the practical training of students as purposeful and organized process of mastering the future of professional knowledge, skills and abilities of appropriate level and profile. The essence, characteristics of practical training of students of technical specialties causes psychological and pedagogical structure of this process. Structure of practical training presupposes the existence of subject and object, due to the content of the educational goals and objectives, and takes into account the regularities, principles and contradictions of this process, methods, forms, types and means of practical training, which are interconnected in the system and ensure the desired result. Training and material base of educational institutions and enterprises is a set of material resources and conditions necessary for the effective organization of practical training, education and professional orientation of future specialists. From the pedagogical point of view in practice widely used the method of problem-based learning, based on the design of practical training tasks that stimulate the cognitive process and improves the overall activity of students, the problem training shapes their cognitive activity, promotes the development of psychology of overcoming cognitive difficulties, development of creative abilities.

Practical training is carried out under the influence of various factors and conditions. I conducted the analysis of the state of practical training of students in colleges and technical schools of Ukraine that shows there is no terminological consensus on categories of "factor" and "pedagogical condition" where "condition" is a situation from which something depends.

I define pedagogical condition as a factor that contributes to the development or inhibition phenomenon, process, which in our case is the process of practical training. The condition can be subjective, if characterizes the cognitive activity of students and considers only the subjective features. Can be objective, regardless of the subjects of pedagogical interaction is actually working. Importantly, pedagogical condition in the educational-practical process should be implemented. Pedagogical factor, as is proved by P. Luzan, turns out opportunities into reality just in sales of certain pedagogical conditions [13].

In the organization of the educational production process in terms of training scientific-industrial complexes an important role play teachers and staff of the colleges and technical schools. Their activities are directly connected with the planning of practice, the choice of forms, methods and means of teaching students. At the same time, the student himself is involved in the organization of educational-cognitive activity. Cognitive autonomy, self-organization and self-discipline are the main components of the system of psychological and pedagogical conditions for the effective acquisition of knowledge.

Modern stage of development of economy of Ukraine is characterized by dynamic changes in the production, the restructuring of production and economic relations, imbalance of company's personnel policy with the needs of the state. This is

quite a strong sense of teachers of the colleges and technical schools at a time when there is a need in the planning and organization of practice in terms of existing enterprises - participants of the educational-scientific-production complexes. Note that the problem of the organization of practical training of young specialists on the basis of existing production is extremely urgent and requires a systemic approach and immediate at the highest level of management education.

In conversations with representatives of the colleges and technical schools, educational-scientific-production complexes, I found that enterprises do not pay sufficient attention to the quality of practical training of students for the following reasons:

- unsatisfactory state of the material-technical base;
- the closure of production at the enterprises, which have traditionally been defined as the base;
- reduction of the amount of productive output and reduce the number of employees of enterprises;
- lack of early production adaptation of graduates of colleges and technical schools.

You can say that the effectiveness of practical training of the students are most significantly affected by the organization of the educational production process and technology training in the conditions of educational-scientific-production complex. It is pertinent to note that the modern understanding of "educational technology" reflects search of ways to improve teaching outcomes through analysis, selection, design and control components of the learning-practical process. On the grounds, in the general sense, is a system method of creation, application and definitions the overall learning process, learning by students with regard to technical resources. In other words, it is a practical teaching system.

By means of educational technologies can be structured elements, which are independent determinants of the effectiveness of practical training of students. The main element of any educational system is the identity of the student with his values and needs, abilities, attitudes, interests, and ideals. In the person of the student significant role belongs to value orientations as an important psychological element. Each student has a different set of life values and its activity is built in accordance with them.

For existing philosophical definitions under value orientations understand important elements of the internal structure of personality. Scientists say that the basis of value attitude to the surrounding world, the basis of the system of values of a person are their needs and interests [14, s. 351]. The values of the individual subjects of human passions, desires, things that don't leave you indifferent person, able to force her to do certain actions. Values are for the individual, the purpose of life and the principal means of achieving them, and therefore become the most important regulatory functions of human social behavior [14, s. 352].

For my research practical training of students of this provision is especially important. Training of specialists for the needs of modern enterprises should play a fundamentally new role of the student in the learning process. Accents to identify the level of knowledge acquired, skills are moved to the motivational sphere of a person's

life. Each student should clearly understand the need to retain the proposed training material for his future professional activities. Teacher-scholar Century Surkov talked about the fact that there is only one way to implement a personal approach in teaching is to make learning the sphere of self-identity [15, s. 51].

So, considering the value orientation of students as a motivational component training and practice, I note that in close association with the expressed factor is the operating component of the readiness of the student for independent activities. On the development of educational practice of the student significantly influenced the possession of a system of skills. In addition, the possession of these skills defines cognitive abilities.

Conclusions.

The analysis of the current state of the process of practical training control of Junior specialists of technical specialties in terms of educational-scientific-production complexes shows that does not have effective forms and methods of organizing practices in terms of existing enterprises, although the educational-scientific-production complexes was created to coordinate the joint activities of educational institutions, enterprises, organizations and institutions on the implementation of educational legislation and implementation of manual training in end-to-end curriculum and programs, effective use of scientific-pedagogical personnel, laboratory, and industrial base, social infrastructure, joint research work, testing and use the results of scientific research, research training. The formation of professional competence of students is one of the main goals of the academic and practical training, quality training, and we must create the necessary conditions for it. One of the most important components of high quality training that meets the requirements of the present day is undoubtedly practical training because it promotes deeper learning the speciality chosen by the student and a more rapid adaptation to market conditions on the production. The system of organizational and methodical support of practical training of students in colleges and technical schools that are in the structure of the educational-scientific-production complexes, requires substantial reorganization, revitalization and increase the effectiveness of students' practical training through innovation, which should be implemented. Practical training of students should be special pedagogical technologies that will ensure the achievement of objectives.

Literature:

1. Professional education. Dictionary: study guide / compiled by C. C. Goncharenko [and others]; edited by N. He Was Niccolo. - K. : High school, 2000. - 380 s.
2. Higher education in Ukraine. Regulation: Normative collection / under the General editorship of M. F. Stepan, L. M. Gorbunova. - K.: Forum, 2007. - T. 1. - 798 s.
3. The development of education in Ukraine (1992-1993): Report of the 44th session of the International conference On education (October 1994). - K.: Ministry of education of Ukraine, 1994. - 118 s.

4. The main principles of development of higher education of Ukraine in the context of the Bologna process. Documents and materials. May - December 2004 // Landscaped: M. F. Stepko, Ya Ya Boliubash, C. D. Shynkaruk and others - Ternopil: Publisher TSMU behalf Century Hnatiuk, 2005. - Part 2. - 188 s.

5. The law of Ukraine "On higher education" 01.07.2014, No. 1556-VII, Official Bulletin of Ukraine 2014, №. 63 from 15.08.2014, s. 1728.

6. The Constitution Of Ukraine. Information of the Verkhovna Rada of Ukraine (the VVR), 1996 №. 30, s. 141.

7. The state national program "Education" (Ukraine of the XXI century) // Education. - 1993. - № 44-46. - 62 s.

8. The regulation "On the practical training of students of higher educational establishments of education and science of Ukraine order № 93 from 08.03.93 year.

9. The law of Ukraine "On privatization of state property" 04.03.1992 year №. 2163-XII. Bulletin of the Supreme Rada (VVR), 1992, №. 24, s. 348.

10. The law of Ukraine "On employment of the population" dated 05.07.2012, №. 5067-VI. Information of the Verkhovna Rada (CDF), 2013, №. 24, s. 243.

11. Manko C. M., Zabolotna A. A. formation of the system of training of mechanical engineers of agricultural production in Ukraine // Scientific Herald of the NAU. - K., 2002. Edition 50. - s. 343-348.

12. Luzan P., Methods and forms of teaching in higher agricultural school. - K.: Agricultural education, 2003. - 224 s.

13. Luzan, P. Enhancing student learning / edited by A. I. Demin. - K.: Editorial and publishing Department of the Scientific-methodical center of Agricultural education, 1999. - 216 s.

14. Sociology: the Science of society. The textbook / Under the editorship of Professor B. N. Andry Shuchenko, Professor N. And. Gorlach. - Kharkiv: The Foundation, 1996. - 688 s.

15. Serikov Century Education and personality. The theory and practice of designing pedagogical systems. - M., 1999.

J11508-002**Chernova E.V, Dokolin A.S.****PROJECT METHOD IN THE PREVENTION OF YOUTH INVOLVEMENT IN CYBER EXTREMISM ACTIVITY***Nosov Magnitogorsk state technical University*

Nowadays information technology are developing with huge strides. Almost every person in our country has the ability to receive, process and store information, access to all social services in the Internet. The Internet brings people together so much that today we can't imagine life without "Instagram", "Vkontakte", "Facebook", "Twitter" and other Internet social services. It is worth noting that the role of the PC is reduced to a minimum. Now, it is enough to have a smartphone, and you can fully consider yourself a member of this huge information space. On the one hand, these social services and the Internet makes our daily life more interesting, helps to find new friends, communicate with people, wherever they were, but on the other hand, all of these services can be used for selfish purposes. Threats in the global network a lot and they are aimed mainly at the active users of social and other services network, i.e. young people. Especially this social group is exposed to the greatest risk, due to this factors, not all young people can distinguish between reliable and unreliable information correctly, from the point of view of information security, using social services, ignorance of specific historical, legal information plays an important role, what use are different groups of people at the youth involvement in any illegal activity. With these threats need to fight both technical and social methods. We need to foster strong, sustainable and competent person who could withstand a variety of information threats. It is mandatory "to carry out explanatory work among adolescents and to involve them in the implementation of various projects and assignments that develop critical thinking" [3].

Due to the nature of the Internet infrastructure, the network is most vulnerable to risks and vulnerabilities in the information security issues and researchers most often associated deviant behavior of users with the Internet. Deviant behavior – "is a behavior which deviates from the conventional, most common and well-established norms in certain communities and period of their development" [1]. Deviant behavior in Information and Communication Technologies (ICT) – "view of deviant behavior of an individual (group of individuals), representing the system behavior (or actions), mediated by ICT (either directed against one), detrimental (moral, physical, economic and other) society, organizations, individuals or the personality" [4]. When this vulnerability is defined as "a disadvantage that people can exploit in order to achieve something, to which he has no access privileges, or that is not intended for legal use of the network or system as a whole" [2]. In other words, Internet users are more vulnerable than in a real environment. Moreover, according to Internet statistics, children and adolescents, entering to the Network are in the risk zone. Today, the researchers say that the greatest threat to children and adolescents carries in distributed of unreliable information in a network, active substitution values, easily accessible community extremist and much more. "As major behavioral problems in ICT environment researchers identify: antisocial behavior, delinquent, addictive and

"superpowers" in ICT" [4]. Stay at one of the most destructive types of deviant behavior in the ICT environment - delinquent, that is criminal. Delinquent (antisocial) behavior in the field of ICT - "deviant behavior conduct constituting violation of any criminal offence committed by or in the field of ICT, which will entail the receipt of benefits and/or deposition of material, psychological, informational harm to the victim" [4]. In our study, one of the most dangerous types of delinquent behavior among young people, we believe cyber-extremism. Recently, the global web community focused on many problems that spread with the speed of virus: cyber-crime, cyber-extremism, cyber-terrorism. The peculiarity of all phenomena with the prefix "cyber" is that they are very difficult to control in a vast information Network and at the same time, they with blazing speed finds its followers and receive active support. Despite numerous attempts at various levels - from the owners of the sites to the governments of the various States to put the distribution of these phenomena in the Internet under control, today it is impossible to talk about unqualified success. There are all sorts of loopholes in the laws or hardware level, and the distribution process continues. Currently, most acutely in Ru-Net is the problem of youth involvement in community extremist orientation. "Cyber-extremism is a frequent phenomenon in social networks, blogs, forums and online communities" [7]. We can say that extremism is one of the types of deviant behavior directed against the existing norms, rules, principles, customs and traditions. Based on this definition, we assume that cyber-extremism is a commitment to extraordinary, strong, exceptional views and measures implemented in cyberspace with the use of information technology. The most vulnerable to the effects of cyber- extremism are such population: pupils and students. This social group is not properly trained to perceive and process the information flow, which is in the Internet. In the end, members of extremist movements and groups had the opportunity to spread their ideology, beliefs on the Internet, where the audience can vary from a few tens to hundreds of thousands of people. Such resources impact on the youth of consciousness compared with the potential of traditional media, but only not state-controlled. It must be noted that in the current situation of the Russian youth is vulnerable to the massive influence of extremist nature. Not always positive role played by informal communication environment, where is active socialization of young people takes place. Increasingly, informal associations promote the penetration into the consciousness of young people, especially teenagers, extremist views, using Internet resources, causing spontaneous extremist actions. This is the work of extremist organizations in the Internet. Using a global network young people get a huge amount of false extremism information. However, the age of the young person has a tendency to extreme forms of reaction to the surrounding reality. "Systemic growth factor almost all kinds of extremism manifestations experts called the specific features of youth" [5]. Age peculiarities, the promotion of violence in the media, the disadvantages of education, the situation in the world affects the growth of youth cyber-extremism.

Based on this, we can conclude that the prevention of cyber-extremism, first of all, should be directed to work with young people, while using all social institutions. The main work should be conducted in schools with pupils and universities with

future teachers. In our opinion, the most effective efforts to combat cyber-extremism will have teachers of computer science. But, it doesn't say that all the work in an educational institution on prevention of cyber-extremism and extremism in general will conduct one teacher. "Universal methods of dealing with this multi-faceted and complex phenomenon of youth extremism, does not exist. Prevention of each type of extremist manifestations requires a special approach. It consists of a set of measures, which only together can give the desired result" [5]. Thus, we can say that the work on prevention of cyber-extremism in the youth environment requires a comprehensive approach, involving work with children and with teachers. It should be noted that the mechanisms of prevention of the phenomena of cyber-extremism should be included in educational work in schools, so what is the easiest way these phenomena are distributed among senior pupils, putting on adolescent perfectionism and psychological characteristics of the developing person. It is mandatory to carry out explanatory work among young people, to involve them in the implementation of various projects and assignments that develop critical thinking, enlightening and further does not allow to involve young people in cyber-extremism activity.

As one of the main means of combating cyber-extremism, we propose to use in the educational process such technology training, as the "project method". The method of projects is one of the main modern active and innovative teaching methods. It is widely implemented in educational practice in Russia thanks to the charity program by Intel® "Teaching to the future". The project quality is the defining feature of modern thinking. Design thinking, design activity is "a process of generalized and indirect knowledge of reality in which man uses technological, technical, economic and other knowledge to execute projects on creation of cultural values" [6]. The project method is particularly effective when used within an academic discipline, which addresses large practical problems, for example, in the framework of the discipline "Information security" (for most majors) or "Information security in education" (pedagogy). It is especially important to understand its significance in the training students of pedagogy and materials development projects in pedagogical activity.

The project is an idea, a thought, or idea described in any way that discloses all their essence and enables the practical implementation of this idea. Naturally, when solving any practical or theoretical problems get the desired result. That is the idea of the direction of the educational process for this result sets in the basis of projects.

Project method involves independent decision students in some theoretical or practical problems due to the combination of learning and cognitive actions and techniques, and the obligatory presentation of the students received results. Project involves joint action of the teacher and the student, thus, allows to move away from the rigid authoritarianism in education, which is present when using traditional forms. This method focuses on the individual work of students, consequently, allows students not only to get some knowledge, but to learn how to acquire knowledge independently, as well as develops the skills to use this knowledge when solving theoretical and practical problems, which is very important when combating involvement in cyber- extremism acts.

During the execution of the projects achieved the following results:

1. Formed and practiced:
 - The skills of collecting, organizing, classifying, and analyzing information.
 - The skills of public speaking (oratory).
 - Ability to present information in an accessible, aesthetic form.
 - The ability to express their thoughts, to prove their ideas.
 - Ability to work in a group, the team.
 - Ability to work independently, to make choices, to decide.
2. Expanding and deepening knowledge in various subject areas.
3. Increasing the level of information culture, which includes working with various equipment (printer, scanner, microphone, and so on).
4. The learner rather thoroughly studied the computer program that creates the project and even more programs to help you better present their work.
5. The student has the opportunity to realize their creative vision.
6. Relationship with the teacher moving to the level of cooperation.
7. Increases self-esteem of those students who for one reason or another, considered himself a failure [8].

All of the above gives the learner the opportunity to become successful, self-developing, self-sufficient individual with knowledge, skills and abilities to combat cyber-extremism and other threats in the ICT environment. It should be noted that an important factor in the development of personality contributes to the selection of the most effective forms of extracurricular activities of students. Forms of extracurricular activities that correspond to the projects and supplement them.

Extracurricular activities are activities, the situation in the team, organized by teachers for the purpose of direct educational impact on students. Also here you can include games, discussions, round table meetings with psychologists and experts in the field of information security.

Extracurricular activities compared with the usual practice, are based on other material held in other forms, and their basis is largely the independence of students.

The purpose of extracurricular activities is to ensure the harmonious all-round development of students, combining spiritual and moral purity.

Extracurricular activities combine not only the task to create a whole person, but also to develop in students the following traits:

- mutual help;
- friendship;
- ability to work in team;
- the ability to listen to the opponent;
- the ability to defend their point of view.

This form of training helps to enrich young people with new interesting facts and concepts that reflect various aspects of human life and society, enhance their interest in learning science.

To develop the students' interest to some issue pretty difficult task, but with the help of extracurricular activities, it becomes much easier due to the attraction of means of diversion, round tables, competitions, meetings with experts in the field of information security. Function extracurricular activities is determined by its purpose and objectives, you can select three options:

- education;
- educational;
- developing.

In the framework of extra-curricular classes on prevention of cyber-extremism, the training function has an auxiliary role is to develop student's specific behavior skills, communication in the ICT environment.

The educational function is implemented through the development of personal qualities of the student, which directly affect human behavior in the network, as well as its relationship to the opinions of other users. Formed tolerant component.

Developing function is reflected in the development of individual abilities and interests of students, involvement in activities against a variety of information threats, including cyber-extremism.

Highlights some features of the organization extracurricular activities that distinguish them from ordinary activities:

1. Voluntary organization and participation. Students, depending on the interests and inclinations independently participate in mass and individual work outside normal working hours.

2. The diversity of forms and methods. It is very difficult to enumerate all the forms and methods of extracurricular activities.

3. Mass. It covers the interests of a large number of students, allows us to address many problems. Mass forms are complemented by group and individual sessions.

For successful prevention of the phenomena of cyber-extremism among young people, it is necessary to combine the project method and various forms of extracurricular work. Based on the use of these forms together with the project method is achieved by an integrated approach to developing the knowledge, abilities and skills in identifying and combating cyber-extremism and other threats of the modern information society.

It is worth remembering that prevention of cyber-extremism consists of a complex of interrelated measures, such as project-based and extracurricular activities. Cannot be left without attention and administrative assistance of the state against information threats, as well as the implementation and improvement of technical measures. However, working with young people is on the first place. Need from a very early age, to nurture and develop the child "in step with the times", using all the latest methods of pedagogy. The main problem of the organization of counter cyber-extremism activity is insufficient methodical equipment, consisting of methods and forms of work with students. The organization of their educational and extracurricular work. Properly structured educational and extracurricular activities of the student is the key to the successful formation of the personality, able to withstand the current threats to the information society, including cyber-extremism.

The publication is made in the framework of the project "ПГНФ № 13-06-00156" "Train teachers to prevent and combat the ideology of cyber-extremism among young people."

References:

1. Gilinskij Ja.I. Sociologija deviantnogo povedenija / Ja.I. Gilinskij, V.S. Afanas'ev. – SPb.: ISI RAN, 1993. – 167 s.
2. Gromov I. A., Mackevich I. A., Semjonov V. A. Zapadnaja sociologija. — SPb.: OOO «Izdatel'stvo DNK», 2003. — S. 532.
3. Dokolin A.S., Chernova E.V. Prevencija vovlechenija molodezhi v kiberjeksremistskuju dejatel'nost' posredstvom komp'juternyh igr // Fundamental'nye issledovanija. – 2014. – №12 (chast' 5). – S. 1074-1077.
4. Zerkina E.V., Chusavitina G.N. Podgotovka budushhijh uchitelej k prevencii deviantnogo povedenija shkol'nikov v sfere informacionno-kommunikativnyh tehnologij : Monografija. – Magnitogorsk: MaGU, 2008. – 184 s.
5. Nekrasov D.E. Rasovo-jetnicheskij jeksremizm (kriminologicheskij aspekt): dis. kand. jurid. nauk. Rjazan', 2006. S. 12-14.
6. Socializacija studentov v professional'nom obrazovanii: monografija / L.I. Savva, A.L. Soldatchenko, E.B. Plotnikova, E.I. Rabina, L.S. Rjazanova; pod obshej red. L.I. Savva. – M.: Izdatel'skij dom Akademii Estestvoznaniija, 2012. – 300 s.
7. Chernova E.V. Kompetencii pedagogicheskijh kadrov v oblasti prevencii ideologii kiberjeksremizma sredi molodezhi // Fundamental'nye issledovanija. – 2013. – № 10. - chast' 9. – s. 2075-2079.
8. Fakul'tativnyj kurs «Osnovy bezopasnosti zhiznedejatel'nosti v Internet»: metod. posobie / M.I. Shubinskij – SPb.: MPSS, 2010. – 68 s.

J11508-003

Stompel G. A.

**THESAURUS-BASED JUXTAPOSITION IN COMPARATIVE
POSTGRADUATE EDUCATION METHODOLOGY***University of Educational Management
52a Artem St., 04053, Kyiv*

The transnational conceptualization findings of common and specific with the help of thesaurus-based juxtaposition are substantiated within etic-nomothetic and emic-idiographic perspective. The growing importance of comparative postgraduate education is recorded considering globalization changes. It asks for anchoring Eastern Slavonic pedagogics with The thesaurus for education systems in Europe representations of theory of education, educational theory, and sciences of education.

Key words: common and specific, educational theory, learning, nomothetic and idiographic approaches, pedagogics and pedagogy, postgraduate, sciences of education, teaching, theory of education, thesaurus-based juxtaposition.

Introduction. The dissemination of thesaurus-based methodology is under Val. and Vl. Lukovs' conception [7 et al] preponderance as well as under its interpretation by multitudinous followers [12 et al]. The application of that methodology in social sciences and humanities, specifically in philosophy, sociology, philology, and culturology becomes a subject of the interdisciplinary analysis having in mind artificial intelligence theory and information science under globalization changes.

Literature review. The Preface to *The SAGE Handbook of Globalization* heeds: "Globalization, whether as an idea, an ideal, a complex of processes, an explanation and a justice, provides a rich agenda for research and teaching" [39]. The changes in education are linked to market and justice globalism, people-centred development, peripheral integration, local and global responsibility, discourse on common and specific, cultural imperialism, linguistic diversity, new globality in governance, security etc.

The impact of globalization changes is displayed above all in postgraduate education and training (A. Bitusikova, J. Bohrer, I. Borošić, V. Oliynyk, N. Protasova, G. Stompel, Yu. Tutunnikov et al). It is dictated by the growing role of *knowledge workers* (P. F. Drucker's term), the need for human capital formation as well as international competition and cooperation of persons with higher postgraduate qualifications in view of knowledge economy and information society.

The contest and collaboration for research findings and teaching outcomes cannot but rely on comparative studies, comprising education. At the dawn of modern globalization Guy Swanson observes: «Thinking without comparison is unthinkable. And in the absence of comparison, so is all scientific thought and scientific research» [36, 145]. Charles Ragin goes on: «Most social scientists today would agree with this observation ... Virtually all empirical social research involves comparison of some sort» [31, 1].

The review of publications on comparative and international education in 421 journals of 2013 shows 70 articles about the impact of globalization [19]. The agency of market and justice globalism, peripheral integration are elucidated through the lens

of doctoral training, neoliberalism in teacher education, the war for talent (S. Doyle, J. Furlong, P. T. Ng, E. Sawir et al); counteraction to cultural imperialism - through L. Vygotsky's socio-cultural theory (D. Anh et al); new globality – with the help of higher education contexts (C. M. Lovett; E. R. Howe, Sh. Trahar et al). The effect of globalization changes becomes apparent in the researchers' choice of methodology for postgraduate teaching and scientific inquiry.

The main frame for chronologically changing methodological preferences is the time tested course «Theory and Methodology of Comparative Education» elaborated and updated by Ruth Hayhoe in Ontario University since 1980-s [26]. It dwells upon historic, positivist, phenomenological, ethnographic, narrative, problem-solving, development approaches, ideal types, postmodern challenges, globalization, international organizations, dialectic paradigm position, mixed methods, data collection and classification. Ukrainian comparative educationists started to name a thesaurus-based perspective among methodological approaches [11 et al]. It differs from theoretical provisions of Val. and Vl. Lukovs [7] as well as the scope of application – comparative education. Concurrently the potential of thesaurus-based juxtaposition stays idle and undisbursed for coping with global challenges in the comparative postgraduate education and training.

The purpose of promulgation is to introduce Russian and English speaking educationists to the findings of common and specific due to transnational conceptualization with the help of thesaurus-based juxtaposition as a comparative postgraduate education methodological instrument under globalization changes.

By the second decade of the 21st century there are no, as a matter of fact, countries worldwide, where magisterial and doctoral training is not perceived as a two-staged post-baccalaureate in higher, or in a more exact wording according to the latest International Standard Classification of Education (ISCED-2011), *tertiary education*. The turn of the millenium displaces the researchers' focus on primary education, as it had been a standard since 1980-s, to «complete agreement on positive role of tertiary education in socio-economic development» [29, c. 1 - 2]. The tertiary education efficiency correlates, as researchers from the World Bank have shown, with the growth of gross national product, human capital formation and with the diffusion of progressive technologies, particularly through postgraduate training subsystem.

Postgraduate education (PE) as a subsystem of tertiary one conforms to the seventh – eighth levels of ISCE-2011 [26], European Qualifications Framework for Lifelong Learning (EQF), the second - third cycles of QF for the European Area of Higher Education (EAHE), and the highest levels of national QF (see Tabl. 1 Conventional correspondence of education, lifelong learning and qualifications levels). The two highest levels of Russian and Ukrainian QF, as opposed to Kazakhstan QF, demonstrate idiosyncrasy of Eastern Slavonic codification of a European PhD level. The codification in Russia and Ukraine denies the PhD degree as an entity relying on Soviet tradition of candidates and doctors. The second half of the PhD degree (doctors of sciences) may be virtually put on the same footing as *die Habilitation* in Germany or *habilitacja* in Poland. In this country it is usually denoted as a postdoctoral stage in PE.

Table 1

Conventional correspondence of education, lifelong learning and qualifications levels

ISCE (2011)		QF for EHEA (2005)	EQF (2008)	RF QF (2008)
0	Early childhood education		1	0
1	Primary education		2	1
2	Lower secondary education			2
3	Upper secondary education		3	3
4	Post-secondary non-tertiary education		4	4
5	Short-cycle tertiary education	Short cycle (120 credits)	5	5
6	Bachelor's or equivalent tertiary education	First cycle (180 - 240 c.) bachelor	6	6
7	Master's or equivalent tertiary education	Second cycle (90 - 120 c.) master	7	7
8	Doctoral or equivalent tertiary education	Third cycle (-) PhD	8	8
				9

Note:

The levels of postgraduate education and training are bold.

The goal of PE is the development of professionalism in distinction from HE that forms professionalism and ensures training in speciality (das Fach). The professions are represented by specialists or professionals who can advance in the career to the position of managers. The principal groups of professionals according to the International Standard Classification of Occupations adopted 6.12.2007 represent science and engineering, health, teaching, business and administration, information and communication technology, as well as legal, social and cultural sectors. The goals of PE and HE are realised through the selection of content characterised with level and partially sublevel differentiation.

The professionalism of specialists' occupations is described through the following provisions: knowledge is based on theoretical substantiation; specialist training with certified qualifications is required; the notion of guaranteed quality services provision has been formed; awareness of personal professional identity in the context of contacts with other members of the profession is achieved; there is right to autonomy of judgements and actions at one's own discretion; altruism and findings of market research are applied in service provision; Code of honour is followed etc. In accordance with the views of Eric Hoyle who introduced the term *professionalism*, it is about procedures, and *professionalism* is about status. The polar continuum approach (knowledge/values, functioning, growth, autonomy/control, discourse from

the top/from below) to the latter gives an opportunity to outline expert, qualification, and managerialistic professionalism. The stepped continuum approach (de-, re- or professionalisation) allows for phased professionalism. The professionalism based on values is seen as socio-cultural (see Table 2).

Persons with postgraduate qualifications [16], being elite knowledge workers, predetermine global competitiveness of the country towards knowledge economy and information society. They, according to Th. Davenport, have «high levels of expertise, education or experience, and the primary purpose of their jobs involve the creation, distribution, or application of knowledge» [21, 8]. The semantics of the concept *persons with postgraduate qualifications* intersects with the meaning of term *20 postgraduates* from *The UNESCO Thesaurus* (Thesaurus). The transnational term belongs to a wider notion of *graduates* (term 330) of *Microthesaurus 1.55 Educational population*. The notion *postgraduate education* is defined with the help of *postgraduate courses* (term 474) from *Microthesaurus 1.40 Curriculum*. They are characterized as follows: «Courses of study or research at a higher education institution after completion of first degree requirements». *The Thesaurus for education systems in Europe* (TESE) also uses *postgraduate* to denote scholarship and education after bachelor’s degree is awarded, namely to designate *postgraduate studies* [37].

Table 2

Conceptual approaches to professionalism development

Approach	EXPERT (1)	QUALIFIC ATION (2)	MANAGERI ALISTIC (3)	PHASED (4)	SOCIO- CULTURA L (5)
Foundation					
knowledge/values	knowledge	knowledge	knowledge	both	values
de-, re- or professionalisatio n	reprofessiona lisation	professionalis ation	de professionalisa tion	reprofession alisation	reprofessiona lisation
functioning/growt h	growth	functioning	functioning	growth	growth
autonomy/control	autonomy	autonomy	control	both	autonomy
discourse from top/from below	from below	from top	from top	both	from below

Nevertheless the award of a degree in theology, law, and the humanities had been spreading across Europe, as is widely known, since the 12th century, though in law schools of the Roman Empire it seems to have become an innovation during the reign of Emperor Justinian (1.08.527 – 14.11.565). In the epoch of capitalism, beginning from the second half of the 19th century, research and teaching in the universities acquire features characteristic of the academic profession.

The pace of postindustrialization and restructuring of capitalism is increasing for the last 25 – 35 years, promoting postmodernism in social reflection and discourse. The transformation of research and teaching activities under globalization has become a subject of interdisciplinary studies, foremost in sociology, psychology and theory of PE. Notwithstanding Justin Rosenberg’s *A Post Mortem on Globalization*

Theory formulated in 2002 – 2005, the globalization impact on vision of research and teaching problems in the academic profession as well as in the activities of persons with postgraduate qualifications grows.

Along with the expansion of trade, capital and labour force crossing of borders the new means of communication and transport are becoming a universal tool of globalization. This makes multinational companies active actors in regional and planetary integration, cultural glocalization, interpreted by M. Sparke not only as a name for business strategies, but as «the reciprocal spatio-temporal processes through which globalization both shapes and gets shaped by local geographies» [35, 443]. All this require transnational governance for international community. At the same time state territoriality and sovereignty determine spatial borders of social changes much less than before.

Thus globalization emphasizes itself as «a complex, multifaceted, and multidirectional process» of «multiple content» (A. S. Doroshkevich). Its integrative attribute is «spacio-temporal distancing» (A. Giddens), «growing reciprocal binding of the world» (M. A. Cheshkov) etc. By the turn of a new millennium the humankind is striving to produce knowledge on a massive scale, and the information society vision provides for «the creation of opportunities for people and information to develop without limits and open prospects for massive production and massive application of all kinds of knowledge by all the society» [42, c. 141].

The on-going changes called into being *globalization comparativism* (R. Cusso and C. D'Amico's term) *methodology*, characterized by a choice of methods to:

- collate *globalization* impact with the effect of other transnational processes;
- contrast the growing role of science and progressive socio-pedagogic technologies;
- verify management techniques and the quality of tertiary services by analysing educational market;
- find out social complexity of the globalization effect;
- establish multiplicity of dimensions in creation knowledge;
- identify common and specific in education phenomena, processes, and states, honouring glocalization etc.

Globalization comparativism methodology accounts for local specificity. For instance, perceiving the Soviet notion *a scientific and pedagogic worker* as a wider one than customary English *an academic profession member*. The international acceptance of the former may emphasize the growing role of research and innovations in the knowledge society. The differing designations of personnel are frequently associated with masters and PhDs, including their recognition, as Danish experience demonstrates, through outcomes of non-formal and informal learning. The former Soviet term doesn't limit professional activities with higher education; and comprises research and development (R&D) in other sectors. Professors and associate professors, senior, leading, and chief scientific workers also may have postgraduate qualifications as other persons, who didn't receive official recognition of their experience at these education levels.

A thesaurus-based approach within the context of globalization comparativism infers juxtaposition. It makes possible to differentiate frequently confused

comparative, international, and foreign education. The vision of education in a socio-spatial dimension enables to distinguish between **national and foreign**, and their collation results in **comparative education**. The awareness of internationalization dimension outlines **international**, global, multi(inter)cultural, cross-border, transnational and similar kinds of education.

Under globalization the collation becomes a means of search for the expedient in comparative PE findings in order to implement the applicable into national practice. *Collation* is understood as a governance regime that accounts for global «policy transfer» [20] through traditional diffusion and critical intervention into education maintaining the advantages of local specificity [10; 34; 40 et al]. Collation, in distinction from completely defined conditions of comparison, arranges partially commensurate elements of postgraduate educational policy at different levels of decision-making for conclusions about strengths and weaknesses of competitive pluralistic presentations of PE governance within globalization context, receptive of socio-spatial, historical, and level-sensitive dimensions. *Transnational collation* embodies international reasoning for common and specific through globalization comparativism methodology, leaning against knowledge organization systems, namely education knowledge base.

Among various lexical resources of knowledge organization systems (classifications, taxonomies, terminologies, controlled glossaries etc.) the single and multilingual thesauri are extensively employed. Thesaurus is «an instrument for controlling vocabulary in specific content area. It includes: terms that we prefer; semantic relationship among them; rules to use and other information to administer them. It presupposes a special collection of documents and a special group of users» [23]. The basic characteristics of education knowledge base, according to Seamus Hegarty, are: knowledge, skills, and values, related to learning and knowledge creation; the number of knowledge bases depends on the level of abstraction used; diversity of knowledge actors and multiplicity of their relationship with knowledge bases; the modesty of research funding in education in comparison with other sectors. The widespread neglect of thesaurus-generated knowledge bases in education and other sectors becomes an obstacle for flexible reaction of comparative postgraduate training to globalization changes.

The comparative PE methodology relies on general principles and methods of comparative studies. The fundamental regularity of human activities methodology is acknowledges its structure hierarchy and capability of different level methods to penetrate simultaneously during dynamic realization. As, for example, the practice of scientific research activities: from its philosophical conceptualization to the choice of discipline methods, its design, specific methods and technologies depending on the height of abstraction selected by a researcher and his/her preferences. Taking into consideration that regularity makes it possible to apply all the range of multilevel methodology elements to achieve project tasks.

I. Sokolova propagates a thesaurus-based approach within the classification of scientific strategies. In her opinion, “to analyse in effect conception and theories means to compare fragments of thesauri and then to outline common and specific fragment isomorphism. It is worth noting that isomorphism is born, in its turn, after

stacking or crossover of research perspectives and knowledge sectors or disciplinary areas defined for comparison” [11, p. 23 - 24]. There is a need to make out historic-pedagogical, logic (the *genus* is the *kind*), systemic-structural (part – whole) and lingua-semantic knowledge exchange within the thesaurus. The latter “denotes highlighting of the nucleus. Its content is determined with basic concepts, regularities of their formation for logical validation of different definitions, terms, and contexts” [11, p. 24].

The juxtaposition of single and multilingual education thesauri fragments (TESE and Thesaurus) aiming at the establishment of common PE transnational constructs demands accounting for glocalization impact and detection of essential specificity. For instance, the pattern of *instruction* notion domination in Ukrainian and Russian tradition is distinct from Anglo-Saxon accent on the components of the *instruction* notion - *teaching* and *learning*, in spite of the possibility to designate the Eastern Slavonic *обучение* or *навчання* with the English *instruction* or *study*. Having considered the views of well-known educationists on the nature of *instruction* (without binding Didactics to *teaching* and Mathetics - to *learning*) through the lens of psychological interpretation [1; 4; 6; 13 et al], it is needful to be aware of a transnationally conceptualized aggregate triad: *instruction* – *teaching* – *learning* (*обучение* - *преподавание* – *учение* and *навчання* – *викладання* - *учіння*). The triad testifies to the efficiency of the thesaurus-based juxtaposition that is a powerful instrument to discriminate between common and specific. It gives ground to conjecture its productivity for isomorphism of conceptions and theories.

The nomothetic and idiographic approaches [2; 3 et al], complementary to emic and etic position [30], serve to better discriminate between common and specific. If one arrives at conclusions in universal terms and he/she views the objects and processes as an observer, then it goes about **nomothetic approach from etic position**. It brings to mind associations with positivism, behavioural psychology, and pedagogics as a science. The common and general are foundational in etic-nomothetic perspective.

The idiographic approach from emic position is striving to express uniqueness of specific situations of practice, accurately describing actions, including verbal, of the persons with indigenous ethnic identity who are integrating into glocalized cultural space. It coincides to a great extent with personalized psychology, represented by «A Small Book about Great Memory» by O. Luria, «A Child’s Psychic Setup Development. Mother’s Diary» by N. Menchynska et al. Linda Evans’ 2013 article *Amanda’s tale – and what it tells us about the multidimensionality of professional development* from *Professional Development Today* (15, 24–30) is in parallel educational vein. The similar pedagogy is typical of educators, with keen intellect and sensibilities, describing the complexity of interrelationship between contextualized, situated practice of many faces and theoretical generalizations (Janusz Korczak, Sophia Rusova, Vasily Sukhomlinsky et al).

The complementarity of contrasting methodological approaches and positions may be detected in K. D. Ushinsky works. He applies the terms *pedagogy* and *pedagogics* in his article «Moscow Pedagogy Flowers on Petersburg’s Soil». Concluding the critical analysis of «The Book for Elementary Reading» by A.

Filonov and A. Radonezhsky, K. D. Ushinsky remarks: «... no matter how Moscow pedagogues like the school ideal outlined by Mr Filonov as his autobiography. That ideal is destined not to come true. Its time has irretrievably perished and pedagogics is already being introduced...» [15, p. 411]. Being an advocate of the rational, as his conclusion demonstrates, he, nevertheless, deems it necessary «to deliver absolutely new in Russia science – *pedagogics on psychology foundations*» [14, p. 192]. By this he anticipates the importance of not just inductive - deductive cognition, but complementarity of emic-idiographic and etic-nomothetic perspectives: «... it is always better to begin with immediate experience trials and then to ascend speculation, not the other way round. I deem it possible for educators to combine experiential psychology conclusions and observations with the system of speculative philosophy» [14, p. 190]. Unfortunately, K. D. Ushinsky's vision of *pedagogy* and *pedagogics* in the context of contrasting perspectives is still isolated from academic support in Eastern Europe as well as from postgraduate pedagogic practice worldwide.

The complementarity of W. Windelbandt's approaches and K. Pike's positions is attributable to K. D. Ushinsky's rendition of some mainstream **ideas of pedagogic PE** in the fifth letter «Münchenbuchsee and Hofville» in his *Pedagogical Journey across Switzerland*. From the emic-idiographic perspective his concerns are about continued professional development of graduates from teachers' schools of education: whether they are sufficiently «trained for their own further development» [14, p. 194] and «If resembling repetitive courses are introduced into our teachers' schools of education for the appointed teachers, then encouragement to participate will be better than coercion. And a minor practical trial may finalize the completion of the course» [14, p. 187].

From the etic-nomothetic perspective, as K. D. Ushinsky's opinion is perceived, «one should apply the idea of pedagogical courses that N. I. Pirogov and Kiev educational district advocate» [14, p. 193]. «Periodic teachers meetings accompanied by public readings on education topics» are quite advisable [14, p. 187]. «The courses should not last for a longer period than three months. The teachers come to repetitive courses of their own accord or due to the assignment by educational directorate that is guided by school inspectors' reports. A little upkeep for teachers who arrived to repetitive courses should be provided» [14, p. 199 - 200] and so on.

K. D. Ushinsky's ideas on postgraduate training, having in mind a century and a half time gap, remain attractive. Let's look at the blended learning courses for education leaders lasting for half a year and including two full-time 6-day sessions in Kyiv. A more than a decade's experience of the Central Institute of Postgraduate Pedagogic Education (the University of Educational Management) in elaboration of curriculum and scrutiny of teaching needs gives ground for reflection. Are all course graduates have been «trained for their own further development»? Does encouragement or coercion stimulates leaders' participation in blended learning courses? Why are courses finalized with a sciolic exam defence instead of a minor practical trial? Wherefore are estimated 3 - 7% of postgraduate students coming to the courses without «a little upkeep»? A lot of motives may explain it.

The latest international interpretation of *training* as a kind of education is novel for the theory: “Education designed to achieve particular learning objectives, especially in vocational education. The definition of education in ISCED includes training” [26, p. 84]. The postgraduate training distinction as a kind of education is determined by learning objectives according to master and PhD levels that respectively is expressed in programme tasks. Learning objectives are a “specification of learning outcomes to be achieved upon completion of an educational or learning activity. These encompass improving knowledge, skills and competencies within any personal, civic, social or employment-related context. Learning objectives are typically linked to the purpose of preparing for more advanced studies and/or an occupation, trade, or class of occupations or trades” [26, p. 81].

The conceptual and theoretic explanation of *training* may be alleviated with the help of TESE. There are various types of it: NT1 alternance training, NT1 apprenticeship, NT2 work experience, NT1 basic training, NT1 continuing professional development, NT2 in-service training, T1 initial training, NT1 retraining, NT1 vocationally-oriented course. The acquisition of work experience still remains of paramount importance. The unsurpassed model of such training type is Janusz Korczak’s preparation of his graduates in the Orphans’ House to be educators. The peculiar feature of the experience is synergy of participation in the life of Dom sierot and its reflection as well as discussion of events of interest for a future educator at the weekend. Sometimes, as some graduates recollect, the new books (like the ones by Anton Makarenko, forbidden in Poland) had been debated [17]. The ISCE mentions some other kinds of training (articles 140, 210, 293 etc). In understanding *training* it is relevant to remember its organised nature. It belongs to both formal and non-formal education (articles 35 and 40).

Comparative PE as a theory is developing within etic-nomothetic perspective. It predetermines its construing as a branch of Eastern Slavonic and Central European didactics or pedagogics that is as one of the *education sciences* – comparative didactics or comparative education.

At the same time the application of socio-spatial approach within the context of Kitaro Nishida’s ideas (I. V. Bezrukov, S. D. N. Cook, H. Wagenaar et al) urges to acknowledge educational abstraction at levels close to practice and sensibly available in most folk as well as national cultures. However it harbours a threat of *etatism* as “a tendency to believe that there is a specific form, intrinsic to all states” [24, p. 13]. Perceptions of educational categories as eternal and fixed in encyclopaedias, thesauri, dictionaries, glossaries, international data bases etc. generate dogmatism and doctrinarism (look at minimization of possible types of qualifications to educational and occupational in the Ukrainian QF or legislative **interpretation of HE to the detriment of tertiary**). It does not fully conform to ISCE-2011, Lisbon Convention of 1997 as well as Acquis of the European Union (EU)¹.

The notions of social sciences and the humanities, specifically in the theory of education, are brought to life in the national context of practice and have to function

¹ Acquis EC – acts of law and obligations since 1958 till present that are mandatory for execution in all countries - EU members. Acquis EU has antecedence over national legislation of new EU members.

as common categories in international documents and terminology data bases **after transnational conceptualization**. Yet disregard of such a conception, sometimes due to cultural imperialism or limited perception of national specifics as common, results in *methodological nationalism*². It finds its way into translations, application of educational archaisms or terminology daydreaming (e.g. additional and post-higher education, institutions of doctoral candidacy with aspirant и doctoral divisions, scientific-pedagogical cadres). The non-scientific nomenclatures and *omens* (the term of I. Bilodid and A. Lagutina denoting a kind of useless denomination in a branch of knowledge) are becoming terms. The number of pseudoterms, in fact, is limited with the speed of their legalization by officialdom in national, regional, and international organizations.

The application of socio-spatial approach and thesaurus-based juxtaposition would facilitate the reduction of divergences and contradictions in translations of TESE and Thesaurus, notional systematizations in regional and national terminological databases. Finally, it improves postgraduate practice embodying the methodology of *meliorism*, popular long enough in comparative education [27 et al]. It presupposes faith in better condition notwithstanding whether the specific situation is relatively good or bad. In Cornelis de Waal and Krysztof Piotr Skowronski opinion, the editors of «The Normative Thought of Charles S Pierce»: «meliorism – is a wish to improve the future destiny of human beings that is a defining characteristic of American pragmatism» [38, p. xiii].

The new framework for analysing higher levels of education states that overcoming biased approaches (foremost, *highereducationism*, *spatial fetishism*, *etatism*, *methodological nationalism*) «makes explicit assumptions built into our theoretical frameworks within respective methodology, as well as methods, that in its turn limits our understanding of the nature and meaning of transformations taking place in higher education» [24, p. 11 - 12]. The more important is such a warning for prevention of methodological bias in comparative PE and practice.

The prevention begins with basic categories, so to say, *education* and its components. The reference point for transnational interpretation is ISCE-2011: «The processes by which societies deliberately transmit their accumulated information, knowledge, understanding, attitudes, values, skills, competencies and behaviours across generations. It involves communication designed to bring about learning» [26, p. 79]. The Thesaurus defines *education* (term 459) in a related way: «Process by which one develops abilities, attitudes and other forms of behaviour considered to have value in the society in which one lives». The comparison of two definitions demonstrates that despite parallel process approach, matched elements (attitudes, values, behaviours, societies) the difference lies in the inclusion of knowledge communication for learning and detailing the abilities development through understanding, skills, and competencies. The refinement of *education* definition in ISCE-2011 makes it more attractive as a transnational conceptualisation starting point.

² *Methodological nationalism* is a term brought forward by Robert Dale in 2005. It is used, at least, in such senses: 1) a vision of the society within a national state; 2) the comparison is made within the limits of a nation; 3) the importance of a national state is underestimated in promotion of regional and global projects; 4) territorial, authoritative, social, and personalized interests are ascribed to the functions of a state.

In addition, a theoretically possible introduction of *action research* in the definition of education in the ISCE (as of foreseeable future) might have facilitated the following removal of differences between TESE and ISCE in the interpretation of the basic category *education*.

S. Honcharenko also postulates that *education* «is one of the widest pedagogic categories» and «performs three critical functions: human creative ...; technological – securing «life basis»...; humanistic – rearing humans ... » [5, p. 614 - 615]. Concurrently O. Kononko specifies: «Upbringing as opposed to socialization (an uninterrupted process) ... is a discrete, intermittent process, carried out according to plan, limited in time and space» [5, pc. 87]. Meanwhile, since the second half of the 19th century, the **upbringing** in Eastern Slavonic pedagogics is often enough treated **as a wider notion than education** if its societal effect is meant. The view is maintained by some theorists up to now, demonstrating thus peculiarity of Russian and Ukrainian approach.

It is not alien to Polish. The educational theory in Polish is *teoria wychowania* and education sciences are *nauki o wychowaniu*. *The Cambridge online dictionary* translates *wychowanie* as “a middle-class/religious upbringing, the way your parents treat you when you are growing up”. *The British English dictionary* specifies: “the way in which you are treated and educated when young, especially by your parents, especially in relation to the effect that this has on how you behave and make moral decisions”. The German *die Erziehung* supports the expansion of Eastern Slavonic and Polish usage of upbringing into the Central Europe. Taken together it visualizes the global trend of linguistic diversification.

The issuance of *Education Encyclopaedia* [5] may be considered as an official introduction of categorical apparatus for Ukrainian education as of 2008. It comprises key categories of *education*, including scientific research. Nevertheless there are no entries on *learning*, *teaching*, and *instruction* though their didactic interpretation by S. Bondar is given in passing. The entry on *instructional activities* (a twin term of *instruction*) seems to be in line with globalized practice. For all that the activities of instruction subjects (*teaching* and *learning*) also acquire the status of «unofficial ones» in the National Glossary on Higher Education. The English *learning* is denoted as *instruction* [9, p. 5, 24, 29, 41, 42, 44, 55, 65, 69, 71, 73, 74, 78, 79, 80]. The *teaching* is used only once in a word combination *викладацький склад* (teaching staff). Especially true and not taken any notice of is, as the rendering of the transnational triad *instruction – teaching - learning* shows, the contributors' appeal: «the glossary has to induce systematic revision of and modernization of domestic terminology within the context of modern trends, even if the terminology is deeply embedded in national legislation standards, regulatory-jural acts» [9, p. 7].

So, *education* (uk: освіта, едукація, cs: vzdělávání, de: Bildung, el: εκπαίδευση, es: educación, et: haridus, fi: koulutus, fr: éducation, it: educazione, lt: švietimas, nl: onderwijs, pl: edukacja, pt: Educação, ro: educatie, tr: eğitim тощо) in transnational conceptualization embraces *learning*, *teaching*, *communication*, *development*, and other companion processes. The national literary languages denote these processes

dissimilarly, uniting or putting aside terminological meanings in a peculiar way. TESE and most of special literature support the common in spite of methodological

threat of *etatism*. Thus *learning* in TESE is in keeping with other lingual titles (uk: учіння, cs: učení, de: Lernen, el: μάθηση, es: aprendizaje, et: õppimine, fi: oppiminen, fr: apprentissage, it: apprendimento, lt: mokymasis, nl: leren, pl: uczenie się, pt: Aprendizagem, ro: invatare, tr: öğrenme) as well as *teaching* (uk: викладання, cs: výuka, de: Unterricht, el: διδασκαλία, es: enseñanza, et: õpetamine, fi: opetus, fr: enseignement, it: insegnamento, lt: mokymas/ugdymas, nl: lesgeven, pl: nauczanie, pt: Ensino, ro: predare, tr: öğretme).

The ISCE-2011 glossary provides for transnational definition of *learning*: «The individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction» [26, p. 80]. In educational literature and mass-media of Ukraine, Russia, and Belarus the transnational definition are often ignored. The term *навчання* or *обучение* very often substitutes *учіння* or *учение* even in science-based works.

What do the thesaurus-based juxtaposition findings and special literature assert about disciplines studying *education* and its components?

Education as an object of scientific scrutiny is examined in didactics according to Eastern Slavonic tradition. V. Losova defines it as «theory of instruction and education, a branch of pedagogics» [5, p. 184] and *upbringing*, together with didactics, is the subject of pedagogics. *Development* is researched in psychology. *Pedagogics* according to C. Honcharenko, is «a social science that unites, integrates, synthesizes data of all natural and social disciplines related to the formation of a man» [5, p. 635]. It appears that **pedagogics in Ukrainian tradition** records the highest level of theoretical synthesis only turning aside from philosophy of education that resolves problems «at the junction of philosophy with educational activities» [5, p. 960 - 962].

It makes a great difference - educational traditions across the world. «The philosophy of education has a special concern», - the entry on *Philosophies of the Branches of Knowledge* notes on page 725 in *Encyclopaedia Britannica* (vol. 25), - «with the application of knowledge and theories. Thus, many philosophers of education are especially interested in the relationship between theory and practice. Moreover, they are often concerned with the ways in which philosophy relates to other fields of study in the attempt to shed light on educational problems and issues. This gives them a wide-angled approach to education, which some philosophers have called “educational theory” to distinguish it from a more narrowly analytical form of philosophy of education»³. It follows that **educational theory** is a kind of philosophy of education.

So, it becomes clear why the first chapter of a systematic version of TESE is denoted *Theory of education*. It is different from Eastern Slavonic tradition that perceives both terms absolutely synonymous. However TESE provides different content for them and titles in EU languages. **The theory of education** (en: Theory of Education, de: Bildungstheorie, fr: Théorie de l'enseignement, pl: Teoria kształcenia, cs: Teorie výchovy a vzdělávání, esp: Teoría de la educación) embraces six

³ Analytical philosophy deals systematically with clarification and justification of educational statements and arguments with much overlap with the field of history of education.

categories: *education, educational theory, principles of education, research, research outcomes, and education sciences*. **The educational theory** (cs: pedagogika, de: Bildungstheorie, el: εκπαιδευτική θεωρία, es: teoría de la educación, et: kasvatusteooria, fi: kasvatusteoria, fr: théorie de l'éducation, it: teoria educativa, lt: švietimo teorija, nl: onderwijstheorie, pl: teoria wychowania, pt: Teoria da educação, ro: teorie educationala, tr: eğitim teorisi) being a kind of philosophy of education simultaneously belongs to *education sciences* and remains a component of *the theory of education*. **The education sciences** (cs: pedagogické vědy, en: sciences of education, esp: ciencias de la educación, de: Bildungswissenschaft, fr: sciences de l'éducation, pl: nauki o wychowaniu) comprise didactics, comparative education, education economy, education sociology, history of education and philosophy of education.

Theory of education looks to be the most inclusive term because it encompasses *education sciences* and *educational theory*. As for the level of abstraction *the philosophy of education* and *educational theory* occupy the highest one. The following level in a descending order is *didactics* and *principles of education*. Distinctive from Eastern Slavonic tradition is treatment of *education* and *comparative education* as belonging to the theory and sciences as well as *research* and *research outcomes* residing in theory. The Thesaurus, in addition to the sciences enumerated in TESE, supplements the list with *pedagogy* (Microthesaurus 1.05 *Educational sciences and environment*). There is no thesauri entry on *pedagogics*.

Pedagogics was a synonym for *pedagogy* in German speaking and some other countries⁴. Examining the Dutch *Research Review. Pedagogics and Education Science* of 2013 [33] one finds *pedagogy* (pages 10, 13, 15, 16, 17, 18, 20, 21, 24, 86, and 122) and *pedagogics* (the title of the Review and pages 9, 15, and 16). The Committee, responsible for the Research Review, notes: «programmes that follow philosophically and/or historically and/or culturally oriented approaches to pedagogy and education rather than the empirical c. q.⁵ psychology-oriented approach seem to have suffered from a further downsizing» [33, c. 16]. The evolution of the theory of education and issuance of TESE might have had an impact of the usage of *pedagogy* and *pedagogics*. The previous *Research Assessment. Pedagogics and Education Science* of 2008 has another pattern of running *pedagogy* and *pedagogics* [32]. *Pedagogy* was used once (page 21), and *pedagogics* (pages 1, 5, 7, 10, 11, 31, 38, and 86). The comparison of usage in 2007 and 2013 attest to the decline of the term *pedagogics* and expansion of *pedagogy*.

TESE as of 2009, is a peculiar lexicographic embodiment of European education tradition. It **does not contain a separate term pedagogics** (de: die Pädagogik) as well as **pedagogy** (en: pedagogy, fr: pédagogie). *Pedagogy* as a practically oriented

⁴ The etymology of pedagogy and pedagogics goes back to 1580s, from Fr. pédagogie (16c.), from Gk. paidagogia "education, attendance on children," from paidagogos "teacher". Pedagogue late 14c., "schoolmaster, teacher," from O.Fr. pedagogue "teacher of children," from L. paedagogus "slave who escorted children to school and generally supervised them," later "a teacher," from Gk. paidagogos, from pais (gen. paidos) "child" (see pedo-) + agogos "leader," from agein "to lead" (see act). Hostile implications in the word are at least from the time of Pepys// Thesaurus.com, "pedagogy," in Roget's 21st Century Thesaurus, Third Edition. Source location: Philip Lief Group 2009. <http://www.thesaurus.com/browse/pedagogue>. Available: <http://www.thesaurus.com>. Accessed: February 06, 2015.

⁵ Abbreviation: commercial quality.

discipline is not highly indicative of *theory of education*. It is worthwhile to provide a description of *pedagogy* from the official Scottish publication: «it can be useful to explore a few points relating to our current understandings of pedagogy. From the outset it is important not to confuse pedagogy with either curriculum or simply ‘teaching’; pedagogy informs both» [28, p. 17]. As a matter of fact, the conformable approach applied K. D. Ushinsky a century and a half ago.

Thus, under global integration of educational space the results of transnational conceptualization as for *philosophy of education*, *educational theory*, *theory of education*, *education sciences* may be a kind of a standard, contrasting against it one can outline the specificity of **Ukrainian educational tradition**. Today it is predominantly exemplified in pedagogics, didactics and other education sciences. A list of them and their interpretation matches substantially the views of former metropolitan theorists on theoretic conception of educational reality. So, according to thesaurus coordinates our pedagogics is partially *educational theory*, *theory of education*, *education science*, and a little contiguous on *pedagogy*.

K. D. Ushinsky’s anticipation of the arrival of «pedagogics on psychological foundations» is still ahead of us. An evident example of it is the skipping of such *pedagogics* by educators, as well as by school and postgraduate institutions leaders and theorists, the stages of personality becoming (adaptation, integration, and individualisation) in organisations of different levels of development (according to Anton Makarenko: at the initial level the educator is an authority, then activists are an authority, and the highest level – every organisation member is an authority). The dynamics of stages and organisation levels interrelation provides for the tasks to be chosen to form positive qualities and prevent accumulation of negative ones on the basis of ethnic, national, European and global values as well as the personality’s orientations. It removes a popular accusation in cosmopolitanism and provides conceptual foundation for the *theory of upbringing*. In adult education one can speak of values embodiment and creation of value orientations of the personality.

The educology, known in Ukraine as *освітологія*, makes the first steps in Ukraine (V. Andrushchenko, G. Ball, V. Kremen, A. Moroz, V. Ogneviuk, O. Sukhomlinska, S. Sysoyeva, Iu. Rudenko, A. Furman, L. Khoruzha et al). *Philosophy of educology* is «a semiotically understood and oriented experiential philosophy of educology as a democratic philosophy of life». It «becomes the philosophy of knowledge about educative experiences or reflective thinking experiences». That is why theoretical educologists are facing the problems: «(i) how to know kinds of experiences that are educative as involved in the reflective thinking experience and (ii) the explication of the phases of reflective thinking». Besides, it is important to explain «reasons why democracy is the preferable arrangement for a way of life guided by the growth» [22, 37 - 38]. The prospects for *philosophy of educology*, still outside TESE, may be a bright and golden dream.

Conclusion. Further diversification of Ukrainian pedagogics under European integration of Ukraine may be discerned along the disciplinary lines acknowledged worldwide. The explosive development of *theory of education* and *educational theory* as independent disciplines is quite possible applying the experience of *philosophy of education* advancement in the post-Soviet period. The framework of present-day

Eastern Slavonic pedagogics will undergo essential transformations, like it has experienced recurrently sharing place with *pedagogy* and its emic-idiographic perspective for a century and a half. Instead of *pedagogics*' political supremacy in the USSR over pedagogy, especially after paedology was exempted, now it needs reframing.

Since TESE has come into being the term *pedagogics* has diminished its application in English and German texts, and for the most part in EU. Only historic and individual works still elaborate it. Such theoretical transnational concepts like *educational theory*, *theory of education*, *education sciences* substitute *pedagogics*, quite in vein with etic-nomothetic perspective. These social sciences most generally synthesize knowledge on formation and becoming a man as the subject of pedagogic scrutiny.

Under globalization transformations the share of thesaurus-based juxtaposition in qualitative-quantitative methodology of comparative education, namely postgraduate one, is increasing. Nevertheless the advantages of transnational conceptualization in establishing common and specific are limited with the quality of produced single and multilingual thesauri. At the same time the analysis of thesaurus-based juxtaposition demonstrates a vital need of long term studies and coordination of comparative arrangement of pedagogic and psychological concepts and categories in view of Ukrainian integration into the worldwide educational space.

References

1. Бондар В. І. Дидактика: підручник для студ. вищ. пед. навч. закладів / В. І. Бондар. - Київ : Либідь, 2005. - 264 с.
2. Виндельбанд В. Избранное: Дух и история. - М.: Юрист, 1995. - 687 с.
3. Виндельбанд В. От Канта до Ницше: История новой философии в ее связи с общей культурой и отдельными науками [пер. с нем. А. И. Введенского]; М.: КАНОН-пресс, Кучково поле, 1998. - 496 с.
4. Данилов М. А. Дидактика; под общей ред. Б. П. Есипова / Б. П. Есипов, М. А. Данилов, М. Н. Скоткин, Э. И. Моносзон, С. М. Шабалов. – М. : Из-во Акад. пед. наук РСФСР, 1957. – 517 с.
5. Енциклопедія освіти /Акад. пед. наук України ; відповід. ред. В. Г. Кремень. – К. : Юрінком Інтер, 2008. – 1040 с.
6. Ибрагимов Г. И., Ибрагимова Е. М., Андрианова Т. М. Теория обучения: учебное пособие; под ред. Г. И. Ибрагимова / Г. И. Ибрагимов, Е. М. Ибрагимова, Т. М. Андрианова. – М. : Гуманитар. изд. центр ВЛАДОС, 2011. - 383 с.
7. Луков Вал. А. Методология тезаурусного подхода: стратегия понимания / Вал. А. Луков, Вл. А. Луков // Знание. Понимание. Умение. – 2014. - № 1. - С. 18–35.
8. Национальная рамка квалификаций Российской Федерации: Рекомендации / О. Ф. Батрова, В. И. Блинов, И. А. Волошина [и др.] □ М.: Федеральный институт развития образования, 2008. □ 4 с.

9. Національний освітній глосарій: вища освіта / авт. - уклад. : І. І. Бабин, Я. Я. Болюбаш, А. А. Гармаш й ін.; за ред. Д. В. Табачника і В. Г. Кременя. – К. : ТОВ «Видавничий дім «Плеяди», 2011. – 100 с.

10. Олійник В. В. Транснаціональні теоретичні конструкти післядипломної освіти / В. В. Олійник, Г. О. Штомпель // Вища освіта України. - 2014. - № 3. - Додаток 1. - С. 59 – 65.

11. Соколова І. Наукові підходи до проведення компаративних досліджень проблем вищої освіти / Ірина Соколова // Педагогічна компаративістика – 2014: якісний вимір освіти зарубіжжя та український контекст: матеріали Всеукраїнського наук.-практ. семінару (Київ, 5 червня 2014 р.) / за заг. ред. О. І. Локшиної. – К. : Пед. думка, 2014. – С. 21 – 24.

12. Тезаурусний аналіз мирової культури. XI Международная научная конференция (Москва, 27–29 ноября 2014 г.): Доклады и материалы. Симпозиум «Тезаурусний аналіз мирової культури» [сб. науч. трудов. Вып. 28] / под общ. ред. Вал. А. Лукова. — М. : Изд-во Моск. гуманит. ун-та, 2014. — 104 с. (Специальный выпуск : Высшее образование для XXI века).

13. Теоретические основы процесса обучения в советской школе / Под ред. В. В. Краевского, И. Я. Лернера. – М.: Педагогика, 1989. – 320 с.

14. Ушинский К. Д. Педагогическая поездка по Швейцарии // Ушинский К. Д. Педагогические сочинения: В 6 т. [сост. С. Ф. Егоров] – Т. 2. – С. 183 – 200.

15. Ушинский К. Д. Цветы московской педагогики на петербургской почве // Ушинский К. Д. Собрание сочинений. - Т. 5. Методические статьи и материалы к «Детскому миру». - М. - Л. : Изд-во АПН РСФСР, 1949. – С. 377 – 411.

16. Штомпель Г. О. Концептуалізація постдипломних кваліфікацій у новій редакції Міжнародної стандартної класифікації освіти / Г. О. Штомпель // Педагогіка і психологія. – 2013. - № 1. – С. 54 – 60.

17. Штомпель Г. О. Януш Корчак і професійна освіта педагога: до 120-річчя від дня народження / Г. О. Штомпель // Актуальні проблеми теорії і практики післядипломної освіти керівних і педагогічних кадрів : матер. звітної наук. конф. (5 - 6 березня 1998 р., Київ) / М-во освіти України; Держ. акад. керівн. кадрів освіти. – Ч. I. – К. : ДАККО, 1998. – С. 32 - 34.

18. Cook S. D. N. Navigating the Eternally Unfolding Present: Toward an Epistemology of Practice / S. D. Noam Cook, Hendrik Wagenaar // The American Review of Public Administration. – 2012. – 42 (1). – P. 3 – 38.

19. Comparative and International Education: A Bibliography // Comparative Education Review. - 2013. - Vol. 58. - No. S3. - P. S1 - S165.

20. Dale R. Towards a Critical Grammar of Education Policy Transfer / R. Dale, S. Robertson. // World Yearbook of Education 2012. Policy Borrowing and Lending in Education ; [ed. by G. Steiner-Khamsi and F. Waldow]. - New York : Routledge, 2012. – P. 21 – 40.

21. Davenport Th. H. Thinking for a Living: How to Get Better Performances and Results from Knowledge Workers / Thomas H. Davenport. – The U.S.A. : Harvard Business Review Press, 2005. – 240 p.

22. Fisher J. E. A General Sketch of a Semiotically Understood and Oriented Organic Experiential Philosophy of Educology for Developing Democracies in the World / James E. Fisher // International Journal of Educology. – 2003. – Vol. 17. – Is. 1&2. – P. 1 - 40.

23. Gazan R. Controlled Vocabulary & Thesaurus Design. Trainee's Manual / Rich Gazan. – Manoa : University of Hawaii & Association for Library Collections & Technical Services, 2006. – 196 p.

24. Globalisation and Regionalisation in Higher Education: Toward a New Conceptual Framework / S. Robertson, R. Dale, S. Moutsios, G. Nielsen, C. Shore and S. Wright /. – Aarhus: EPOKE, Department of Education, Aarhus University, 2012. – 63 p.

25. Hayhoe R. TPSE 1825: Comparative Education Theory and Methodology / Ruth Hayhoe. – РЕЖИМ ДОСТУПУ : http://www.oise.utoronto.ca/cidec/UserFiles/File/Students/Current_Courses/TPS%201825%20Comp%20Ed%20Method%20Theory%20Hayhoe%20June%202011.pdf.

26. International Standard Classification of Education. ISCED 2011. - Montreal : UNESCO Institute for Statistics, 2012. – 84 p.

27. Kandel I. L. Comparative education and the underdeveloped countries: a new dimension / Isaac L. Kandel // Comparative education review. –1961. - Vol. 4. – P. 130 – 135.

28. Let's talk about pedagogy: towards a shared understanding for early years of education in Scotland / D. Alexander, T. Bruce, E. Carmichael et al. – Edinburg : Learning and Teaching Scotland, 2005. – 26 p.

29. Montanini M. Supporting tertiary education, enhancing economic development. Strategies for effective higher education funding in Sub-Saharan Africa / Marta Montanini // Italian Institute for International Political Studies Working Paper. – 2013. – May. – # 49. – P. 1 - 38.

30. Pike K. L. Language in relation to a unified theory of the structure of human behavior / K. L. Pike. - The Hague ; Paris : Mouton, 1971. – 762 p.

31. Ragin Ch. The Comparative Method: Moving beyond Qualitative and Quantitative Strategies / Charles Ragin. - Berkeley, Los Angeles, London : University of California Press, 1987. – 218 p.

32. Research Assessment. Pedagogics and Education Science 2007. – Utrecht, The Netherlands : Quality Assurance Netherlands Universities, 2008. – 89 p.

33. Research Review. Pedagogics and Education Science. – Utrecht, The Netherlands : Quality Assurance Netherlands Universities, 2013. – 147 p.

34. Schemmann M. The concept of "Governance Regimes": A helpful tool for international comparison in adult education? / Michael Schemmann, Josef Schrader // Proceedings of the ISCAE Conference. - Las Vegas : International Society for Comparative Adult Education, 2012. – P. 213 – 224.

35. Sparke M. Introducing Globalization - Ties, Tensions, and Uneven Integration / Matthew Sparke. - Malden, MA, USA : Wiley-Blackwell, 2013. – 491 p.

36. Swanson G. Framework for comparative research: Structural anthropology and the theory of action / Guy Swanson // Comparative Methods in Sociology: Essays

on Trends and Applications; ed. by Ivan Vallier. – Berkeley : University of California Press, 1971. – P. 141 - 202.

37. TESE - The thesaurus for education systems in Europe - 2009 edition. - Режим доступа : http://eacea.ec.europa.eu/education/eurydice/tese_en.php.

38. The Normative Thought of Charles S Pierce ; [ed. by Cornelis de Waal and Krzysztof Piotr Skowronski]. – The U.S.A. : Fordham University Press, 2012. – 320 p.

39. The SAGE Handbook of Globalization; ed. by Manfred B. Steger, Paul Battersby, Joseph M. Siracusa. – Los Angeles, London, New Delhi, Singapore, Washington DC : SAGE Publications Ltd., 2014. – 1088 p.

40. The Trans/National Study of Culture. A Translational Perspective ; [ed. by Doris Bachmann-Medick] (Series: Concepts for the Study of Culture. - Berlin/Boston : Walter de Gruyter GmbH, 2014. – 271 p.

41. Thesaurus UNESCO. - Режим доступа : <http://databases.unesco.org/thesaurus/wwwi32.exe/%5Bin=affiche.in%5D/>.

42. Understanding Knowledge Societies: In twenty questions and answers with the Index of Knowledge Societies [Department of Economic and Social Affairs. Division for Public Administration and Development Management].- New York : United Nations, 2005. – 179 p.

9.02.2015
© G. Stempel

J11508-004

Gilev G.A., Maximov N.E., Shchepelev A.A.
METHODOLOGICAL BASES OF DEVELOPMENT OF THE SPECIAL
ENDURANCE OF SPORTSMEN IN AT RUN ON MIDDLE
DISTANCES

Moscow state industrial university

Introduction. Increase of effectiveness in at run, since 80-90th indissolubly related to the change of method of trainings toward considerable growth of volume and intensity of loadings, by the increasing role of exercises, leading physical qualities cooperant to perfection and increase of functional possibilities of runner. Runners on the Middle distance passed the strongest to the daily 2-3-valid for one occasion trainings the general area of which in the annual loop makes about 3-6 thousands kilometers per year. The volume of loadings of highly skilled runners attained such limits, that the few from trainers counts on considerable progress of results of the pupils by the further increase of area of exercises or amount of clock, vast plans of preparation expended by sportsmen on implementation.

By the massed use of training facilities, L.P.Matveev [17] notices, we aim to recover their insufficient efficiency, that conduces to the unjustified overgrowing quantitative side of training, at times in harm to its high-quality side. In a number of works [12,18 and other] attention of practical sport workers applies on that the process of the sporting training can be largely rationalized, if to deepen our pictures of mechanism of influence of executable exercises on an organism and about principles of their scientifically grounded selection.

Thus, in at run on middle distances expressly enough the problem of scientific ground was designated on principle new ways of development and further perfection of training process, because possibilities of the methods of preparation practiced presently almost exhausted itself. For this reason specialists spare all greater attention to high-quality, not quantitative descriptions of training. Attention of trainers and scientists is directed on the study, comparison and selection of the most effective facilities and methods of preparation, producing the promoted system requirements functional, possibilities of which determine success of competition activity organism [5 and other].

Highest level of world records and sporting results the 10 and 100 best athletes of world in every type of track-and-field, very little changing in the last 15-20 years, allow to assume that further growth of achievements will take place mainly due to further perfection of individual calendar of competitions, use of the settled facilities of renewal and increase of capacity of sportsman, optimization of training structure in long-term one, annual and more short cycles, that will demand the increases of reliability of management by the state of «sporting form» of athletes [15 and other].

Last meaningful success of our country on an international sporting scene in at run on 800 meters belongs to Y. Borzakovskiy (gold on Olympic Games in Athens 2004 years). On the last Olympic games in London (2012 years) on the same distance world record was made, which belongs to the Kenya sportsman - Rudyshe D. (1:40.91).

By the main reason of growth of effectiveness in any sporting direction during many decades it is necessary to name the intensive search of new ways in perfection of training process. Introduction of scientific achievements in practice of preparation of runners on middle distances in our country passes extremely unsatisfactorily. It is regrettably necessary to establish, that front-rank, scientifically grounded ideas facilities and methods not always are inculcated even in work of trainers of collapsible command of country. As a result of this phenomenon we during many years shortage winners and prizewinners on world championships. At the same time, successes of the separate Russian sportsmen on an international sporting scene are indissolubly linked with the use of front-rank methods of training, by the high level of indexes of their general and special physical, functional and technical-tactical preparedness.

Every new stage in development of any type of sport requires high-quality the new decision of these tasks. Aggregate of physical, functional and technical -tactical preparedness in at run with the primary display of endurance, as, however, and sportsmen of other cyclic types of sport, inferior to one purpose - achievement possibly greater speed on competition. Analysis possibilities of increase of speed of advancement of runner as derivative size from the speed-power parameters of his actions we certainly come to the problem of exposure of optimums of these parameters [4,15].

Research object is training process of runners on middle distances of high qualification.

Article of research is structure and maintenance of the training loadings of runners on middle distances of high qualification.

Research purpose is ground of theoretical and methodical bases of increase of effectiveness of runners on middle distances of high qualification on the basis of the use of combinations of exercises of different intensity.

Research methods. Determination of functional potencies of organism from position of including of glycolytic mechanism of resynthesis ATP was carried out with the use of test 5 x 800 m with increasing speed at run on subsequent segments. Speed at run of the first 800 m segment corresponded, approximately, concentrations of milk acid in a blood at the level of aerobic threshold (AnT) 2 mmol/l. On subsequent 800-meters distances she step rose to maximally possible to the last reiteration. The interval of rest between loadings was determined by time of renewal of frequency of cardiac reductions (FHR) and concentration of milk acid to the initial level fixed before testing .

The blood test on lactate was conducted in the end 3th minutes of rest after every segment, that allowed to adhere to the standard method of tests of blood. For measuring of concentration of milk acid (lactate) the device of «Accutrend Lactate was used in a blood».

Results of middle speed on 800-meters segments and sizes of concentration of lactate in a blood on 3th to the minute of rest was interpreted graphicly, fixing lactate curve of every participant of experiment. The construction of the individual graphs of lactate of curve was carried out on the basis of size of middle speed of overcoming of 800-meter distance (abscises axis) and index of concentration of milk

acid in a blood (y-axis) this temporal result. Perpendicular dropped from the point of lactate of curve, proper concentration of lactate a 2 mmol/l, on abscises axis, determined the individual value of speed at the level of AnT. Perpendicular dropped from the point of lactate of curve, proper concentration of lactate a 4 mmol/l, on abscises axis, determined the value of speed at the level of AnT.

Thus, on the basis of results of step test 5 x 800 m determined with the increasing loading:

- size of speed at run at the level of aerobic threshold (AnT) during the concentration of milk acid in a blood equal 2 mmol/l;
- size of speed at run at the level of anaerobic threshold (AnT) during the concentration of milk acid in a blood equal 4 mmol/l;
- concentration of milk acid after overcoming of 800-meter distance with maximally possible speed at run;
- frequency of cardiac reductions at once after completion of every distance;

Test 5 x 200 m with the interval of rest 60 with was used for research of anaerobic possibilities of sportsmen. Total time of test served as a criterion ergometers capacity of glycolytic anaerobic mechanism of power supply. Distinction in effectiveness of overcoming of 200-meters distances in this test served for determination of degree of speed-power endurance of examinees. Upon completion of testing in the end 1th, 3th, 5th, 7th and of necessity 9th the minutes of renewal at sportsmen drew samples of blood from a finger on lactate for the study of intensity of utilization of milk acid. The special running preparedness and degree of realization of aerobic and anaerobic potencies at sportsmen was determined at the run of distances 200 and 800 m at full pelt. In one training day an examinee started only on one of controls distances.

Testing results served as the integral index of influencing of the used training facilities and methods on effectiveness of runner on middle distances.

After every heat count of tests of blood was made in the end 1th, 3th, 5th, 7th and if necessary 9th minutes of rest. On controls distances passed testing as kursovok, I.e. in the conditions of close to competitions.

With the purpose of exposure of the most favorable terms for utilization of lactate a after implementation of exercise mainly anaerobic glycolytic character examinees ran about distance 800 m in the conditions of close to competitions. This exercise was executed 3 times per different days. The terms (modes) of renewal after completion of distance alternated as follows: 1) rested passively; 2) accomplished the run between measurings of lactate a in the aerobic mode; 3) in intervals between measurings of lactate a intensity at run approached to the level of AnT. After every heat count of blood was made on lactate in the end 3th, 5th, 7th and 9th minutes of renewal (rest).

The time-study allowed to define the time, expended on implementation of exercises, pauses of rest and renewal. In all cases the hand time-study was used through an electronic stop-watch within 0,01 second.

The method of heart rate measurement was used for determination of reaction of the cardiovascular system of examinees on the physical loading at the trainer jobs processing. Frequency of cardiac reductions was determined palpation to loading and

after loading during the first 10 seconds of renewal, the amount of shots was after counted up for one minute.

At treatment of actual material the generally accepted methods of mathematical statistics were used. [1,2 and other], with the calculation of middle arithmetic (M), quadratic declining authenticity of distinctions on Student's test. As the criterion of level of meaningfulness for the estimation of results of statistical analysis confiding probability from 0,85 to 0,95, sufficient at pedagogical researches, was used, at static authenticity on the criterion of Student's test ($P < 0,05$).

Results and their discussion. It is known that in basis of growth of sporting results the phenomenon of adaptation of organism lies to the training loadings. As far as the increase of trained loadings before causing in the organism of sportsman most physiological changes, gradually stop to cause them [21, 22 and other]. For maintenance of certain level of functional activity the physical loadings of the proper size are needed, and at loadings pre-conditions are below than this level created for the decline of level of trained [20 and other]. In connection with the mentioned phenomenon for further growth of sporting results appears very actual problem of choice of percent correlation of volume and intensity of the training loadings in mikro- mezo- and training makro-cycles.

Creative work of trainers and researches workers results in forming of new approaches to the different constituents of sporting trade, clarification of existing and exposure of new conformities to the law and methodical positions in preparation of sportsmen. The search of optimum ways of perfection of training process of runners on middle distances appears for today far not completed and is based, foremost, on the study and analysis of motive activity of runners, including on determination of optimum alternations of loadings of different intensity, providing the increase of speed of passing of distance without the additional increase of concentration of milk acid (lactate a) in a blood. Further progress in this type of sport, undoubtedly, is related to the increase of intensity and duration of exercises of lactate character. In this connection increase of utilization of lactate a, limitation of receipt of him in a blood at passing of competition distance and rapid renewal of PH blood after loading are key problems in trainings of srednevikov [6].

Srednevikov specialists see backlogs of growth of trade in perfection of the system of their preparation. On the initial stages of employments by sport for the increase of capacity of the systems of organism of sportsman the wide circle of the most different exercises is used. But as far as becoming of sporting trade all more frequent there is the phenomenon of "dissociation" of physical qualities [12 and other], when the size of positive transfer of trained from one type of activity on other diminishes, and negative - is increased [9, 10, 13 and other].

In connection with the mentioned phenomenon the problem of choice of training facilities and their percent correlation in training periods cycles and concrete trainings appears very actual for further growth of sporting results. The ground of optimum correlation of the use of facilities of preparation of srednevikov on every stage of becoming of his sporting trade becomes one of main tasks of theory and practice of training [4,16 and other].

At the selection of facilities of the special physical preparation, Y.V.

Verkhoshanskiy [3] marks, it is necessary to follow principle of dynamic accordance, I.e. they must be adequate to competition exercise on the following criteria: to the groups of muscles, engaged in work, amplitude and direction of motion; to the accented area of amplitude of motion; to the size of effort and time of his development: to the rate of movement, mode of operations of muscles.

The vast experimental material represented in works of separate authors shows that for perfection of motive activity of sportsman in the select type of sport it is necessary to use such exercises at implementation of which accordance of motive coordinating structures to the coordinating features of basic competition exercise was provided. This accordance inherently to exercises implementation of which simultaneously with development of physical qualities perfects a sporting technique, that answers principle of the attended influence [7,14 and other].

Along with the questions of attended the problem of variability is pulled out, or, in other words, applications of optimum alternation of exercises, in the process of implementation of which is overcome large either less resistances taking place in the conditions of competition activity or equal to them. In the use of principle of variability possibility of not only creation of terms of forming of rhythm-speed structure of basic competition exercise and filling of this structure by power maintenance but also perfection of power supply is looked over at the physical loadings. By pre-condition in order to ratify last, in particular serves circumstance that in muscles under act of exercises of anaerobic character, executable activity of the enzymic systems strengthening extraction of oxygen from a blood rises on a background the aerobic loading. It is marked that this process carries local character, I.e. it registers only in those muscles which directly participate in work [3,19 and other].

These and the conclusions similar to them about structural alterations of the functional providing of work of muscles testify to «adaptation» of muscular vehicle to the oxygen deficit in the conditions of the anaerobic mode. Scientists are proved besides alongside, that working muscles are the most active place of oxidization (utilizations) of lactate a. So, from data [23], more than 75% turn of lactate a (transformations of him in glycogen) is carried out in muscles at intensity of executable work about 75% from the level of consumable oxygen (MIK).

However problem of rational construction of separate employments, mikro- and mezo-cycles in the training process of runners remains studied not enough. Quite often in sporting practice of runners with the purpose of achievement of considerable adaptation effect spare large attention to the shocks loadings of electoral orientation. Such training employments render deep, and at times and stressing influences on functional possibilities of organs and systems providing the capacity of sportsman. At planning of the training loadings of shock electoral orientation creation becomes actual in these employments of terms, cooperant to intensive renewal of capacity of sportsman to the before done work, the primary orientation of which was related to development of other power blocks functions and systems of organism [5 and other].

Therefore along with the questions of the accented electoral influence of the training loadings on separate functions and systems of organism at planning of both

separate employment and their system, the task of complex orientation of loading is pulled out. Thus complexity of the training loadings in the decision of tasks of development and perfection of physical qualities functions and systems of organism in this case it is necessary to understand, foremost, as creation of optimum terms for introduction of the shocks loadings of electoral influence [4].

How shows a practical worker, the successful search of the most rational combination of the programs of training employments with the different primary orientation of loadings unchanging results in the increase of level of functional preparedness of sportsmen and, in the end, to growth of their effectiveness.

The researches conducted to the present tense still do not give sufficient information about pedagogical, physiological, biochemical conformities to the law of increase of effectiveness of srednevikov on the stages of sporting perfection and higher sporting trade. Moreover, information of these researches often carry debatable character and conflict with each other, that testifies to complication and variety of influencing of training exercises on status of sportsman. One of main reasons of similar situation consists in insufficiency of summarizing systematic researches in the contiguous regions of biomechanics, biochemistry, physiology, pedagogics as it applies to perfection of sporting trade and main - insufficiency, and on occasion and in absence of the clear grounded pictures of principal reasons and factors, caused one or another influence of training exercises on effectiveness of implementation of motive actions in the conditions of competition. Exactly one of main accept of scientific actuality of the explored problem and its novelty consists herein.

On the whole the prospect of perfection of sporting trade of runners on middle distances requires the grounds of basic conformities to the law of construction of training process of sportsmen of high class taking into account intercommunication and interconditionality of pedagogical, biomechanics, biochemical parameters of implementation of training and competitions exercises, with the purpose of creation of backgrounds of further development of theoretical and experimental researches. In accordance with to information by scientific direction the sphere of research search was certain:

1. To define the features of utilization of lactate a at runners after overcoming of distance in the mainly glycolytic mode in the period of renewal in the conditions of passive one and different variants of active rest;
2. To study functional potencies of organism of srednevikov at the different speeds modes at run on the level of concentration of milk acid (lactate a) in a blood;
3. To ground methodology of the use of combinations of exercises of different intensity in the training process of srednevikov high qualification.

For determination of concentration of lactate a in a blood for the different speeds modes of overcoming of distance used a step test foreseeing the multiple run of distance from gradually one times from time by the multiplied intensity. With growth of speed of passing of distance there is the increase of concentration of milk acid in the blood of runner. Perfection of power supply of work of muscles is directly related to diminishing of level of lactate a in a blood in the aerobic and anaerobic modes of overcoming of distance.

The improvement of effectiveness, as a rule, takes place with the increase of by-products of anaerobic power supply of work of muscles up to maximum possible («ceiling») sizes. But as "limit" "zakyslenyya" of organism is limited in size concentrations of milk acid in a blood about 18-22 mmol/l, this direction of the training process characterized by the accented use of exercises of okolomaksymal'noy and submaximal anaerobic power (on Y.M.Koz, 1986) with the relatively long intervals of rest, we vividly named a deadlock.

The increase of efficiency of training process is seen not due to diminishing of more powerful anaerobic processes of resynthesis ATP, and in investigation considerably greater utilization of products of zakyslenyya in a muscle, shutting out large their troop landing in a blood. This not only does not limit the prospect of development of power and capacity of the fosfagennoy and lactate power systems (anaerobic processes) but also extends possibilities of increase of duration of their functioning, that in a practical aspect usually name the increase of speed endurance [5].

Concentration of lactate a in a blood at advancement of sprinter, sredneviyka or stayer specialized on long distances, naturally, it will be different, and victory will gain that, who planned a training process and realized from the scientifically grounded positions. In this case from position of increase of utilization of lactate a in a muscle, the same, preventing high his concentration in a blood at passing of distance.

Appearance of biochemical and physiological criteria, such as "oxygen debt", "threshold of anaerobic exchange" or "anaerobic threshold" (AnT), level of maximal consumption of oxygen (MCO) and conception of "stalling speed" subcritical and nadkrytycheskoy areas of speeds related to him, test of PWC170, allowing to define power at which transition is from the smooth linear reaction of FHR on loading to nonlinear one, powerful and capacities descriptions of metabolic sources resulted in classification of the training loadings on the "areas of relative power".

One of key problems in a modern theory and method of physical culture and sport is determination of orientation of training influence of the applied exercises. This problem has the special meaningfulness in training of runners on middle distances, where the wide circle of exercises, differentiating on the duration, intensity, amount and frequency of reiterations, character of intervals of rest, is used. In less degree a question is studied about optimum combinations of the applied training exercises on character of urgent adaptations changes and, as a result, on effectiveness of sportsmen. The distinctive features of exercises are certainly reflected on the primary orientation of training effect. At the same time, establishment of features of training influence of combinations of the applied exercises of different intensity and coordinating structure, their clear systematization, on scientific principles will be necessary precondition of further perfection of the existent system of preparation of sportsmen of high qualification, by a necessary condition for achievement of primary objective of training process are demonstrations of the greatest sporting results.

Cognition of degree of development of indexes of power, capacity and

efficiency of aerobic and anaerobic processes of power supply of organism under act of combinations of training exercises of different orientation can serve as bioenergetic description of planning and construction of training process of highly skilled runners.

Our pedagogical supervisions allowed to come to the conclusion about large meaningfulness in achievement of high effectiveness of sportsman of the quickest renewal from positions of utilization of lactate a after the physical loading related to overcoming of distances with including of anaerobic glycolytycheskykh processes, including in the conditions of competition. If lactate after the physical loadings at sportsmen is utilized with the different degree of intensity, logically to assume that lactate with different intensity is utilized and in the period of implementation of the physical loading, depending on the degree of trained in this aspect of sportsman. The study of mechanism of reduction of the troop landing of lactate a in a blood, essentially, can revolutionize the process of preparation of sportsmen in the cyclic types of sport, related to the anaerobic glycolytycheskymy processes of muscular reduction [5 and other].

However measuring of utilization of lactate a in a blood during passing of distance for today is the not decided task. Therefore we undertook an attempt to explore this problem by an indirect way. Ends promise there were the following circumstances: 1) different degree of utilization of lactate a in a blood after implementation by the sportsmen of the identical physical loading; 2) influencing of the mode of renewal after loading of anaerobic mainly glycolytic character on utilization of lactate a in a blood.

In literary sources by us not found out information about the most optimum (passive or active, characterized by coordinating or speeds features) modes of «rest» for the quickest utilization of lactate a after implementation of the exercises related to anaerobic mainly by glycolytycheskym power supply of muscle activity.

For finding out of this question the instrumental measurings of concentration of milk acid were conducted at the different modes of rest after passing of distance in mainly glycolytic power supply. Distance which a sportsman overcame with maximally possible speed was chosen 800 meters. At passing of this distance, as showed a practical worker, most full the glycolytycheskye processes of power supply of reduction of muscles, related to formation of high concentration of lactate a in a blood, will be realized.

For the study of the most effective modes for the acceleration of utilization of lactate a after passing of distance 800 meters the separate variants of active and passive rest were considered.

In a table 1 the middle concentration of lactate a is represented in a blood on 3th, 5th, 7th and 9th minutes of renewal after passing of distance 800 meters at the different variants of active and passive rest at sportsmen-runners from a 1th sporting digit to kms (n = 26).

On the whole the results of preliminary experiment confirmed unequivallentness of intensity of utilization of lactate a in the conditions of passive and different variants of the active mode of renewal. Thus by the most acceptable mode of «rest», from position of removal of zakyslenyya of blood after the intensive physical loading

mainly glycolytic character, was at easy run in the aerobic mode. At the same time, at consideration of individual features of intensity of utilization of lactate a, it should be noted that at the sportsmen of more high qualification, the tendency of favourable renewal is clearly traced in the modes close to AnT. This circumstance grounds to suppose that at the increase of trained the mechanism of utilization of lactate a is perfected. The ground of this position is seen in the acceleration of utilization of lactate a at more trained sportsmen with intensity of near to the level of AnT, at which partly rapid miofibrill continue to function, after overcoming of 800-meter distance.

Tabl. 1

Concentration of lactate a in a blood after overcoming of 800-meter distance in the competition mode at the different modes of renewal (M± σ, confiding probability 85%)

Character is renewal	3th mines of renewal (mM/l)	5th mines renewal (mM/l)	7th mines of renewal (mM/l)	9th mines of renewal (mM/l)
Passive rest	14,5±1,23	11,7±1,65	9,1±1,14	6,7±1,12
Passive rest	12,9±1,25	8,2±1,15	6,2±1,16	3,5±0,87
At run in mode below AnT	13,8±1,42	10,4±1,24	8,3±1,12	5,4±0,93

Thus, the got results allow to talk about the most favorable forming of mechanism of utilization of lactate a, consisting in the use of combinations of exercises of anaerobic, mainly glycolytic, character with the periods of active rest, in which a sportsman continues to execute at run in the aerobic mode. Thus perfection of mechanism of utilization of lactate a, as follows from the analysis of the got results, does not eliminate gradual, taking into account individual features, increase of intensity of advancement in the period of active rest to the level of near to AnT.

The aggregate of the got results allows to assume that perfection of mechanism of utilization of lactate a under act of combination of intensive and extensive (aerobic, gradually transitory to the level of AnT) exercises takes place not only in the period of ending of implementation of exercise, mainly anaerobic glycolytic character but also in the process of implementation of exercise. This supposition finds the confirmation in practice of cyclic types of sport, when in the process of the purposeful trainings the increase of effectiveness is marked on distance without the increase, and on occasion diminishing of concentration of lactate a in a blood after completion of distance [6 and other].

The analysis of the got results of pedagogical inspection showed that the indexes of aerobic and anaerobic productivity of organism in the group of highly skilled runners on middle distances had more high of variability as compared to the indexes of somatic development. In this plan the increase of the level of AnT, fixed with growth of trained of sportsmen, is the substantial circumstance. Implementation of work of greater intensity without the substantial accumulation in the blood of by-

products of anaerobic exchange (lactate a) characteristically for srednevikov more high qualification as compared to less skilled runners. It is the major attribute of the promoted utilization of lactate a at more skilled sportsmen during implementation of control exercise. This position well comports with jobs, which it is shown in, that a sportsman having more high level of AnT can develop and support more high speed of advancement at formation of less concentration in the organism of milk acid, performances [6 and other].

During implementation of exercises of glycolytic character results at run were another confirmation of legitimacy of presence of different degree of utilization of lactate a on 200 meters with maximally accessible speed in a test 5 x 200m. Effectiveness at more skilled runners is fixed for certain to more low preparedness greater as compared to sportsmen. Thus concentration of milk acid in a blood on 3th to the minute after ending of test appeared at them for certain more low qualification less in relation to the proper index of runners.

Distinction of effectiveness of more skilled runners from the less prepared sportsmen at presence of for certain large sizes of concentration of lactate a in a blood in the end 3th minutes of rest after a finish on distance 200 meters at the less prepared sportsmen allow to conclude about taking place in the process of trainings perfection of metabolism of utilization of lactate a directly during implementation of exercise of anaerobic mainly glycolytic character. Legitimacy of this conclusion is grounded by the researches works, devoted to the management, adjusting and self-regulation by physiological functions in the process of motive actions [1, 23 and other].

Analysing the changes of results of runners on 200-meter distance with maximally accessible speed in a test 5 x 200m in an aggregate with the concentration of lactate a in the end 3th minutes of rest upon completion of series, we come to conclusion that mainly passive rest after implementation of exercises of anaerobic glycolytycheskoy orientation stimulated perfection of metabolism of power supply of motive activity of examinees on the way of greater increase of concentration of milk acid in a blood in comparison by the different variants of active rest upon completion of test. A training process which is directed on the way of achievement of maximum sizes of concentration of lactate a in a blood, as is generally known, is little productive and in the end limited.

The analysis of the got results allows to establish the rectilinear increase of concentration of lactate a in a blood at loadings below than an anaerobic threshold, while at more high speed at run there is hyperbolic character of growth of this index. Negative influence of excessive zakyslenyya of organism of sportsman on the increase of effectiveness in the exercises related mainly to glycolytycheskym power supply, grounded in a number of works [3, 16 and other]. From position of bioenergetic increase of effectiveness of sportsmen at the limited development of oxidizing processes of neutralization of high concentration of milk acid it is necessary to expect only due to the increase of efficiency of the buffer systems neutralizing zakyslenye of blood. Reserve of neutralization is very limited however in this case.

Control after frequency of cardiac reductions in a test 5 x with the multiplied intensity of passing of distances allowed 800m on motion of pedagogical experiment to carry out the urgent control after the modes of runnable distances. The fixed tendency of decline of FHR in the execution state of work at the level of AnT does not allow to draw conclusions about distinction of influencing of rest after loading on functioning cordially vascular system.

Bioenergetic indexes, incorporated in all tests upon completion of distances and in the intervals of taking of tests on the concentration of lactate a at examinees, running about by a jog-trot from 200 to 400 meters, testify to the degree of tension of aerobic and anaerobic processes what is going on in the organism of runners at loading of anaerobic glycolytycheskoy orientation. The got data analysis showed dependence of functional changes in power supply, related to the use by sportsmen in the process of this experiment of the different modes of «rest» after implementation of intensive exercises mainly glycolytic character.

Ergometric indexes of the special productivity, such as total time of test 5 x 200 m by the interval of rest 60 with and change of time of overcoming 2th halves of implementation of this test, show large meaningfulness of conducting of training process on the way possibly to greater utilization of lactate a, diminishing the troop landing of him in a blood, during implementation of exercises of glycolytic power supply.

High connection between the level of maximal anaerobic power and maximal consumption of oxygen is one of arguments in behalf on that the oxidizing processes of power supply of work of muscles are instrumental in efficiency of anaerobic metabolism. In this plan the increase of the level of AnT, observed with growth of trained, is the substantial circumstance, I.e. implementation of work of greater power without the additional accumulation in the organism of products of anaerobic exchange.

A sportsman having more high AnT can develop and support more high speed without considerable education in the organism of milk acid. The numerous examples of preparation of sportsmen of high class demonstrate, that the increase of speed of advancement on distance (powers of executable work) can achieve considerable sizes without the substantial increase of «zakyslenyya» of organism.

In consideration of the expounded positions and also results of researches with the use of biopsies methods of study of microstructure of muscles, reason of decline of concentration of lactate a at implementation of high-intensive exercises as a result of trainings of certain orientation it is necessary to search not in diminishing of products of lactate a by muscles, and in the increase of intensity of oxidizing processes removing the products of «zakyslenyya» in muscles.

Conclusions.

1. The analysis of the got results showed relatively large geterokhronnost' level of utilization of concentration of lactate a at examinees sportsmen, both between the measured intervals of renewal and on the whole in a period with 3th for the 9th minute of «rest».

2. The got results allow to talk about the most favorable forming of mechanism of utilization of lactate a, consisting in the use of combinations of exercises of

anaerobic, mainly glycolytic, character with the periods of active rest, in which a sportsman continues to execute motions in the coordinating structure of basic exercise in the aerobic mode.

3. Results of utilization of lactate after a run on distance 800 meters show at full pelt, that reason of decline of concentration of lactate at implementation of high-intensive exercises it is necessary to search not in diminishing of products of lactate by muscles, and in the increase of intensity of oxidizing processes removing the products of "zakyslenyya" in muscles.

4. Use in trainings of runners on middle distances of high qualification of combinations of running segments, power supply of implementation of which is carried out by mainly glycolytycheskym metabolism, with a run in the aerobic mode with the individually-accessible increase of intensity of their implementation is perspective direction for the increase of speed of passing of distance without the additional substantial increase of concentration of lactate in a blood.

Literature:

1. Aulyk And. To define B. Kak trained of sportsman / And. In. Aulyk. - : Physical education and sport, 1977. - 102 with.

2. Beyly N. Statistical methods in biology / N. Beyly. IT IS M: World, 1973.-271 with.

3. Verkhoshanskiy Y. V. Basics special physical preparation / Y. V. Verkhoshanskiy. it is M.: physical Education and sport, 1988. - 173 with.

4. Gilev G. A. Methodology of speed-power preparation of highly skilled swimmers : Dis. ... d-ra ped. sciences : 13.00.04 : Moscow, 1998. - 268 with.

5. Gilev G. A About achieving speed-power in grebkovykh motions of swimmer/ G. A. Gilev, I.P. Ratov, V.V. Belyaev // Theory and practice of physical culture, 1985. - № 5. - C 15-17.

6. Gilev G. A. Use of combinations of exercises of different ygtensyvnosty in the training process of swimmers/ G. A. Gilev, N.E. Maksymov// Announcer of sporting science. - 2011. - № 2. C 12-15.

7. Diytchkov V.M. Physical preparation of spotsmen/ V.M. Diytchkov - M.: Physical education and sport, 1987. – 87s.

8. Egen'eva L.Y., Intercommunication of depth of the violations of gomeostazysa, caused by muscle activity, and efficiency of renewal / L.Y. Egen'eva, V.P. Brynzak, T.G. Kal'mutskay //Theory and practice of fiz.kultura. - 1975. - N 10. - With. 19-23.

9. Zatsiorsky V. M. Physical qualities of sportsman / V. Zatsiorsky. - : Physical education and sport, 1986. - 200 with.

10. Zimkin N.V. Quality sides of motive activity / N.V. Zimkin //Phyziologic muscle activity of labour and sport are l., 1989. - WITH. 35-41.

11. Korobkov A.V. Interconnection and dissociation of high-quality features of motive activity / A.V. Korobkov // Theory and practice of fiz.kultura. - 1958. - N 7. - With. 22-26.

12. Korobkov A.V. Correlation of facilities of general and special physical preparation in the system of the sporting training (physiological bases)/ A.V. Korobkov // Theory and practice of fiz.kultura. - 1992. - N 4. - With. 14-16.
13. Kryazh, V.N. Experimental-Theoretishc research of dynamics of transfer of fitness of / V.N. Kryazh // Theory and practice of fiz.kultura. - 1990. - N 5. - With. 30-32.
14. Kuznetsov V.V. Scientifically-methodical bases of problem of perfection of power qualities of sportsmen of higher digits. Dis. d.p.s / V. V. Kuznetsov; (ZSRIFK) -, 1992.- 175 with.
15. Track-and-field: studies./ N.N. Tchesnokov, V.G. Nikulishcin. it is the M.: Physical culture, 2010.- 448 with.
16. Maksymov N.E. Construction of training process of swimmers of high qualification with the use of combinations of exercises of different intensity: Author. dyss. kand. ped. sciences of /N.E. Maksymov; - MSPU.- 2011. - 24 with.
17. Matveev L.P. Bases of the sporting training (textbook for the institutes of physical culture) are M.: physical Education and sport, 1977. - 238 with.
18. Ratov I.P. Research of sporting motions and possibilities of management by the changes of their descriptions with the use of hardwares: Author. dys. dokt. p.s./ I.P. Ratov; -, ASRIFK.- 1972. - 45 with.
19. Yakovlev N.N. Chemistry is activity/N.N. Yakovlev - L.: Science, 1983. - 187 with.
20. Brouha L. Tzaining. Science and medicine of exercise and Sports/ L. Tzaining Brouha/1973. - N.4. - P. 35-37.
21. Karpovich P.V. Effect of Gelatin open muscular work in man / P.V. Karpovich, K. Pestrecov// American Journal of Phisiology. - 2003. - V.134.
22. Robinson S. Metabolic adaptations to exhausting Work as affected by training/ S. Robinson// American Journal Physiology. - 2006. - V.133.
23. Saltin B. Skeletal muscle adaptability: significance for metabolism and performance / B. Saltin P. Gollnick// Handbook of Physiology – Skeletal Muscle.- 2011.

J11508-006

Ziambetov V. Yu.

**POTENTIAL OF PHYSICAL TRAINING IN FORMATION OF
AESTHETIC CULTURE OF THE PERSONALITY***FGBOU VPO "The Orenburg state pedagogical university",
Orenburg, Russian Federation*

Introduction. Now the culture is understood as set of the material and cultural wealth, processes of activity and the relations created by mankind during its historical development in difference because is created by the nature [4,page 14]. Therefore in our representation the culture acts as vigorous educational activity of mankind where familiarizing of the person with culture, in particular esthetic culture is a vital issue and a problem of education. This perspective mentions various fields of activity of the person, including physical training.

Esthetic culture - an extensive difficult complex of theoretical knowledge and ideas of art, the empiriko-emotional experience and skills of creativity allowing to carry out esthetic development of the world in the theory and in practice. The concept an esthetics is the cornerstone of esthetic culture (from the greek "estezis" - "feeling", "sensory perception"). In process of mankind it underwent natural high-quality changes, is thin reacting to a social order, ethnic culture, development of sciences and arts, conditions of life and activity of people, identity of the personality [2]. The numerous cultural layers left to us in inheritance characterize an esthetics as science of universal advantage.

For an esthetics many definitions are created, the most laconic of them sounds so: the esthetics is a science about fine. The esthetics traditionally was understood as "philosophical science about essence of universal values, their birth, perception, an assessment and development, about the most general principles of esthetic development of the world in the course of any activity of the person and first of all in art, about the nature esthetic and its variety actually and in art, about essence and laws of life, perception, functioning and development of art". Fine doesn't differ in the set of properties which would only need to be distinguished in a subject. Fine personal experience, admiration, rise in spiritual forces and feeling of harmony [6 ; 7; 8].

The carried-out analysis of cultural and esthetic concepts allowed to stop on the definition offered by M. M. Hermann and V. K. Skatershchikov: the esthetics is "the science studying fine and conditions of its achievement and expression in art" [10]. We also agree with I. B. Astakhov, which the main question of all esthetic doctrines "question of a source of beauty and attitude of art towards reality" (M. Ya. Saraf, V. I. Stolyarov).

Considering an esthetics as "philosophical science about art, we will note that it possesses the special nature: versatile and interdisciplinary. Regularities of esthetic development of reality it is general any spheres. Esthetic is the general universal property penetrating perception of all kinds of activity of the person and the most important element of human culture. Really, say, the esthetic knowledge is also a logical design from generalizations and norms, and live impulsive to the empiricist,

hundred-minute, full of paradoxes and subjectivity. "The theory of action" of an esthetics is huge, in process of this science changed not only concepts and basic provisions, but also a circle of the studied his questions, its subject and tasks [2; 7].

During existence of an esthetics as sciences, addressed to it for realization of philosophical, religious, ideological, social, culturological and many other plans. She served creation of a picture of the world, analyzed the structure of the state, solved poetics problems, adjoined divinity and separated from it, sought to create that firm canons, to destroy them, adjoined to research of mentality, to ethics, sociology and a hermeneutics.

Interaction of an esthetics with other sciences and today are close and caused. Studying, historical roots of esthetic science, considering it as objectively existing and integral part of universal culture where we also find communication. The dominating purpose of so-called esthetic affairs - the esthetic relation to life: to work, public work, nature, art, behavior, health. And criterion of esthetic education, this process the concept an esthetics is the cornerstone, it is considered mastering esthetic culture of the personality [5; 10].

The high standard of work without development of sense of beauty is also unattainable. Many elements of beauty include physical training: harmony of the developed body, a good bearing, gait, graceful, expressive, prompt and vigorous movements improves life and behavior of the person, an image of his thoughts. It is important that the person not only received data about esthetics - the science studying essence and laws of esthetic knowledge and transformation of reality, the general laws of art which is the highest form of esthetic development of the world [7; 9].

Now significantly the role and the importance of esthetic culture of society and each person separately increases. Relevance is caused also by need of society for esthetically educated, cultural person capable esthetically to perceive, endure, estimate the world surrounding it and itself in this world.

Practice of life, in turn, testifies that not formation of esthetic culture of the person slows down personal growth, interferes establishments of relationship of the personality with the subject world, people, with itself, influences efficiency of all teaching and educational process. In the conditions of modern sociocultural crisis this requirement is connected with aspiration by the image - the complete personality, spiritually and physically developed - to the healthy person, in a word - to beauty. And aspiration to beauty, to good - an integral part of human life.

Studying a phenomenon of esthetic culture, we allocated eight periods of evolution of theoretical views of it. Each of them possesses the basic values inherent in an era in general, treatment of category the fine. At the same time at discussion of an esthetics, especially in the XX century, the accent is transferred from a gnoseological perspective on ethical where motives of the house, honor, service to the state prevail.

It would be desirable to mark out also the increased interest in dialectics personal and public, psychological to the conflicts caused by collision of reason and feeling. Also the periods are distinguished by introduction of the new categorial concepts advancing an esthetics on the way of complication and enrichment of the

theory of physical culture and also becomes also object of research of physical training.

The esthetic culture of the personality is part of the general culture of the personality and result of process of esthetic education, is understood as the specific personal state reflecting ability to full-fledged correct understanding fine in culture and following to it actually. In structure allocate to esthetic culture of the personality the components interconnected among themselves: informative and motivational, substantial and operational (activity), their contents and degree of formation allows to claim about formation of esthetic culture of the personality in general [12].

The perspective of esthetic culture of the personality and separate elements found reflection in works of outstanding teachers. Process of expansion of the sphere of esthetic culture out of limits of art and involvement in it of various forms of human activity and aspects of life couldn't but affect also physical training in the course of which conditions and for formation of esthetic culture of the personality are created.

The problem is how to carry out the purposeful organization of this communication through formation at the person of the adequate attitude towards culture, in particular esthetic culture. It is known that direct contacts with esthetic culture in itself don't conduct to its original comprehension by the personality, the corresponding preparation for perception, for understanding and estimation of esthetic activity is necessary.

We consider that corresponding potential in formation of esthetic knowledge, activity, so and esthetic culture of the personality provide the values of physical culture and sport presented in all variety of process of physical training. Physical training - the process providing the purposeful and interfaced formation of system of adaptation and motive abilities of the personality, her education and needs for sports self-improvement.

The seeming independence of sport from daily the *uzkoprakticheskikh* of interests doesn't mean his separation from real public practice. Sport both directly and indirectly can train people for everyday life, for work. It promotes not only to their physical development, but also spiritual, including esthetic, (L.I. Lubysheva) [6].

Characteristic of sport - sports rivalry of athletes who passed special psychophysical, technical, tactical training. By and large equal rivals participate in sports opposition, as a rule, and one happens the winner only. Therefore from the esthetic point of view of athletes and audience the beauty of sports rivalry consists in creative realization by the athlete of the opportunities, all parties of the special readiness for achievement of a victory against *okolopredelny* physical and mental tension.

It has indisputable esthetic coloring - we observe beauty of manifestation by the person of the spiritual and physical forces in the most difficult conditions. Thus the atmosphere of rivalry on the sports arena involves in process of esthetic perception of sports opposition not only participants of competitions, but also the audience. Thereby prerequisites for copying and transfer of all of the best, esthetic not only to the sphere of sport, but also usual life and athletes and the audience are created.

The pleasure wrestling, single combat of characters and tactical plans attracts millions of people to sport.

It should be noted that separate sports (artistic and rhythmic gymnastics, figure skating, etc.) even at the acute wrestling already stand on a joint of sport and art. In these sports process of esthetic perception of plasticity of the movement, speed, a rhythm, music happens against demonstration of uncommon physical and creative capacities of athletes.

Besides, the esthetic party of sports rivalry is closely connected with moral coloring of a sports antagonism. It is quite often shown in rules, acts and the standard behavior of athletes during intense single combats.

In esthetic perception of sports rivalry accuracy and beauty of sportswear, due behavior of athletes, their noble acts in relation to rivals play large role.

Physical training represents process of the solution of certain educational and educational tasks in which all signs of pedagogical process are inherent. Carry tasks of formation of the personality to the all-pedagogical. These tasks move forward society before all educational system as especially significant. Physical education has to promote development of moral and esthetic qualities, behavior in the spirit of requirements of society, to development of intelligence and psychomotor function.

The task of optimization of physical development includes education of a correct posture, correction of shortcomings of a constitution, proportional development of muscle bulk of all parts of a body, assistance to preservation of optimum weight by means of physical exercises, the ensuring corporal beauty having huge esthetic value. Also in physical training allocate a task of formation of the positive feelings and experiences connected with motive activity and on this basis to provide formation of interests, desires and requirements to systematic occupations with physical exercises.

The spiritual and physical beginning in development of the person is made inseparable whole and therefore allow to solve effectively during physical training and problems of the esthetic plan. V. I. Andreyev, speaking about specifics of physical training, specifies in the maintenance of the general tasks not only harmonious development and strengthening of health, but also creative longevity of the person [1, page 213].

Physical training is integrally connected with esthetic culture of the person. Between them there is a two-way communication caused by regularities of all-round and harmonious development of the personality. The natural-science basis of this communication is made by the doctrine about unity of an organism, and interdependence, between physical and spiritual development of the personality. Playing physical exercises, sports, everyone can form and improve itself not only the physical shape, an athletic ability, but also the personal qualities.

Most brightly the esthetics of physical culture and sport is shown in views of beauty of a body of the person, of beauty of his movements, of beauty of sports rivalry at which are shown not only physical, but also spiritual qualities of the athlete.

At all variety in approaches to an assessment of corporal beauty by different authors and researchers everything, eventually, is reduced to obligatory existence of harmony in a beautiful body. This proportionality is based on a strict mathematical ratio of separate parts of a body.

In physical training, strengthening health, developing a human body, improving motive culture, creates favorable prerequisites for esthetic culture, broadens the sphere of esthetic impact on the person.

In esthetic culture, improving and ennobling spiritual shape of athletes, developing at them aspiration to physical beauty, to creative manifestations in motive activity, to esthetically justified behavior, increases efficiency of physical training. The esthetics recognizes that formation of the esthetic attitude of the person towards reality along with art serves also area of practical activities in its esthetic value, including physical training.

The beauty brightly is found in comprehensive physical fitness engaged - in free and easy possession of the body, in a harmonious constitution, in graceful simplicity and expressiveness of movements. The esthetic attitude towards reality is present and at creative sports activity. In unity with intellectual education it is expressed in its aspiration to improve the physical forces so that health was not gift of the nature, but also own creation [2]

Ability to prove can be creatively expressed in searches and creation of individual equipment in the chosen sport, in novelty of plans of tactical plans, in improvement of a technique of sports activity, etc. Process of physical training in unity with esthetic in brings beauty in relationship between members of sports collective, and also in their relation to occupations, to rivals.

For esthetic culture of the person in physical training to be beautiful means, first of all, to be faultless morally as fine and due merge together. Formation of the esthetic attitude towards reality begins with influence of its esthetic properties (beauty, fine, sublime, etc.) on esthetic senses of the person. In relation to physical training it means that it is necessary to direct so pedagogical influences that objectively fine in physical training (beauty of shapes of a body, sports skill, grace, expressiveness of movements, etc.) it is in a special way joyful, disinterestedly excited the engaged.

Number of authors (Holodov Zh.K., Kuznetsov V. S., Stankin M. I., Matveev L.P.) claim that from the esthetic point of view the main thing in physical culture and sport is a creativity, an embodiment of forces and abilities of the person. Sport opens ample opportunities of the personality for manifestation of that helps to strengthen belief in the forces, to see own opportunities. High emotionality of perception, hot attachment to physical culture and sport as to a source of inspiration and a creative power, distinguishes the people who are truly understanding the fine.

The objective beauty of physical culture and sport opens from various parties. Therefore on occupations by physical culture it is important to open beauty and expressiveness of actions, to manage to give esthetic coloring to exercises, to awaken a creative impulse, the imagination, will direct on searches of the most harmonious creation of movements and combinations [11].

Naturally, in it plays skill of the teacher, trainer, tutor, ability to open beauty of this type of sports and sports activity huge role, to create the situation favoring to esthetic perception, for example, to transfer occupations to the nature, to wake up at engaged esthetic senses, truly to direct their development. The expert of physical culture in the course of occupations and sports trainings teaches pupils to form

himself, to feel the carried-out exercises and to operate them, gives knowledge of the mechanism of possession of the body. To find beauty of expediency - the strongest esthetic incentive of improvement of sports skill.

Saraf M. Ya. and Stolyarov V. I. define that the esthetic assessment essentially depends on development at the person of esthetic tastes, ideals, on these or those esthetic views, theories to which he adheres, of esthetic categories on which he relies during knowledge and transformation of the phenomena of sport. The person with the developed esthetic taste has an esthetic need, seeks to create esthetic values, carrying out esthetic activity which in various forms is presented in the world of sport and physical culture. All these phenomena in physical culture and sport subdivide into some groups:

- these are those parties of physical culture and sport which make their esthetic the contents, and, being realized and estimated from the esthetic point of view, act as esthetic values;
- these are those esthetic senses, tastes, requirements, ideals, views and theories which make the world of the esthetic consciousness connected with sports and sports activity;
- it is esthetic activity of the person in the sphere of physical culture and sport [10].

Defining an esthetic assessment to the phenomena of physical culture and sport within physical training, we reveal their esthetic contents which in a generalized view is fixed in categories of an esthetics, first of all such as "fine", "sublime", "heroic", "tragic" and "comic". Nevertheless long since the esthetics was defined as science about the fine. And though now the subject of an esthetics is understood slightly more widely, the major place after all is allocated for its central category - fine.

Physical culture and sport gives to the person inexhaustible opportunities for contemplation and creation of the fine, causing feeling esthetic pleasure. Fine it is presented here in the most various forms. Perfectly, first of all, the body of the person formed as a result of systematic occupations.

Beauty of a human body, according to Ilyinich V. I., is connected with various manifestation of the general for people of a proportional, symmetric form, plasticity of its movements [13, page 56]. But manifestation of fine physical culture and sport in the sphere isn't limited to beauty of well put, freely moving, externally beautiful person.

In the world of sports and sports activity of people I am great, first of all, as comprehensively developed harmonious personality combining spiritual wealth, moral purity and physical perfection, especially in sport. The athlete is in this regard great:

- the personal purpose, the personal success subordinating in case of need to common goals of sports collective, team;
- directing all the efforts and finding inflexible will for achievement of a victory;
- disinterestedly coming to the rescue the rival who got to trouble;
- refusing to use casual circumstances for achievement of an easy victory;
- conducting fair competition at the highest tension of the physical and intellectual forces;

- at the time of the highest rise - a victory which is logical completion of all its purposeful activity.

Likhachev B. T. expresses thought that the fine is shown and as purposeful action of complete solid collective [13]. This statement is shown and in physical training, and also in sport. Thin penetration into a tactical plan to opposite team, the opponent, understanding of actions of team mate and reduction in compliance with it the actions, coordinated actions of all team irrespective of, whether it is game collective or team of martial artists, - all this the moments of the birth fine in sport.

The history of sports contests of the People of the USSR, sports societies, history of participation of athletes in the Olympic Games, history of their international meetings on different types of sport gives magnificent models of such manifestation. It is known that, fine it is also shown in all set of the relations during sports and sports activity - in the relations directly the vospituyemykh, between the trainer and engaged, in the public and sports organizations when the content of their activity is directed on the valid improvement, providing optimum conditions for disclosure in physical culture and sport of creative potentials of the person.

"Fine" in sport is born and while the athlete or the sports collective the performance overcomes bias, partiality of public or neutralizes rough tastes, approving true esthetic values. "Ugly", acting as contrast of the fine phenomenon, it is considered as inferiority manifestation not so much in physical shape, how many in acts of the person, his moral shape.

The concept "sublime" is closely connected with concept of the fine, characterizing subjects and the phenomena which wide social importance is especially powerful and has world-wide and historical value, defining the maintenance of life of the whole people or all mankind. Boreev Yu.B. considers that the sublime reflects moral and esthetic aspect of the relation of the person to the phenomena, and also the attitude towards itself in exclusive conditions and circumstances [3, page 24]. In confirmation to it in the sphere of the sports relations, deep interpenetration fine and sublime is especially brightly shown.

The fine moments of sports events have often and sublime character. It was noted more than once by many outstanding athletes when spoke about a complex feeling of full merge to the people, with the country which as though rise together with them by the top step of a podium after achievement of a difficult victory. This feeling often causes tears not only in the winner topped with monasteries, but also in his team mate, in thousands of the audience.

The esthetic moment of a height in modern sport especially is considerable, than more sport becomes mass and representative. One business when the athlete or the team represents only itself, and their interest is limited to purely sports purposes. Absolutely another when the athlete or the sports collective represents the nation, the country. Then they represent also its ideals and consequently, the personality and actions of athletes have to be commensurable and brought into accord with these ideals. This situation of nearness to a public ideal also does modern sport fine and sublime.

In esthetic consciousness ennobled more and more not as the quantitative force, and as esthetic quality of a strength of mind, power of spirit, moral greatness,

patriotism that has the most essential value for physical culture and sport [2, page 314].

"Heroic" in an esthetics, acts and as the highest point of human activity, and as the highest embodiment human in the person. Therefore it always perfectly and loftily. In physical culture and sport it is inseparably linked with realization of a public ideal. In modern understanding heroism always assumes bright manifestations of courage, fidelity to duty, concept of honor. These esthetic norms embodied in behavior of the person get the status of the esthetic phenomena.

In this regard there is a need of an explanation of such concepts as a sports debt and sports honor. The sports debt is a duty of the athlete in relation to the collective, the companions, the tutors. It is a duty to fight for a victory with full devotion, in a full measure of the opportunities. Sports honor as the level of consciousness of the athlete, his aspiration to uphold prestige, a reputation of the collective and the country. Sports honor is incompatible with small personal ambition, a pursuit of personal glory.

On the basis of presented, we will notice that today the words "sports feat", "great athlete", "great trainer" don't surprise - so heroic was integrally interwoven into structure of sports activity. These qualities, in the unity, shown in behavior of the person, cause also his highest beauty.

The heroic figure owing to the scale and extent of impact on public opinion has extraordinary impact on formation of esthetic views of society, its ideals, in particular children of teenage age. To a certain extent it is a source of formation of the esthetic relation to certain human qualities and acts, as well as their criteria.

In the course of physical training there are tragic and comic aspects of activity. In an esthetics "tragic" characterizes the irresolvable conflict which is developed in the course of free action of the person and followed by human suffering. Especially in wrestling which really demands the extraordinary tension of forces, mobilization of all physical and spiritual interests of the person, but after all it is conducted against the equal rival.

"Comic" there is an esthetic form of understanding of contradictions between the defective, become obsolete, but applying for the present and the importance contents and its form, between important action and the result which isn't corresponding to it, between high aim and unsuccessful means. In game or competition, in general, of the people who are friendly located to each other, comic it is shown most often through such forms as humour and irony.

Different feints, the deceptive movements and outgaming often contain the mass of shades of irony. It both demonstration of superiority of own game equipment, and a thin bantering over the unlucky rival, and a certain sneer at attempt of the simplified, rectilinear solution of a sports task. Smartly played combination very often puts the opponent in a humorous situation. And the audience understanding beauty of sport it is thin notice and appreciate these manifestations comic, it is timely and with humour react to them. Sport, physical training in essence bear optimism and cheerfulness.

The comic party of sports activity - is esthetic and finds the reflection in different demonstration performances, in wrestling imitations, in sports holidays

when any playful competitions are arranged, eccentric tricks are shown, unexpected and ridiculous shells and the equipment are produced.

Comic in physical training gumanistichno, it is got by kindness and sympathy for the person. Thereby it does occupations by physical culture and sport even more attractive in the opinion of school students.

The esthetic motive in physical training is a commitment to excellence, in result and ways of its achievement. In it, according to V. I. Andreyev, creative, heuristic character esthetic consists in physical training [1, page 213].

Sharing the point of view of V. I. Andreyev, we consider that the solution of a motive task can be assimilated to an exit of a problem situation in scientific and art creativity. The athlete, the trainer, as well as the scientist, the artist, directing the efforts to the solution of a certain task, finds in it the highest manifestation of the nature. But to construct a complex, to find the solution of a motive task - means, to see all action entirely, all set of components in their logical unity.

As far as this decision is reached, so physical action gains esthetic dependence which is shown depending on similar decisions at the most various levels - from the esthetic value of exercise or a complex to the esthetic value of all social phenomenon of physical culture.

Therefore, at the lowest level it is about need to understand logic of creation of the physical actions making a combination and in compliance with this understanding to be able to estimate them. On the highest - about need to understand logic of development of physical training in the sociohistorical plan, to estimate its phenomena, tasks and methods of their decisions. The main categories of an esthetics allow to open mechanisms and tendencies of the esthetic content of physical training.

In system of esthetic categories physical training has the peculiar features filling these categories with the new contents. The methodological importance of these categories consists as well that they oppose concrete historical essence of physical training to positions of the abstract and humanistic plan.

Athletic addition of the person was a standard of absolutely proportional figure. The proportional body was considered beautiful, and beauty, for example, for Greeks meant at the same time and kindness. The sum of perfection of a body and spirit was the estetiko-etichesky ideal, that is external forms have to correspond to the internal spiritual maintenance of the person. Aspiration to harmony of physical and spiritual development - a source of idealization of the Greek philosophy of athleticism. From time immemorial the human body was the carrier of beauty of natural forms [4, page 32].

We believe that the aspiration to have a good figure, a beautiful constitution is peculiar to all people. When the person plays sports, it creates certain esthetic views on beauty of a constitution: it is how important to be beautiful and strong, what role it plays in society, in relationship with people. Here the outlook of the person, his moral installations, vital representations affects.

In physical training rather high potential of esthetic influence in development of esthetic taste, ability to feel beauty in sports activity is put.

Esthetic impact of physical training is expressed in pleasure of identification of the opportunities, feelings of the force, skill, abilities. The esthetic pleasure in

physical training is combined with a number of manifestation of feelings, including with feeling pleasant, with passion from process.

The esthetic relation to the sport moments, the parties of physical training consists in creativity, spiritual shape of the athlete, competitive fight, equipment and tactics, communication with the nature, beauty of a constitution, expressiveness of movements, health, etc. So, the esthetic pleasure physical health gets special sense: when the person seizes the health, strengthens it physical exercises, then it becomes not only natural gift, but to a certain extent and own creation.

Demonstration performances of athletes, sports holidays, parades bring a certain tape in promotion of a healthy lifestyle, and also developing esthetic interest at younger generation. On reality of esthetic influence mass sports and sporting events come nearer to a cinema - and in respect of esthetic tastes, and in respect of determination of the corresponding valuable reference points (L.P. Matveev).

The special place in drawing up programs of sports festivals is taken by ceremonial openings and closings of competitions, rewardings of winners, various pleasure actions. These moments have to be more colourful and impressively because they have not only important propaganda, but also moral and esthetic value.

Elementary conditions of beauty and esthetic expressiveness of sports equipment in different types of physical training and sport consist not only in physical, but also in moral, spiritual improvement of the engaged. Here communication of sports ethics and an esthetics is organic and indissoluble. Each type of sports and sports activity represents the relations, acts, interactions of people.

The beauty of behavior of the athlete especially brightly can be shown in difficult circumstances where from the person courage and nobility is required. To break unwritten laws of morals, sports ethics ugly, unworthy real athlete.

Important value in physical training has the appearance which is estimated the viewer esthetically, especially in such expressive and spectacular sports as gymnastics, figure skating, sports dances because all sports performance, since the first appearance of the athlete at stadium, makes complete esthetic impression.

It is known how the negligent exit has an adverse effect thus, carelessness in a suit, etc. The sports suit plays a role and in creation of mood. Graceful, pure and tidy sportswear creates vigorous mood, disciplines, it is some kind of additional incentive for the engaged athletes.

Speaking about appearance of the athlete, it is impossible to ignore also specifics of separate kinds of sport. Sometimes lack of external prettiness only emphasizes internal beauty of the person. For example, in cross-country race we see the athlete dirty, got wet, but it is externally perceived as the certificate of a difficult way, the overcome obstacles passed with big courage, endurance and skill.

Conclusions. Thus, physical training, possessing powerful esthetic influence, has considerable valuable potential for a solution of the problem of esthetic formation of the personality, understanding of beauty of the person as parts of the nature, consciousness of need of its moral and esthetic development and improvement.

Today within introduction of the federal state educational standard it is necessary to pay attention at lessons of physical culture of an esthetic component in various aspects of educational process.

So, in particular, the requirement to the teacher of physical culture, need for erudition, latitudes of knowledge and ability to present material within thematic planning raises. Not less important to become and preparation for each lesson, appearance, stock and the equipment, evident material, a gym, special shells, their places and an order.

As forms of formation of esthetic culture of school students possibly holding sports sporting events with colourful registration, parade, speech of athletes and collectives, music, a country flag raising under the anthem, rewarding of the best athletes of school, bright closing of competitions and delivery of medals. For the purpose of familiarizing with art it is necessary to put into out-of-class operation with school students as joint visit of competitions in figure skating, sports dances and artistic gymnastics, with an exchange of opinions after the seen.

Formation of esthetic culture of school students will be less effective if the atmosphere of benevolent relationship between the teacher and pupils, between pupils process of a lesson and out of it isn't created. Well purity and an order in locker rooms, a gym, the teacher's room influences.

At program requirements for physical culture there have to be lessons of theoretical preparation of physical training where the content of categories of an esthetics, modern forms esthetic in sport, the maintenance of sporting events, structure of esthetic culture of the personality, an esthetics of physical culture at school joins.

Literature

1. Andreyev, V. I. *Pedagogika* / V. I. Andreyev. – Kazan: Center of innovative technologies, 2000. – 608 s.

2. Barykina, G. A. *Spiritual development of students in the course of training in humanitarian discipline "Aesthetics": educational method. posob./G. A. Barykina. – Ufa: UFUralGAFK, 2003. – 550 s. - Page 437-442.*

3. Dubrovsky, V. I. *Sports medicine: the textbook for higher education institutions / V. I. Dubrovsky. - M.: VLADOS, 1999. – 480 s.*

4. Korovin, S. S. *Didactic bases of physical education: studies. - method. Grant / S. S. Korovin, P.P. Tissen, N. V. Mishnayevesky. - Orenburg: Publishing house of OGPU, 1999. – 155 s.*

5. Lotonenko, A.V. *Potrebnost in physical culture as sphere of activity \A.V. Lotonenko//Theory and practice of physical culture. - 2002. - No. 5. - Page 23-26.*

6. Lubysheva, L.I. *Sotsialnoye and biological in physical culture of the person in aspect of the methodological analysis / L.I. Lubysheva//Theory and practice of physical culture. - 1996. - No. 1. Page 2-4.*

7. Matveev, L.P., *Bases of the general theory of sport and system of preparation of athletes / L.P. Matveev. – Kiev: Olympic literature, 1999. – 318 s.*

8. Nikolaev, YU.M. *General theory and methodology of physical culture: contours of the new - human measurement / Yu.M. Nikolaev//Theory and practice of physical culture. – 2005. - No. 11. Page 9 - 14.*

9. Rubenstein, S. L. *Problems of the general psychology / S. L. Rubenstein. – M.: Pedagogics, 1973. – 416 s.*

10. Saraf, M. Ya. Introduction to a sport esthetics: studies. пособ. for in-t physical. kul./M. Ya. Saraf, V. I. Stolyarov. – M.: FKIS, 1984. - 104s. - Page 22,24.
11. Stankin, M. I. Psychology and pedagogical bases of physical training: пособ. for the teacher / M. I. Stankin. – M.: Education, 1987. – 288 s. - Page 32,47.
12. Theory and technique of physical training: in 2 t./under the editorship of T.Yu. Krutsevich. Kiev: Olympic literature, 2003. – T.1. – 423 s.
13. Physical culture of the student: the textbook / under the editorship of V. I. Piyinich. – M.: Gardarika, 2000. – 448 s. - Page 56.

J11508-007

Chopyk Yu.S.

**IMPACT OF FOREIGN REFORMED PEDAGOGY ON THE
DEVELOPMENT OF UKRAINIAN PEDAGOGICAL THOUGHT:
RECEPTION OF CONTEMPORARY SCIENCE**

Ivano-Frankivsk National Medical University

Ivano-Frankivsk, Galytska Street, 2, 76018

Relevance of the topic is caused by several factors. Ukraine purposefully, forward, but with great difficulties realizes strategic state course of European integration. Its integral part is the modernization of educational content in accordance with international standards and requirements. It provides a deep understanding and creative use of foreign historical experience concerning identity formation based on proven principles and tenets of the theory and practice of teaching and education. Huge potential for solving this problem gives Reformed pedagogy - a powerful public educational movement that at the end of XIX - the first third of the twentieth century covered most of Europe and the United States. He rallied scientists, educators, and the public in a single effort to modernize the national education system for educating people with high moral, intellectual, professional skills that meet the challenges of the next industrial society.

A key role in the comprehensive understanding of international experience of training and education should play a national historical and pedagogical science, which also experienced dynamic growth, accompanied by a change of theoretical paradigms and seeking new methodological guidelines. It has accumulated a large amount of literature on various aspects of reform pedagogy at the end of XIX – 30th of the XX century. It requires critical-constructive study to identify achievements, gaps and perspectives for further research and creative adaptation of foreign experience in educative space of Ukraine.

The comparative pedagogy and the historiography of science teaching study mentioned in the article scientific problem. Representatives of these disciplines have a certain impact on the achievement of foreign reform pedagogy in the formation of educational thought in Ukraine, especially in the 20th of the XX century. Understanding this phenomenon is extremely important at this stage of reforming the national education system and its integration into the European educational space.

This problem is only partly reflected in the introductory chapters of theses of O.Barylo, O.Kvas, H.Kemin, T.Kravtsova, Yu.Lytvyna, S.Polischuk, A.Rastryhina and therefore needs special integrated study.

All scientific work of this topic can be subdivided by sector pedagogy (training and education theory, history of pedagogy, comparative studies, social education, etc.); by chronological and regional features (most publications regarding the development of Ukrainian education and pedagogy for the revolutionary period 1917-1920. Ukrainianization in 1920th) by the subject (works about current trends and directions of reformed pedagogical movement, its development in some countries, including Ukraine and so on.

Analysis of textbooks that most clearly reflects the progress and dominant in modern pedagogical science paradigm, showed that in one case (I.Zaychenko, V.Levkivskyy, V.Kravets, O.Suhomlynska, H.Trotsko etc.) scientists quite clearly and distinctly show the effect of different currents and directions of foreign reform pedagogy (free education, experimental and pragmatic education, etc.) on the development of educational thought and educational reform in Ukraine, especially in the 20th of the XX century. Otherwise (L.Artemova, O.Lyubar, M.Stelmahovych, D.Fedorenko etc.) scientists ignore such "external determinants", so genesis of new training systems (integrated programs, project method, etc.), which were introduced in Ukraine the early 1920th they show only in line of Ukrainianization and contrast between the Soviet-Russification and national-oriented factors.

Major achievements in highlighting this problem include special thesis.

These works conventionally are divided into two groups:

a) works devoted to the development of foreign pedagogy, where it impacts on education and teaching processes in Ukraine are shown indirectly;

b) special work about the development of reformed pedagogy in Ukraine.

Among the first group of publications we note work of O.Kvas. The author reveals the main directions of ideas of child centrism (free education, functional, experimental, pragmatic education, labor school) and describes the achievements of foreign and domestic representatives of these areas. This work deepens the understanding of the dissemination of ideas of child centrism in Ukraine in 1920-30-ies when priority became the idea of social pedagogy. They were recognized at the state level and specifically embodied in different types of schools. Scientists defines this period as during the "mutual interpenetration and" because the idea of foreign and domestic pedagogy, although implemented within different ideologies shared a common basis - the child of his needs, desires, demands [2].

Similar by themes T.Kravtsova's work, which is devoted to the study of child in reformed pedagogy in the late XIX - early XX century. It reveals the creative heritage of Ukrainian and Russian scientists in this area for their problem-chronological criteria are divided into two groups. The first is the authors who have a child in the study were based on anthropological approach (V. Bekhterev, P.Blonskyy, P.Leshaft, I.Sikorskyy, etc.). the second - scientists 1920-30's., who studied child holistically, in its development (S.Ananyin, O.Zaluzhnyy, V.Protopopov, O.Popov, I. Sokolyansky, J. Chipiga). She found that in their studios reflexes logical approach to the study of child was combined with the ideas of free education [4].

The work of S.Polischuk was revealed the impact of foreign reform movement on the development of national pedagogy 1920th . Note the fairly high degree of research on this subject. The author shows how its basic tenets trends and influence on the development of general aspects of national pedagogy (definition of its subject, objectives, place among other sciences, enriching terminology, types of pedagogical theories, development methodology). S. Polishchuk proves that there was no direct borrowing of foreign experience, but there was a dialogue between the Ukrainian and Western scientists [6]

In Ukrainian science there are many works on the issue of "foreign reformed pedagogy and national pedagogy" which are devoted to their individual tendencies

and directions. The nature of such relationships scientists outline in two aspects: through the "effect of the first to the second" and because of the existence of relative parity between them.

The influence of the postulates of free education in Ukrainian pedagogical thought of transparent goes through all of the studios on this subject. An important role in its understanding has a work by A.Rastryhina. The author conducted a comprehensive comparative analysis of the ideas of free education in foreign and domestic pedagogy end of XIX - the first half of the twentieth century, stresses that they are distributed in parallel, although had its own characteristics. Crucial for Ukrainian pedagogy she considers "sociality" free education and on this basis formulates a number of important provisions. The first concerns its genetic connection with the liberation movement late XIX - early XX century. When the idea of a fair society was moved to pedagogy and had led to a new view of the child as the inviolability of its nature. The second provision applies to different views on the meaning of freedom in education, allowing to isolate and characterize four areas of research and teaching, which developed in line with the idea of free education, free-humanistic, anthropological and humanistic, social, educational, humanistic and religious. The third provision concerns show the idea of free education in the context of integrated science pedology as a child. In this vein exposed functional scientific centers in Ukraine [7].

Work by O.Barylo is marked by systematic approach to clarify the influence of the ideas of free education in educational theory and practice of Ukraine. An important merit of the author is detailing the stages of the process: the 1900-1916, it was intensified creative activity of teachers (M.Dadenkov, O.Muzychenko, S.Rusova, Ya.Chepiha) under the influence of Russian translations of foreign teachers and reformers and the promote of this idea of teaching media. It was shown the implement of ideas of free education in the documents of the Ukrainian government to reform education in the 1917-1919 and " continuation of implementation" through an integrated approach in the first half of the 1920th. The author proves that since 1924 the principles of pedagogical centrism and individualization of learning inferior the party-class approach, but important provisions of free education (freedom of creativity, teacher collaboration) remained in theory and practice, as manifested in the application of methods Dalton plan, Brigadier-contracting and others. He justifies the position of co-existence paradigms of working school and free education [1].

The high level of scientific understanding has the development of pedology and pragmatic pedagogy in Ukraine which are examined not only from the point of "foreign influences", but as a national educational phenomena.

Important methodological aspects of this problem were revealed by O.Suhomlynska. The scientist has shown a design in pedagogy of reflex direction, which became the basis of pedology. She opened the genesis, the interdisciplinary nature and main components of this complex science of child described the main trends of development in Ukraine in 1920 [5].

The limited scope of the article can only ascertain progress in studying the effects on national educational thought of the first third of the twentieth century

experimental, pragmatic, and other trends and foreign reform pedagogy, so analysis of the literature from this problem can be the subject of a separate study.

Thus, the Ukrainian pedagogical science has great tradition in the study of the major trends and foreign reform pedagogy in the late XIX - the first third of the twentieth century.

Modern domestic comparative went a difficult way of studying reformed pedagogy and theory of free education - from critical reflection Soviet legacy to differentiated study of their individual components and understanding of the issues at academic discourse. This trend is reflected in generally, and in the academic literature, offering structural models "Pedagogy of Reforms", for thematic studios about author's school of representatives of reform pedagogy, about its individual components and aspects (ideas of child and pedagogical centrism, humanization of the educational process, etc.), about its development in foreign countries and so on.

Depth study of the creative heritage and activity of foreign educators -reformers optimized their understanding through the prism of comparison with scientific concepts of prominent Ukrainian teachers. Despite some overlapping factual material and even some theoretical claims such revisions cause the contribution humanists and innovators in the development of the world educational thought.

Domestic scientists paid special attention to the study of trends and influences of foreign reform movement on the development of education and pedagogy in Ukraine for the interwar period of the twentieth century. The study of this issue has multi-vector character. This leads to a fragmented understanding of impacts of various trends and reform pedagogy on the development of educational and pedagogical processes in Ukraine and encourages special comprehensive understanding of this problem.

Further research needs the analysis of problem of creative using of ideas of reform pedagogy in the practice of activity of modern educational institutions in Ukraine.

Literature:

1. Barilo O.A. Ideas of free education in reformed pedagogy in the late XIX - the first half of the twentieth century: dis. candidate. ped. sciences: 13.00.01 "General Pedagogy and History of Pedagogy" / O.A.Barylo. – K., 2004. – 253 p.
2. Kvas O.V. Development of ideas of child centrism in pedagogical theory and practice (second half of the XIX century. – The first half of the twentieth century.) / O.V. Kvas: Autoref. dis. doc. ped. sciences: 13.00.01 "General Pedagogy and History of Pedagogy" / O.V. Kvas. – Drohobych, 2012. – 32 p.
3. Kvas O.V. The problem of studying child in reformed pedagogy in the late XIX – early XX century: dis. cand. ped. sciences: 13.00.01 "General Pedagogy and History of Pedagogy" / O.V. Kvas. – Kharkiv, 2008. – 193 p.
4. Kravtsova T.O. The problem of studying child in reformed pedagogy in the late XIX – early XX century: dis. cand. ped. sciences: 13.00.01. – Kharkiv, 2008. – 193 p.
5. Essays of the history of Ukrainian education. 1905-1933: textbook. edited by O.V Sukhomlinska. – K.: Zapovit, 1996. – 304 p.

6. Polishchuk S.V. Effect of foreign reformed pedagogy on the development of national educational thought in the 20th years of the twentieth century.: dis. cand. ped. sciences: 13.00.01 "General Pedagogy and History of Pedagogy" / S.V. Polishchuk. – Lugansk, 2013. – 181 p.

7. Rastryhina A.M. The development of the theory of free education in domestic and foreign pedagogy at the end of XIX – the first half of XX century: Autoref. dis. doc. ped. science, 13.00.01 "General Pedagogy and History of Pedagogy" / A.M. Rastryhina. – K., 2004. – 41 p.

J11508-008

Bazhan S.P.

**PROBLEMS OF LEGAL SUPPORT OF PRACTICAL TRAINING OF
JUNIOR SPECIALISTS OF TECHNICAL SPECIALTIES IN COLLEGES
AND TECHNICAL SCHOOLS OF UKRAINE**

*The Central Institute of postgraduate pedagogical education
State higher educational establishment "University of management education"
National Academy of pedagogical Sciences of Ukraine,
Kiev, street of Artem, 52a*

Summary: *the article considers the main regulations on the organization of practical training of junior specialists. Defined the strategy of the state policy in the sphere of higher education and the main directions of its development. Determined that the existing legal framework in this field is in the nature of fixtures to modern economic circumstances and not quite focused on the development of the higher education system. It is established that for the betterment of the educational process it is necessary to carry out a major update of the normative legal base for practical training of young specialists on the basis of the new edition of the law of Ukraine "On higher education".*

Keywords: *Law of Ukraine "On higher education", higher education, practical training of students, practice, junior bachelor, junior specialist, state educational policy.*

Since the early 90-ies in Ukraine developed and made more than 300 legislative and normative-legal acts in the field of education. These include: laws of the Ukraine "About education", "On higher education", "On vocational education", the State national program "Education: Ukraine of the XXI century", decrees of the President of Ukraine "On the National doctrine of education development", "On the main directions of reform of higher education in Ukraine", "On measures on improvement of higher education system in Ukraine, decrees of the Cabinet of Ministers of Ukraine "On approval of the state higher educational institution", "approval Position about educational qualification levels (the degree), regulations of the Cabinet of Ministers of Ukraine "On increasing the level of employment of graduates of higher educational institutions", the Concept of state standards of education, to approve the concept of a national innovation system, the orders of the Ministry of education and science of Ukraine "On approval of Provisions on the organization of educational process in higher educational institutions", "On approval of Provisions on educational and educational-scientific-production complexes", "On approval of the Regulations on conducting practical training of students of higher educational institutions, letters and other orders of the Ministry of education and science of Ukraine.

These regulations are focused on the regulation of public relations in the sphere of education and welfare of the citizens of Ukraine the right to receive higher education according to their interests and abilities; meeting the production needs of the economy into a competitive specialists; implementation of the state policy of employment and create the necessary conditions funkment and development of institutions of higher education of different forms of ownership.

So, today the main part of the regulatory framework of higher education in Ukraine is the Constitution of Ukraine, the State national program "Education" ("Ukraine of the XXI century"), the national doctrine of education development and the Law of Ukraine "On higher education" No. 1556-VII from 01.07.2014, [1]. Article 53 of the Constitution establishes the right of citizens to education. The state took the responsibility to ensure the availability and free pre-school, complete General secondary, vocational, higher education in state and municipal educational institutions; development of pre-school, complete General secondary, out-of-school, vocational, higher and postgraduate education, different forms of training; provision of state scholarships and benefits to students and students [2]. One of the first and rather bold steps at the national level regarding the restructuring of education was the adoption by the first Congress of teachers of Ukraine, the State national program "Education" (Ukraine of the XXI century), which was approved by the Cabinet of Ministers of Ukraine 03. 11. 1993 [3]. Today, unfortunately, many of the provisions of the Program "Education" is not met:

1. Never happened decentralization of education management, because there is no appropriate legal justification.

2. Through unfavorable legal conditions for private education sector is developing slowly, trying to create an alternative and competition of the member institutions of education.

3. The process of licensing and accreditation of educational institutions is bureaucratically complicated and non-transparent process undoubtedly inhibits the development of higher educational institutions of Ukraine.

4. State educational standards are not flexible and do not take into account the need for specialists regions of Ukraine [4], it can be seen from the fact that the functions of the State employment centers relative to graduates of technical schools and colleges focused only on account of the signing of applicants for jobs and the payment of the relevant financial state guarantees and on the formation of the first jobs for graduates of thing does not go at all.

5. Not created conditions for the participation of employers and enterprises of all forms of government property in the process of elaboration and adoption of decisions concerning education. Although the Education Program provides transition to integrated education management system, in which employers and the state becomes equal subject's impact on the quality of training of young specialists with higher education. There is no procedure for bringing the state education authorities, employers to the system cooperation in education [5].

During the study on the regulatory framework of higher education we came to the conclusion that the state policy in this sphere is characterized by continuous development and implementation of measures for reform.

During the years of independence of Ukraine educational institutions have largely lost production and training thanks to the March 4, 1992 the Supreme Council of Ukraine of the Law No. 2163-XII "On privatization of state property", which was supposed to regulate the legal, economic and organizational basis for the privatization of state property with the goal of creating a diversified, socially oriented market economy of Ukraine [6], but with the adoption of this law in parallel with the

privatization of state-owned industrial sector occurred and privatization of production and training capacity of higher education institutions. Educational institutions remained without production and technological bases and tools for practical and industrial training of students. Therefore, the quality of training has fallen by more than 50%. Higher education institutions are forced to search a database of practices of students and the employment of their graduates to enter into contracts and agreements on cooperation with industrial enterprises, which often existed only on paper, but the practical training was conducted formally.

Agreement on cooperation of the University with companies in the field of students' practical training must contain certain safeguards as to educational institution and employer. On the one hand, the educational institution must be sure that his graduate who received a complete course of practical training in the conditions of a certain enterprise, entirely satisfied with the employer and is sure to be hired for their qualifications. And the company, in its turn, has the opportunity to plan their staffing work and can fully rely on support from the institution in terms of preparation and training for their employees.

The question is simplified transition from students to their whole labor activities, and motivating young people to learn specialties unpopular technical direction. Today in the country there is an imbalance between supply and demand for junior specialist's technical direction, 40 % of graduates are employed not as a specialist. If we talk about the "leaders", registered in the centers of employment, they are the graduates of colleges and technical schools.

We believe that the problem lies in the fact that the State employment service operates separately from educational institutions and employment oriented adult population and young specialists - graduates of higher educational institutions, according to the Law of Ukraine "On Higher education" No. 1556-VII from R. (Art. 13., h 1., p. 11). The Central body of Executive power in the sphere of education and science should only stimulate employment. That is about the system of state influence on the formation of the labor market again is not going. The relationship between the Public employment service and educational institutions should be based on the full balance in every activity, namely: higher education institutions only perform an educational function, and not spend time on searching databases for practice or place of employment of graduates, because the institution of any form of ownership has no influence on the personnel policy of enterprises, and the Public employment service has the ability to contribute personnel upgrading of enterprises, institutions, organizations.

Upon admission to the University, the student must receive not only practical base, but first job after graduation. In this regard, it is appropriate drafting of bilateral agreements between higher education institutions and employment service, where the Public employment service assumes responsibility for the employment of young professionals, graduates of higher educational institutions, and educational institution committed to provide quality training specialist, which could satisfy the employer. In the legal plane, such relationships are not provided. Analyzing legal documents and state the practical training of junior specialists

(hereinafter - "the younger bachelor"), especially technical specialties, we consider it reasonable to pay attention to the following:

- base practices are insufficient, which creates unfavorable conditions for the development of high-quality practical training of young professionals and provides obstacles to the formation of their practical knowledge, abilities and skills;

- logistical support to higher education institutions does not correspond to the modern level of technological production enterprises. Equipment and visual AIDS physically and structurally obsolete. Methods and technical means of education do not meet the requirements regarding compliance with the higher education institutions of qualifications prepared by them specialists;

- a number of regulations on the organization of practical training of students and employment of graduates do not protect the rights of young people and do not have a perfect legal mechanism for the full implementation of educational programs. Therefore, graduates of higher educational institutions have to provide your self with the places for practice, and after graduation jobs;

- normative documents in the field of education generally have the character of adaptation to difficult economic conditions and require significant expenditures of the State budget for education.

After analyzing the existing education regulations and considering how they reflect and regulate the process of practical training in the preparation of Junior specialists of technical specialties in colleges and technical schools of Ukraine, note that the mismatch of the domestic legislation with the current needs of the labor market and the condition of the economy today hinder the development of education and complicate future quality training Junior bachelors, especially in the acquisition by students of colleges and technical schools of practical skills in mastering their chosen professions.

We see the solution of the above legal gaps by focusing regulations on the development of the higher education system, for the purchase of new qualitative features, but this is only possible by carrying out the reformation of the legislative space of the national higher education and programming sequential approach education with the country's economy.

Problems of practical training of Junior specialists, and later, the younger bachelors, especially technical specialties should be solved at the state level, and the reasons are legal imbalance and uncertainty of these issues require further research.

Literature:

1. The law of Ukraine "On higher education" R. No. 1556-VII, Official Bulletin of Ukraine 2014, from 63 15.08.2014, 1728 pages.

2. The Constitution Of Ukraine. Information of the Verkhovna Rada of Ukraine (the IVR), 1996, No. 30, page 141.

3. The state national program "Education" (Ukraine of the XXI century) // Education. - 1993. No. 44 - 46. - 62 pages.

4. Masak A.V. Management of the educational sector in the formation of civil society in Ukraine: regional aspect: Thesis - K., 2005. - 199 pages.

5. Kirichenko C. Ways of formation of legal state and civil society. - K., 1999. - 178 pages.

6. The law of Ukraine "On privatization of state property" 04.03 1992. No. 2163-XII. Bulletin of the Supreme Rada (BVR), 1992, No. 24, 348 pages.

J11508-009

Nataly V. Tchigirinskaya

**METHODOLOGICAL PRINCIPLES OF THE FORMATION THE
CONTENT OF INNOVATIVE TECHNICAL EDUCATION
BASING ON THE ENGINEER'S ECONOMICAL FUNCTIONS***D-r of pedagogy, professor Volgograd State Technical University
400005, Volgograd, 28, Lenin's av.*

Abstract. Discussed the methodology of selection of the content of engineering education based on the allocation of economic functions. Argues that the changing nature of the productive forces, the globalization of world economic ties lead to a significant complications of professional tasks. This suggests that the designed object is not only analysing on formal technical and technological criteria, but implicitly contains optimization for economic and humanitarian criteria.

Key words: engineering education, pre-project survey, economic function engineer's, professional tasks, customer value, competitiveness university.

Introduction. Reality confirms that the relevance of the topic "Higher education: what the engineer is necessary for the country" in recent years has increased significantly. Suffice it to say that the theme of the 22nd meeting of the Commission under the President of the Russian Federation on modernization and technological development of Russia's economy, held on 30 March 2011 in Magnitogorsk, was the training of engineers. Following the meeting, Russian President Dmitry Medvedev approved a list of instructions aimed at the Development of sectoral qualifications frameworks, containing requirements for the specialties of engineering, the relevant priority areas of modernization and technological development of Russia's economy [1].

Traditionally, the goal of engineering is the creation of technical means, i. e. material objects, substituting the production function of human rights and to make life easier or improve its performance.

However, the well-known Canadian engineer E. Crick argued: "an Important part of the work of the engineer are the definition and evaluation of new technical challenges (*praxeology* – N. V.). The engineer must determine how people will use the devices (*psychology* – N. V.). He must also anticipate the effect, which will cause the appearance on the market, for example, mechanical toothbrush (*marketing* – N. V.). Thus, the activity of an engineer to a large extent depends on the needs of society (*sociology* – N. V.), the recognition of the usefulness of his inventions and how these inventions help people (*philosophy of technology* – N. V.). This interest, together with the economic side activity of an engineer doing his job not so purely technical, as suggested by the uninitiated" [2].

Engineering has as its core design. From his University master the design and calculations, but remains behind the actual development and production of new products, including work on the creation, provision and use of products. Recently, the significance of the work to reduce production costs and so on and more broadly on the pre-project and project-production-reduction factors of reckoning (marriage, accidents, environmental pollution) began to prevail over the importance of proper

design. Currently, appeared to consider methods of engineering on the basis of the concept mainly the pre-project or pre-operational exceptions and unwanted side effects posed by technology on the environment at all stages of the life cycle of a technical system (creation, maintenance, eliminate and post liquidation), and accordingly, to teach. It is methodologically at the time was justified in proceedings of the P. K. Engelmeier, I. C. Ilovaisky, etc. [2, 3]. We believe that designing the content of innovative engineering education has as the main source to rely on future professional activity (engineer) and to be a systemically oriented and coordinated educational activities teachers' colleges and their social partners of the subjects of science, production and consumption – based growth patterns following interrelated complexes:

- people – society – nature;
- people – science – humanism;
- people – technology – economy.

Consideration of these trends takes place in the following directions:

- disclosure foundations for the development of the modern stage of scientific and technical evolution that determines the direction and limits of development of the productive forces;
- the establishment of the foundations of the main line of development of social relations, especially in the sphere of labor (labor as the highest value);
- the vision of objective processes, retractor society and its economy in the global system of human development, society and nature.

What are the fundamentals of engineering activity? In the present research (research) activities, engineering, technological design, there are traditional types of engineering activity, but the mechanisms associated with the growth and analysis of human needs, with the problem of improving consumer properties of engineering product. All this indicates the existence of at least the economic functions of the engineer. Our analysis of “all-Russian classifier of types of economic activity” and “all-Russian classifier of professions education” confirmed this statement.

The development of information technologies has resulted in engineering innovative manufacturing, the so-called computer-integrated manufacturing. They provide the solution to all problems in the life cycle of products: marketing, design and development of a product or service, its implementation, operation, etc. In the conditions of transformation of the Russian society, the transition to a civilized market relations in modern industrial production occurs independent professional activities of the engineer-innovation management, which is aimed at forming and achieving any industrial structure innovation goals through the efficient use of material, labor and financial resources. Along with innovative management to ensure process safety and equitable international cooperation in the field of high technologies applied innovative marketing. It promotes not only the market of new products engineering activity, but the very high technology in the form of sales, inventions and know-how embodied in a new product or process, and technological equipment. Due to the global nature of the world market becomes necessary marketing high technology. He suggests further declare and affirm its own engineering experience previously mastered production readiness to provide services

for the development of high technology innovations in engineering and production. For the engineer becomes even more important to establish a logistics system that will get the necessary information from the customers in both domestic and international markets [4].

Even an incomplete list of new types of engineering activity leads to the conclusion that the existence of economic activities of the engineer, under which we will understand the process of development and change engineer of the state of the natural and social environment to improve its consumer properties and the realization of him (an engineer) as the subject of engineering. [5].

Without claiming to be complete, note the professional tasks that represents the economic activity of an engineer: development of methods for planning the quality of the product, design, and improvement of communication processes and procedures of recognition for the quality of work, design models of quality management systems with the construction of generalized solutions to the problem and the analysis of these options, predict consequences of each option, finding solutions in conditions of limited resources, multiple criteria and uncertainty. Thus, the object of engineering design is not only subjected to analysis on formal technical and technological criteria, and implicitly contains optimization for economic and humanitarian criteria: consumer demands, constraints on resources, and the profitability of the project.

Conclusions:

The economic activity of an engineer as an independent system can be represented in accordance with the functions of the subsystems of the economy in four models: adaptive manufacturing, regulatory, normative and integrative behavioral [5].

We believe that the selection and consideration of these methodological principles of modern engineering will allow the Russian higher education system adequately to build not only a competitive professional education, but also to fit it into the global context [4].

Bibliography:

1. The concept of development of higher technical education [Electronic resource] // Accreditation in education. E-journal on education : http://www.akvobr.ru/ekspres_forum_koncepcia_razvitiya_tehnicheskogo_obrazovaniya.html.

2. Innovative development and staffing of modern engineering : monography / O. V. Avdeytschik, V. M. Alexandrov, A. V. Morozova, L. N. Nekhorosheva, A. V. Struk, N. I. Feldman, N. V. Tchigirinskaya. – Moskow : Publishing House “Spectrum” 2011. – 224 p.

3. Tchigirinskaya, N. V. Strategy for engineering education: an interdisciplinary approach / N. V. Tchigirinskaya // Higher Education in Russia. – 2007. – № 2. – p. 36-40.

4. Jinjolia, A. F. The competitiveness of universities in the context of integration of the educational services market and the labor market / A. F. Jinjolia, Ju. I. Gushina, N. V. Tchigirinskaya // The Law. – 2007. – № 6. – p. 7-9.

5. Tchigirinskaya, N. V. The economic nature of competence: general methodological approaches to the problem / N. V. Tchigirinskaya, L. S. Shakhovskaya // Economic science. – 2008. – № 4. – p. 406-411.

The article was sent: 04.11.2014

© N. V. Tchigirinskaya

J11508-010**Shestakova L.G.****THE HISTORY OF MATHEMATICS AS A TOOL OF FORMING THE
NONLINEAR THINKING STYLE (ON THE BASIS OF SCHOOL COURSE)***Solikamsk State Pedagogical Institute (branch) Federal State Educational
Institution of Higher Education "Perm State National Research University"**Solikamsk, Severnaya St., 44, 618547*

Abstract. The article describes a nonlinear style of thinking. The possibility of use of material on the history of mathematics for the creation of nonlinear thinking style.

Keywords: forming of nonlinear thinking style, the history of mathematics, learning math.

The specificity of human life of the XXI century is characterized by increasing complexity of its tasks, the high rate of change of the situations in which it is necessary to take adequate decisions and focus, increased opportunities to influence the course of the objects, processes, and the world. It is no accident that the problem of the development of intellectual potential of society and the individual in particular is in the foreground. It directs the formation to create the conditions for the most complete disclosure abilities. It is authorized to talk about the need to develop students' thinking style that meets modern and forward-looking.

We start from the need to develop students' non-linear (synergistic) way of thinking, which refers to a style of thinking, seeing the world and man as a complex open, dynamic system focused on identifying universal connections and relationships to the structural nature of instability and randomness.

A detailed description of the characteristics of nonlinear thinking style and the main lines of their formation is given in the article of L.G. Shestakova. [5] As a part of this publication we will focus only on those for which the formation of the historical and mathematical content (together with old problems) is possible. These characteristics include:

- criticality;
- abstraction combined with the ability to establish the relationship between the real and the ideal model of the process;
- commitment and focus on the study of the nature and essence of the concepts and phenomena;
- scale, focus on the deep-rooted relations and interdependencies between processes and phenomena of different nature;
- diversity, complementarity.

Before proceeding to the description of the possibilities of using historical and scientific content within the stated theme, it should be noted that the use of its components at school, the relevance of this work are often discussed in the literature. T. A. Ivanov [2] notes that the material on the history of mathematics allows us to see a "living math" but not a canned abstract system. It helps to understand the progress of knowledge in mathematics, the methods of scientific inquiry. In the publications of A. E. Malich and V. L. Pestereva [3], S.S. Muchkaeva [4] describes the intended use

of historical information on different feet of teaching mathematics, the choice of form and content, its capabilities, consider an example. L. G. Shestakova [6] reveals the potential of the material on the history of mathematics to enhance learning in core classes (the value varies depending on the profile, interests and abilities of students.)

Currently, there are the elements of the story of mathematics in many textbooks. Necessary additional material can be found in high school textbooks on the history of mathematics. [1] From the perspective of thinking style formation the importance of the used material is highly dependent on the forms and methods of its organization in the learning process (as in the classroom and during after-school activities).

Thus, the textbook of mathematics for Grade 5 includes a power material on various ways of writing numbers. Here we consider writing used in ancient Russia (where the numbers are denoted by letters with a special symbol "~" - "Titley," the content of the word "darkness" is described), ancient Rome (drawing attention to particular symbols and structures of the Roman numbers). The modern system of writing numbers, numbers which are called "Arab", and the Arabs called them "Indian." Listed material can easily be extended by a teacher. There is a question about the methods of work with him. For the formation of critical thinking the ability to establish the relationship between the ideal model and the real process, the settings on the study (opening) the essence of concepts and phenomena it can be proposed to use the idea of the problem statement and the activity approach. According to this it makes sense first to ask students to comment on the reason for the widespread of the Arabic system of writing numbers at the present time. To organize work comparing writing the same number in different systems, to try running operations on numbers, to say clearly what disadvantages students face. Ask a question about the reasons (in their opinion) fix the name "Arab" way of writing, and not "Indian." In the process, students relate their own experience of studying the topic with the history of the issue. They are involved in vigorous activity, ceasing to be passive observers of historical processes.

Such work may be carried out on other topics of mathematics, for example, units of length, mass, etc.

Historical and scientific materials are often used during the introduction of concepts. Here we can talk about who introduced the concept and the fact of what the word (of which language, what it means, the way of translation) was the name of the concept. For example, in the study of arithmetic and geometric progressions we can give a historical overview of the origin of the word "progress", which means "moving forward." First it is encountered in Boethius (Roman author, V - VI centuries.). We can note that the first progress is any numeric sequence constructed by the law, which allows it to continue indefinitely. Later changed the meaning of the term and entrenched for certain types of sequences.

Such work can be done in different ways. To interest students a new kind of tasks and activities a teacher usually firstly leads a bright memorable example, which can cause a positive emotional state. Next students can be included to the search work for the establishment of the "origin" of concepts, their original meaning, and the degree of compliance with the current state. The results of investigations are reported

to the class. It is notable that the same work can be done revealing the history of the language definitions, attributes and properties.

Based on the analysis of the new term, you can determine what will be taught in the subject. As you can see, this work will not only expand the horizons of students, increase the interest (which in itself is significant from the standpoint of the study of mathematics) but also form the ability to analyze, compare, install on approach to the problem from different perspectives, willingness to objective analysis different points of view.

In order to show the driving force in the development of mathematics as a science the work with students can be done, aiming at the formation of ideas that is widespread the idea that modern mathematical language had been formed for centuries. From the standpoint of identifying linkages and interdependencies between processes and phenomena of different nature, the different sciences and fields of activity it is useful to focus on two points that characterize the development of mathematics. First, it is necessary to show that a number of its regions and sections emerged and developed in accordance with the needs of technology and natural science. For example, mathematical concepts such as number, geometric shape, the area emerged in the course of employment rights. Similarly, the need of practice is the basis of formation of trigonometry. The needs of radio engineering, automation of various processes, attempts to simulate the complex technological, economic, and biological processes contributed to the development of mathematical logic. Secondly, new sections appeared under the influence of internal needs of mathematics itself. But these topics are widely used over time in other sciences and engineering. For example, the need for the solution of quadratic equations and greater led to the introduction of irrational numbers, and then the complex.

The old problems are of interest from the position of forming the style of thinking, and the work with them is desirable to follow the rule: solve it by means which were known to the author. For example, you can make out compilation techniques (in the text of the problem) and the solutions of the quadratic equation Diophantus (then compared to the modern way).

The opportunity for the formation of the selected style of thinking characteristics are historical references that reveal the activities of individual scientists or mathematical school, biographies of mathematicians. On the basis of this material the internal contradictions and clashes of ideas and positions of great scientists can be revealed, which often accompanied by the emergence of new mathematical theories. An example of integrity and understanding of their duty to science is the fight of Nikolai Lobachevsky to uphold ideas of non-Euclidean geometry.

Organizing the work with historical and scientific material can be done in different ways: the story of the teacher, the student post, problem statement, conversation, lecture, research or project work students, the solution of old problems, production of wall newspapers, etc.

The material on the history of mathematics can be used successfully for the organization preprofile elective courses, elective courses. In the classroom of such courses not only the material associated with the studied subjects in the school

curriculum can be taught, but additional questions arranged in a certain system can be disassembled with the students. For example, it is the emergence and development of science, mathematics, ancient East and Ancient Greece, its development in Western Europe, and Russia. In order to form a style of thinking in these classes, you can use these forms of work with the students, as debates, discussions, round tables, etc. It is necessary to create conditions for the free expression of ideas, ask students to explain their point of view and correct to deny the opponent. It is also important to teach children to ask questions and correctly answer them. For this task you can offer the preparation of reports and messages for different types of projects for the protection and discussion.

Summarizing we note that almost any material from the history of mathematics (organized in a certain way) can have a positive impact on the formation of students selected characteristics of nonlinear thinking style. The final result will depend on the particular historical and scientific content, but also the forms and methods of work with him used by a teacher.

Bibliography:

1. Глейзер Г. И. История математики в школе: VII – VIII кл. Пособие для учителей. – М.: Просвещение, 1982.
2. Иванова Т. А. Гуманитаризация общего математического образования: Монография. – Н.Новгород: НГПУ, 1998.
3. Малых А.Е., Пестерева В.Л. Использование исторических сведений в обучении математике // Ярославский педагогический вестник. – 2011. – Т. II. – № 3.
4. Мучкаева С. С. Развитие интереса учащихся к математике через эстетический потенциал исторических задач и теорем с чертежом // Вестник Адыгейского государственного университета. Серия 3: Педагогика и психология. – 2009. – № 2.
5. Шестакова Л. Г. Моделирование работы по формированию у школьников нелинейного стиля мышления // Сибирский педагогический журнал. – 2008. – № 4.
6. Шестакова Л. Г. Организация обучения математике в условиях профильной дифференциации // Профильная школа. – 2008. – № 4.

J11508-011**Nataly V. Tchigirinskaya, Marina I. Andreeva****DEVELOPMENT OF THE CREATIVE POTENTIAL OF THE STUDENT OF AN TECHNICAL UNIVERSITY AT THE BASIS OF AN INTERACTIVE APPROACH***Volgograd State Technical University
400005, Volgograd, 28, Lenin's av.*

Abstract. Discusses a methodology for designing individual educational route using an interactive approach. The necessity of implementation of the control and training systems "MENTOR", which allows you to update the content and automate the control of knowledge of students.

Key words: engineering education, design of individual educational route, automated control system, self student's job.

Creative research job contributing to the personal development of the future engineer, speaks at the present stage defining moment vocational education [5]. Individual educational routes, projected at the higher technical school, and in the Volgograd State Technical University, in particular, provide for the availability of content and methodological support.

Special function, along with other subjects, is given to mathematics, which, according to academician L. D. Kudryavtsev, allows future expert: to be able to build a mathematical model; be able to put mathematical problems; be able to select a suitable mathematical method and algorithm the task; be able to apply them to solve problems numerical methods using modern computing machines; be able to apply quality mathematical research methods; on the basis of the analysis to be able to develop practical recommendations [1]. An individual approach and a control of knowledge of students are necessary elements of the educational process.

A gradual transition from traditional forms of assessment knowledge to computer testing meets the spirit of the times and the General concept of modernization and informatization of the Russian system of education [6]. The effectiveness of this technique depends primarily on the specifics of the training discipline and training purposes; from the quality of the software products and the appropriateness of their use for specific learning goals; and from the representation forms of educational information (in particular its level of visualization). All selected points to the need of a special organization teachers of independent work of undergraduate students. Proper organization of independent work and control of knowledge of the student must convince the student that the implementation of the planned volume of independent work provides the necessary level of training (formation of specific competencies). The specificity of mathematical disciplines, in particular, is that a significant place in the educational process, including independent work of students is mastering the methods of solving both routine and creative tasks. Therefore, the most important condition for the successful study of mathematics is the appropriate database tasks. Sets of tasks for individual subjects must satisfy the following requirements [2, 3, 4]:

– coverage of the main typical tasks of the relevant section of disciplines at

different levels of complexity;

- a sufficient number of similar tasks;
- the possibility of rapid update (modification) base;
- structured (e.g., topics, methods, solutions, complexity);
- variability and the possibility of individualization of the educational route (for both teacher and student).

Works on the creation of structured sets of parameterized tasks of various degrees of complexity and methods of their use in the learning process for the organization of independent work of students and various forms of current, mid-term and the final inspection is carried out at the department of "Higher mathematics" using the program "MENTOR", which was adapted under the leadership the Dr of Eng. A. S. Gorobtsov. The initial stage of testing [4] is to develop a methodology for testing and assumes considerable methodological work of the teacher, which consists, mainly, in the formation of the content of tests, in the distribution of their types and difficulty levels, as well as in the creation of software test. The content and formulation of the questions must ensure the validity and reliability of tests and all test as a whole. In addition, it is necessary to take into account the capabilities of the software shell that allows you to solve the problem only to a certain extent.

To date, the test system support theoretical questions and practical tasks four main types [4]:

- closed definite – tests with a choice of single correct answer from several options offered;
- outdoor definite – tests with input the only correct answer;
- closed multivalued – test with multiple choice answers. In this case, unlike the closed unambiguous tasks, it is suggested to choose the correct answers from multiple data. It is not excluded and unambiguous choice.
- question for compliance – test questions with the selection of matching pairs, matching or contrasting elements of two sets.

As a result of application testing, we noted a number of advantages compared with traditional forms of control:

- the release of teachers from routine work on the preparation of test items of different type and content;
- quickly update test tasks;- paper tests created using "MENTOR" psychologically prepare students for computer testing more effectively with the point of view of use of information resources and reduce the time spent;
- get fast results control and dismissal of teacher labor-intensive processing of test results;
- objectivity in the assessment;
- privacy with anonymous testing.

Speaking about objectivity in the assessment, it should be noted those common to any process automated control factors that we believe contribute to a more objective and do not depend on the subjective attitudes of teachers) approach to the evaluation procedure for:

- the same instructions for all subjects;
- the same system of evaluation of test results;

automated scoring examinees.

Teacher can With using the "MENTOR":

- to assign a range of values of the parameters of each task;
- select tasks and topics to be included in control, inspection, self, term papers and other types of works;
- to determine the number and order;
- to change the location of the task in the task;
- set way of presenting tasks to students (on the computer screen or in the form of options, printed on paper).

The program "MENTOR" allows you to create tasks in the form of tests for use in a INTERNET how to work in the computer lab, and on any PC connected to the network.

The program "MENTOR" by assigning specific valid values for the parameters of the selected task, provides the required number of tasks selected type and present them to students in a form that does not contain parameters. If the job consists of several types of problems, then getting a job in the parameterless form, the student has to determine the types of tasks and methods of their solution.

Inspection of works other than tests, facilitated by use of module test answers that are built into the system "MENTOR" and offering answers to each task of the current variant. To use the module, simply enter the key (natural three-digit number) with which the job was created and the number of the desired option. Some tasks are sent to and intermediate results. You can print the answers to the correct job options or all options of this job. Module test answers are available to students.

When you work online, on the website <http://mentor.vstu.ru>, jobs are created offline and then properly prepared, are available in the form of tests to select one correct answer from 4-5 proposed. After entering the selected answer, the program generates a decisive score for this task (true-false), and at the end of the current session generates an estimate of the percentage of correctly performed tasks in this task. These estimates are accumulated during the semester and at any time the teacher who ordered the job (and other persons having the right of access), available arithmetic average score for all tasks that must be performed to this point.

Were originally developed and included in the program "MENTOR" structured sets of tasks by "Elements of linear algebra", "Vector algebra" and "Elements of analytical geometry". The Department of "Higher mathematics" were developed thematic assignments, on the basis of the interim control on all subjects of the first semester.

Experience of organization of independent work of students with the aim of developing their creative potential using the program "MENTOR" to these sections showed the feasibility of the preparation of similar developments in other areas of mathematical disciplines and improving the content and methods of their application.

Bibliography:

1. Chigirinskaya, N. V. Forming the engineer's economic culture with the higher professional education system : dissertation to Dr of Pedagogy / N. V Chigirinskaya // Volgograd State Pedagogical University. – Volgograd, 2010.

2. Mathematical modeling of economic processes by means of information technologies / N. V. Chigirinskaya, Ju. L. Tchigirinsky // Pedagogical Sciences. – 2006. – № 6. – С. 176-183.

3. Chigirinskaya, N. V. A new look at the problem of modernization of modern training methods and complexes in the conditions of informatization of education / N. V. Chigirinskaya, Ju. L. Tchigirinsky // Bulletin of Volgograd State Technical University. Series “New educational systems and learning technologies at the University”. – Volgograd, 2008. – Vol. 5, № 5. – P. 105-107.

4. Tchigirinsky, Ju. L. Testing as a form of final measuring the knowledge of students / Ju. L. Tchigirinsky, N. V. Chigirinskaya, // Bulletin of Volgograd State Technical University. Series “New educational systems and learning technologies at the University”. – Volgograd, 2009. – Vol. 6, № 10. – P. 179-182.

5. Innovational development and personnel support of modern engineering – monography / Avdeichick O. V., (...) Morozova A. V. Tchigirinskaya N. V. – “Spectrum” Publisher, 2011, 224 p.

6. Chigirinskaya, N. V. Strategy for engineering education: an interdisciplinary approach / N. V Chigirinskaya // Higher education in Russia. – 2007. – №2. – С. 36-40.

The paper was sent: 21.11.2014

© Chigirinskaya, N. V.

© Andreeva, M. I.

J11508-012**Kornilova E.A.****PREPARATION LESSON IN THE IMPLEMENTATION FEDERAL STATE EDUCATIONAL STANDARD OF GENERAL EDUCATION***Belgorod Institute for Educational Development,
Belgorod, ul. Student 14, 308007*

Abstract. The article describes the features of the preparation of the lesson in light of the requirements of the federal state educational standard of general education, describes the structure of the lesson and the requirements for it.

Key words: federal state educational standard, modern lesson, basic general education.

Preparing students for life, work and creativity put into the secondary school. To do this, the process of learning and organizational technique lesson should be structured to broadly engage students in independent creative work on the assimilation of new knowledge and successful application in practice.

Class-lesson system provides various forms of organization of the educational process: home learning work (self-study), excursions, workshops and field trips, seminars, extracurricular academic work, extracurricular activities, consultations, tests, exams. But the main form of organization of schooling is a lesson.

Lesson - a form of organization of training with a group of students of the same age, constant composition, activity on the hard schedule and the same for all study programs. This form lists all the components of the educational process: the purpose, content, tools, methods, activities and organization and management of all its didactic elements. The nature and purpose of the lesson in the learning process as an integrated dynamic system is thus reduced to the collective interaction of individual teachers and students, which results in absorbing knowledge and skills, develop their skills, experience, activities, communication and relationships, as well as improvement of pedagogical skills of teachers.

It features modern didactic lessons include the following provisions [1].

1. Changes in the learning process.
2. Activation of cognitive activity of students.
3. The combination of individual, group and collective cognitive activities.
4. The different types of independent work of students.
5. Joint interactive educational activities of teachers and specialists in various fields of knowledge in order to improve the scientific level of the lesson.

6. The use of active and interactive technologies.

7. The use of modern teaching aids.

By modern lesson is advisable to submit the following requirements [3].

1. clearly focused lesson.
2. Adequate organizational and financial support of the lesson.
3. Optimal psychological lesson mode.
4. The optimum pace and rhythm of work in the classroom.
5. Systematic consistency and continuity of training operations.
6. The completeness operations.

7. Save time in the classroom.
8. Continuous monitoring and self-control.
9. Recovery of business balance in his abuse.
10. Fixing and updating knowledge and skills.
11. Continuous improvement of the educational process.

The main task of the teacher in today's lesson - the organization of training activities so that students formed the need for the implementation of creative transformation of educational material in order to master new knowledge.

Designing of educational process in the implementation of system-activity approach is an implementation of a particular sequence of steps [1]:

Stage 1 - Planning and analysis of new educational results (personal, subject, metasubject);

Stage 2 - selection of learning activities that will promote new learning outcomes;

Stage 3 - choice of teaching aids, including the means of information and communication technologies for the implementation of learning activities to achieve new educational outcomes.

Occupation modern school must meet the following general requirements.

1. Using the latest advances in science, advanced teaching practice, the construction of a class based on the laws of the educational process.
2. Providing conditions for productive cognitive activity of students in accordance with their interests, inclinations and needs.
3. The establishment of interdisciplinary and intrasubject communications, reliance on the achieved level of development of students.
4. Motivation and enhancing all areas of personality.
5. Consistency and emotion all stages of educational activities.
6. Effective use of teaching aids.
7. Links to life, personal experiences of students, industrial activity.
8. Develop skills to learn, need to constantly replenish the amount of knowledge.
9. Careful diagnosis, forecasting, planning and scheduling of each lesson.

The structure of modern lesson for practicing the system-activity approach might look like this [2]:

- 1) the creation of a teacher of a problem situation, in solving the problem which students formulate lesson (and in fact, the theme and purpose of the lesson);
- 2) updating the learners existing knowledge to solve problems of the lesson;
- 3) the activities of the students formulated to address the problem (the assimilation of new knowledge and ways of life);
- 4) the expression of the resulting solution to the problem (the presentation of new knowledge and ways of life);
- 5) the application of new knowledge and studying ways of life to solve vital problems.

A set of technologies that allow to implement in practice the system-activity approach includes the following technologies related to student-centered pedagogy:

- information and communication technologies;

- problem-based learning;
- organization design and technology research activities of students;
- tier differentiation of instruction;
- gaming technology;
- emerging technologies;
- group work;
- work in partnership;
- case technology;
- technology development of critical thinking.

The use of any technology implementation of the federal state educational standards must comply with a series of steps of the lesson, which the logic of productive cognitive activity.

Teacher at the beginning of class creates a problem situation, students become aware of the problem and call the lesson that corresponds to the first stage of a modern lesson. Next, students find ways to carry out the solution of the problem, which is impossible without updating existing knowledge, which corresponds to the second and third stages of the modern lesson. The next step is to express the trainees actually solve problems and use of the obtained knowledge and ways of life with the vital task that corresponds to the fourth and fifth stages of the modern lesson. At all stages of the productive cognitive activity of students the teacher organizes the interaction of students and provides them with educational support.

Applying technology called learning physics class, the teacher should pay attention to the following methodological features of the application of educational technology system-activity approach.

References.

1. Guzeev B. Design and analysis of lesson / V. Guzeev // Headmaster. - 2005. - № 7. - pp 44-47.
2. Kornilova E.A. Implementation of system-activity approach to the physics lesson. / Physics at the school, 2014, № 6. - pp 25 - 29.
3. Kuznetsov VI The principles of active pedagogy: what and how to teach in the modern school: a textbook for students of higher educational institutions / VI Kuznetsov. - M .: Publishing Center ACADEMY, 2001. - 120 p.

Article submitted by: 24.11.2014.

© Kornilova E.A.

J11508-013**Gladysheva O.V.****PRINCIPLES OF ORGANIZATION OF THE PROFESSIONAL SELF-IMPROVEMENT SYSTEM OF FUTURE MECHANICAL ENGINEERS***Donbass State Engineering Academy
Kramatorsk, Shkadinowa, 72, 84300*

Abstract: In this article are described the basic principles and features of organization of the professional self-improvement system of future mechanical engineers.

Key words: principles, system, professional self-improvement, mechanical engineer.

The problem of organizing the activities of professional self-improvement of future engineering specialists in the independent Ukraine has acquired a special importance at the turn of XX and XXI centuries in connection with socioeconomic changes in the country, the restructuring of the economic activities that led to the growth of requirements to the level of professional training of engineers, and remains relevant today, because this issue is inextricably linked with the system ties in the activities of modern person in the environment, with the changes in the world market, globalization, post-crisis changes in society and industry. Again, special attention is paid to the training of engineering personnel on the part of the world countries, in society there is a growing understanding of the role of the engineer as the Creator of civilization values, pervading in the whole system of human activity. But will increase the demands to specialist that is responsible for the consequences of their activities. He must be capable to use the self-improvement throughout life, understanding that without internal positive changes, constant self-improvement, it is impossible to transform the world for the better.

The task of the higher technical school as a social institution is to promote professional self-realization of the individual, teaching professional interaction with the surrounding natural and social environment [1].

Therefore, the conceptual idea of our research is that in terms of the update of the higher technical education system, in its focus on the implementation of the "subject-subject" relations in the educational process, the particular importance has the preparation of a mechanical engineer to work in open systems and creation of conditions for the system of professional self-improvement of the future mechanical engineer, increasing the level of professional competence, the development of readiness for professional activity that helps not only to the effective solution of tasks of higher education reform in Ukraine and to the formation of fully developed personality of a specialist.

By developing the system of professional self-improvement for the theoretical base were important for us the works associated primarily with questions of structural-functional model of professional activity of engineers (B. A. Dushkov, B. F. Lomov, G. V. Loghkin, Y. K. Strelkov, Y. L. Trofimov, V. D. Shadrikov and others), professional engineers work and selection of professionally important qualities of future specialists (V. F. Bessarab, E. F. Seer, A. F. Shiyan, V.O. Yakunin

and others), training and development of students at higher technical educational institution (S. O. Dansheva, O. A. Ignatyuk, N. O. Romanchuk, O. G. Romanovsky and others).

From the point of view of the considered theoretical foundations and conceptual representations, we understand the self-improvement as the creative, systematic, activity process on the way to a harmonious development of the individual student, which is aimed at opening, the internal perception and awareness of the future specialist new objectively existing values, which become for him formed them in practice professionally significant qualities represented by a set of received knowledge and in practice formed skills. The result of professional self-improvement is the willingness of future mechanical engineer to implement all of the general functions of professional activity on the basis of personal approach and implementation in practice of new material and spiritual values.

Self - improvement is primarily an activity that is carried out consciously, actively, voluntarily and systematically, so the involvement of students it is not possible without re-learning process in technical universities on personality, her interests, motives, values, aspirations, and opportunities.

In our days, systemic understanding of the world in scientific thought, the tendency has been to include Humanities cycle in educational programs for the training of engineers because the Humanities has in the work of the engineer not less important than the purely technical knowledge, because the engineer must understand not only the narrowly focused and the results of their professional activity, but also its consequences. Therefore, an important task was the humanization of technical education, strengthening its axiological orientation.

But the way of transformation of engineering education in the humanities engineering education is difficult and has to chance for development only by using of personal-active technology from professional self-development and when is possible to the inclusion the students in active, conscious, pedagogically- driven activities of professional and personal self-improvement at the expense of the whole complex of academic disciplines.

The creation of the system of professional self-improvement of future mechanical engineers is due the peculiarities of their training in the system of higher technical education of Ukraine and requires the knowledge of the principles of organization of such activities.

At the heart of pedagogical system of professional self-improvement of future mechanical engineers there are such principles, which are fully consistent with the principles of higher education: scientific content and availability, consistency and transparency; continuity and practical purpose; humanization; integrity; dynamism and openness; the relationship of theoretical knowledge with practical activities; the use of the most optimal forms and methods of pedagogical influence [2].

Important for the functioning of this system are the following principles: sequential development of structural components of self-identity (self-learning and self-training); taking into account the age and individual characteristics of students; voluntary activity on self-improvement; principles of conscious activity by the self-improvement.

Take into account we formulated the basic principles of organization of self-improvement of future mechanical engineers, as a system:

1. *the principle of the personality-centered approach to self-improvement* (learner-centered approach to self-improvement of students will contribute to the formation of the students conscious, responsible attitude to the process of acquisition of knowledge and formation of professionally significant qualities);

2. *the principle of pedagogical support of the perception of the students acquired knowledge, professionally important skills and qualities as personal values* (the student will only be actively engage in self-improvement, when received self-knowledge and qualities will be important, are perceived as personal values);

3. *the principle of self-improvement as a creative process of personal development* (we are talking about pedagogical assistance in the acquisition of knowledge based on their own creative and systems thinking personality and the formation of qualities on the basis of its own self-activity, that is independently of acquired knowledge generated skills only pass in the category of personal and valuable qualities when they are not simply perceived by the person, but modified it according to their own thoughts and actions as a professional depends on pedagogically created conditions of teachers for the student's performance on self-improvement);

4. *the principle associated students of humanitarian, scientific, professionally-specific knowledge, abilities and qualities with the knowledge and skills for self-improvement* (implementation of this principle involves career working with students from the first years study at the University education, familiarize students with the possibilities of their future professional activity, contacting the students ' attention not only on the possibility of their functioning as professionals, managers or scientists in a particular industrial sector, in particular in engineering, but also their probable future managerial and pedagogical work, obtaining specific professional knowledge together with a number of humanitarian disciplines; the transformation of engineering education in engineering humanities education is a promising development only when using personal-active technology from private and professional self-improvement and due to the inclusion of students in active, conscious, pedagogically-driven activities of professional self-improvement at the expense of all complex academic disciplines);

5. *the principle of continuous creation of conditions for the formation of harmonious relationship of socially significant and personal motives activities for self-improvement in their unity* (for the implementation of this principle it is necessary to create by students the image of "I-professional", to ensure the representation and perception of the job description of mechanical engineer as a benchmark for professional and personal self-improvement, awareness by students of their place in society as specialists and the importance of their future activities for own self-realization, and for the needs of the state, of the universe);

6. *the principle of creating the pedagogical situations with positive emotional experiences of students of their actions by self-improvement activity* (positive emotional experience activity is a powerful incentive for its implementation; knowledge, qualities and skills will be important for students only when they cause

them certain feelings, both positive and, to some extent, negative because of the experiences during the execution of the system of action for self-improvement will lead to further activity in this area, which will positively affect the mental state of the student in the process of organizing processes of change);

7. the principle of relying on modern information and communication technologies in organizing professional growth of students during the educational process (in organization activities improve the students the latest information and communication technology education act as an aid of organization, optimization and control of the educational process; keeping in the educational process of innovative technologies affects the development of diagnostic-design, design and creative, organizational communication, organizational process and control-stimulating activity components of future specialists). The introduction and use of Internet technologies (e.g. E-learning, „cloud” technology, system management system of electronic resources Moodle) promotes the development of general and professional culture of future specialists, their culture communication and speech, social adaptation, the future engineers will have a positive impact cultural level and high professional competence.

Intensive introduction of modern educational technologies, focused not on the ready assimilation and reproduction of knowledge, and their active get creative, self-formation of professionally important skills and qualities that significantly affects the quality of the result of professional training of students of level of formation of readiness of future specialists by professional activities, an important component which should be considered their readiness to professional self-improvement.

The presence of experience of system professional self-improvement will give the opportunity for future engineer-mechanics to solve of complex problem, generated by ongoing social and economic development of the Ukraine and to be the competitive specialist on the global market.

Bibliography:

1. Столяренко В. Е. Психология и педагогика для технических вузов / Столяренко В. Е. – Ростов н/Д. : Феникс, 2001. – 512 с. – (Серия «Учебники для технических вузов»).

2. Алексюк А.М. Педагогіка вищої освіти України. – К.: Либідь, 1998. – 436 с.

Scientific adviser: Doctor of Science, Professor, Kucheryavy O.G.

Reviewer: Ph.D., Docent, Shevchenko O.P.

Article was submitted by: 08.12.2014г.

© Gladysheva O.V.

J11508-014

Odynchenko L.K.

THE ROLE OF DIDACTIC GAMES IN TEACHING GEOGRAPHY AT SPECIAL SCHOOLS*State Higher Educational Establishment "Donbassky state pedagogic university"*

Introduction. The problem of upgrading the quality of the process of education and upbringing at special educational establishments is nowadays the most actual one; it requires the implementation of the inter-active and inductive methods. Playing activity occupies the leading place among the above-mentioned methods. According to the Provisions of Special Didactics and Methods of Teaching separate educational courses at a special school, the use of any play or any playing situation appears to be a highly productive means for the all-round development of abnormal child; it also contributes to the correction of the perceptual, emotion-volitional and motivation spheres.

Didactic games and interesting exercises occupy the leading position among other playing technologies used by the teachers at the geography lessons at special schools. The significance of the didactic geographical games is defined by the fact that different functions of education, namely: the educational, correction-developing and educative ones – are realized in the organic unity and connection. If it is planned correctly and organized accurately, the game at the geography lesson may activate the educational process, create positive emotional atmosphere, and strengthen the majority of the traditional educational techniques. Didactic games and interesting exercises allow the mentally retarded pupils not only acquire strong and conscious knowledge, habits and skills in geography; they develop their independence, ability to create something themselves and help them to use their lessons rationally, control and evaluate their knowledge systematically.

The problem of applying the playing activity in the education-upbringing process at the geography lessons at a special school is not new. The significance of the didactic games in uprising the efficiency of teaching the pupils with mental defects, methodical approaches to the problem touching upon the creative use of the playing technologies at the lessons of geography were considered in the scientific-methodical works of the scientists-defectologists: A. Grygoryants, V. Gruzyns'ka, S. Dubovs'kyi, V. Lypa, L. Odynchenko, T. Porots'ka, V. Synjov, A. Ukraintseva and so on. It was proved by these scientists that the didactic game at the geography lesson upgrades the quality of mastering the geographical material, realizes the purposeful correction-educational influence, and permits to avoid the excessive educational loading of the mentally retarded pupils. It also helps to understand the inter-subjects ties, forms the habits of collective communication, and so on. The reconstruction of the playing situations at the lessons of geography brings diversity and emotional coloring to the educational work, develops the perceptual interest, attention, quick-wittedness, sense of competitiveness and mutual help in the pupils.

Summary of the basic material. Because of the abnormalities in the perceptual sphere of the mentally retarded pupils and the peculiarities of the program content of

the school course of geography, didactic games and exercises designed for the general secondary school may not always be used at the auxiliary school. That's why the actual problem nowadays is the elaboration of the complex of geographical didactic games and exercises to be integrated into the education-upbringing process at the special educational establishments.

The investigation of the usual school practice became a prerequisite for the creation of a complex of geographical didactic games and exercises for the auxiliary school. On the basis of questioning and the analysis of the piecework plans of geography teachers at the special education boarding schools for pupils suffering from mental defects in Donetsk and Kharkov regions, we defined the attitude of teachers to the introduction of game technologies into the educational process, the peculiarities of organizing the didactic games at the geography lessons and the difficulties they encounter with.

It was cleared up that all the teachers positively evaluate the role of the education-playing activities in the formation of mentally retarded pupil's personality and consider the didactic games to be the essential reserve for uprising the efficiency of teaching geography. But the monotonous character of the kinds of games, their narrow direction mainly at fixing the knowledge, inadequate quantity of the theoretical and methodical investigations and workings out negatively influence the process of putting the didactic games in geography into practice. The teachers encounter with the difficulties arising in their attempt to organize the education-playing activities of the mentally retarded children at the lessons of geography; they apply didactic games episodically and do not always get the expectant result.

Taking into consideration the peculiarities of the psychological development of the intellectually backward pupils, in accordance with the Educational Program in Geography for the Auxiliary school, the complex of the contextual didactic games and exercises was worked out. It covered all the sections of the school course: "Nature of the Homeland" (6th form), "Physical Geography" (7th form), "Geography of the World" (8th form), "Geography of Ukraine" (9th form). Geographical games accomplish many functions, such as educational, correction-developing, communicative, informative and activating ones. Besides they also fulfill the integrating function thus secure the inter-subjects ties ideally.

Different kinds of games were included into the complex: didactic games, puzzles, crosswords, rebuses, interesting exercises; quizzes that required to reveal the contradictions between the already acquired and new information; word-games of different character and content; thematic games that contributed to the development of skill to carry out a collective search, to outline the variants of ideas, to solve problems.

Geographical didactic games and exercises are presented in the complex in a certain system; it gives way to the variety of themes, gradual complication of material in both aspects - content and structure, connection with the other methods of work in the formation of geographical notions and ideas of the pupils suffering from intellectual backwardness.

The purposeful use of the geographic didactic games and interesting exercises in teaching the intellectually backward pupils helps the educator to solve many important problems, namely:

- to form geographical knowledge and skills on the section under study as a wholesome system;
- to correct defects in the perceptual activity of schoolchildren;
- to form different techniques of the study work;
- to upgrade and develop the interest to mastering the study material;
- to activate the educational process and generalize knowledge and skills obtained as a result of this process;
- to orient children towards the use of the texts from the textbook and geographical maps of different types in the process of playing games, fulfilling the exercises and solving crosswords;
- to economize time at a lesson and upgrade the labor productivity of pupils;
- to carry out the simultaneous control of work and the evaluation of knowledge of the pupils.

Alongside with the educational problems, each geographical game and exercise fulfills separate correction-developing task: to work out the purposeful attention of the pupils, their power of observation and image memory, creative imagination, orientation in space, logic thinking, speech activities, and so on. While participating in the games, the school children learn to analyze the facts, to compare and generalize geographical objects and phenomena, to establish the cause-consequence connections between the components of nature and economy, to draw conclusions.

Organization of the didactic games and exercises at the lessons of geography at special schools for children with defects in the intellectual sphere is subordinate to the pedagogical principles and natural rules of the playing activities.

1. Differentiations of games depending upon the aims of education with taking into account the age peculiarities and perceptual possibilities of the mentally retarded pupils.

Among the didactic games and playing tasks which are used at a correction school, the ones that influence the uprising of the level of basic knowledge, habits and skills are most prevalent. They are easily put into practice; it does not take much time (10-15 minutes) to play them at any lesson. Participation of each pupil in such a work is mostly individual and is easy to evaluate. The results of mastering the knowledge, habits and skills are manifested at once.

2. Taking into consideration the previous playing experience of pupils.

Some playing forms of teaching which are applied in the sphere of special education have universal character. It is only content that changes, depending upon the theme of the lesson. The wider was the application of a certain playing form at the lesson, the more effective and easy the didactic game would pass. In carrying out games it is necessary to take into consideration the experience of participation in the previous geographical games. It also seems useful to take into account the out-of-class everyday playing experience.

The name of a game should be the most exact, bright and short, urge the participants to follow certain algorithm of activities, releasing in this way free time

for more intensive studies. But constant use of one and the same games and exercises leads finally to the gradual lost of interest to them all.

3. Differentiation of the content and forms of games depending upon the personal features of the pupils.

The necessity to differentiate the content or form of a game depending upon the individual peculiarities of the mentally retarded pupils with the aim to introduce plays and exercises, very often appears. As a rule, the perceptual abilities and other psychopedagogical characteristics of pupils in one and the same class are different. That's why it is desirable to give each pupil a chance to manifest himself in a playing situation uniting them into groups of pupils with similar characteristics. And after that either different groups of pupils are proposed to fulfill several different exercises and tasks, or the educational content is changed within one play form. The application of such an approach gives the possibility to take into account the individual peculiarities and features of a personality, contributes to better adaptation of pupils to the conditions of studies in the process of playing games and to the improvement of relations with other players.

4. Gradualness and succession in involving schoolchildren into playing activity.

In order to raise the efficiency of the geography lessons it is necessary to begin with simple games, gradually introduce more complex ones. It gives the possibility to get the pupils accustomed to education in a game and creates conditions for the development of the didactic play skills.

Conclusion. A game as a particular kind of common activity includes the following characteristics of the effective organization of the educational process: activeness, emotionality, a sense of collectiveness, problemity, independence, resultiveness, competitiveness and so on. The playing activity at a lesson does not appear spontaneously, but is carried out under certain conditions. It is necessary for the teacher to master the methods and techniques of conducting the didactic geographical games and find a proper place for them in the educational process.

The variability of the didactic games and exercises in the proposed system helps the teacher to activate the acquired geographical knowledge under the new playing conditions, promotes the re-orientation of the education-upbringing process at the lessons of geography from the ineffective reproductive tasks on the use of the teaching methods aimed at the formation of the perceptual activity and independence of pupils, suffering from the intellectual backwardness thus contributing to their initiativeness. The children should be taught not only accumulate knowledge and facts, but look for and find creative approaches in reproducing the already gained knowledge in new situations.

Literature:

1. Odynchenko L.K. Didactic games and exercises at the geography lessons at the auxiliary school: education-methodical manual / L.K.Odynchenko. – Slovjan'sk: Entrepreneur Matorin B.I., 2012. – 103 s.

2. Programs for the 5th-10th classes of special educational establishments for intellectually backward children. Geography. / [authors-compilers V.O.Lypa, L.K.Odynchenko]. – Kyiv, 2010. S.21-79.

J11508-015

Dmytriyeva I.V.

DEVELOPMENT OF CONNECTED SPEECH OF SENIOR PUPILS OF SPECIAL SCHOOL*State Higher Educational Institution "Donbas State pedagogical University"*

The statement of the problem in general form and its connection with important scientific or practical tasks. The methodology of Ukrainian language teaching in the special school as science aims to find the most effective ways of learning, particularly to determine the purpose of language teaching, to ground general didactical and methodological principles of learning in view on the regularity of mentally retarded children's assimilation of phonetics, vocabulary, grammar, spelling, to motivate the most effective special methods and techniques of activation, organizing, directing and reinforcement of students' cognitive activity, to identify the drawbacks in teaching and to overcome them. The increasing of scientific level of native language school course promotes to establish the optimal relation between theoretical and practical assimilation of program material by the children with intellectual disabilities and formation of skills of oral and written language.

The study of language is inseparable from the development of pupils' oral and written language, and it provides the intensification and enlargement of their vocabulary, acquirement of the norms of literary language at all levels, the pupils' skills formation of abilities and skills of connected presentation of ideas. During the native language lessons, pupils acquire language means such as words and their forms, they learn to understand the semantics of words, to use lexical items as precisely as possible and appropriate in speech practice, both in school and in everyday life. That's why the leading methodological principles of learning are the relationship of oral and written forms of language in the process of their development, compulsory motivation of language and speech children's activity, the formations of language sense and reliance on it during these children's educational activity, communicative orientation of teaching, unity in the realization of two directions of work: development of speech and thought.

In the Ukrainian language curriculum (compiler - Kravets N.P.) indicates that the communication line of content of the curriculum provides the formation of four types of pupils' speech activity - listening, speaking, reading, writing [6]. The main tasks of these lessons are to perceive oral and written language, to reproduce it, to work with oral and written statements of different types, styles and genres of speaking, with which pupils would be deal with in the process of educational activity, and in their future activities. Thus, the work is aimed to the active and purposeful enlargement and improvement of pupils' speech, directly to preparation different types of texts by the pupils, the development of logical thinking, the expanding of pupils' horizons, education of pupils' needs in communication. In addition, in the process of forming their own language activity, pupils acquire the contextual skills too, i.e. learn to speak on the subject, subordinating the utterances to basic thought of output text, to select the material, defining the main and minor in this text, to use selected material in the correct order.

It should be noted that in the process of development of connected speech among the pupils of a special school the role of word-creative work with verbs and the ability to operate of these words accordingly to the tasks of speech and language character, as well as in everyday communicative practice plays an important role. Establishment of word-creative relationships with related words and conscious assimilation of its semantics serves the basis for consolidation of the notions in pupils' minds, the concepts that denote the lexemes. The importance and actuality of this problem is the fact that the verb is one of the main components of the sentence, which provides better formation of utterance and promotes the expression of the meaning of its main idea

The analysis of the research and publications contributes to this problem. The basic theoretical principles concerning the problem of enlarging the vocabulary of secondary school pupils based on scientific concepts of L.Vyhotskyi, O.Leontyev, V.Petrova, Zh.Shyf etc. They reveal the relationship of verbal and mental development of pupils. The formation of speech skills of mentally retarded pupils, such as enriching their vocabulary, can be carried out on condition that purposeful realization of correction and developing function of native language teaching.

The works of D.Elkonin, L.Zankov, V.Repkin etc. are rather valuable for our further scientific research, where it were defined the main directions of intellectual and language development of children who are developing normal, in the process of active assimilation of general vocabulary (mastering the operations of analysis and synthesis, abstraction and specification, comparison, generalization and transfer, etc.). The scientists affirm that the developmental direction of the process of vocabulary enlargement of children on the basis of derivation provides the support to the activity of their memory, such as the associative memorizing of lexical material.

The study of linguistic literature (V.Vynohradov, V.Koduhov, M.Shanskyi etc.) helped us to determine the significance of the morpheme as a linguistic unit, the essence of word-building analysis, derivative meaning of verbal affixes as a component of the lexical meaning of the original word and semantic expresser of the relations between motivating and general words.

In correctional psychopedagogy is paid much attention the question of the development of connected speech of mentally retarded pupils and enlarging their vocabula. The scientists (A.Aksyonova, L.Vavina, V.Voronkova, M.Hnyezdilov, N.Kravets, V.Petrova, H.Piontkivska, N.Tarasenko etc.) defined the basic mechanisms of mastering the basics of word formation by this category of children and it was found out the pedagogical conditions of its formation. The achievements in linguistics, linguistics and didactic, general and special psychology and pedagogy with the word - formation problem allow us to identify the main areas of work of improving the vocabulary of secondary school pupils, particularly by means of verb affixes derivation.

The purpose of the article - to disclose the main ways of improving the efficiency of secondary school pupils' vocabulary enlargement by verbal forms.

The exposition of the main material. After analysing of the scientific works we have determined that the main thing in the problem solving of mentally retarded

pupils' lexical structure is their awareness of the notional side of lexical units and actively and motivatively using of them in the process of speech communication.

The analysis of practice of work at the Ukrainian lessons in special school showed that teachers preferred assimilation and intensification of another lexical units in speech of mentally retarded pupils than verbal forms. The lack of orientation to understanding the interaction between semantic shade of affix and notional word is observed, during their work the practitioners used mostly monotonous forms and techniques.

After studying out the word-building skills, using active and passive vocabulary, understanding of meaning of verbal forms of secondary school pupils of special school it was noticed the lack of attention to word-building work in the training course of the Ukrainian language and also the presence of a significant number of deviations from word-formation norms in the process of constructing of notional lexems with specified meaning with the help of affixes. The work on the familization of mentally retarded pupils with the formation of verbs with the help of various word-building means are not always carried out consistently and purposefully.

We have found common mistakes in verb affixes learning by senior school pupils at special school is:

- inaccuracy using of speech verb forms;
- insufficient number of verbal affixes used by pupils during the formation of the original words or word forms;
- semantic replacing one affix by another;
- discrepancy of using norms of verbal forms in context;
- mixing of the semantic meaning of verbs of different semantic groups (verbs of motion, action, state).

The main pedagogical conditions of vocabulary enlarging of secondary school students of special school with the help of verbal forms, we have defined the following:

- positive motivation of enlarging of pupils vocabulary by new verbs;
- rational combination of different types and kinds of language and speech exercises, its maximal intensity by lexical material, which is subject to conscious assimilation and actively motivated using;
- working with thematic vocabulary;
- phased dictionary working in different types of activities;
- activization of verbal forms using in accordance with the proposed communication situation or context;
- external control of the conscious, correct and appropriate using of lexical items that activates and stimulates pupils' self-control.

The conclusions. The special place in the system of Ukrainian language teaching takes the enlarging of secondary school pupils' vocabulary as one of the main direction in the development of speech. The study of the native language involves acquiring the speech means, such as words and their forms, understanding their meanings and ability to use lexical items as more accurately and appropriately in education activity and everyday life. The verb, as one of the main component of the sentence contributes the expression of meaning of the main idea of a statement and

provides it's the most accurate and successful formalization. The using of proposed methodology in the article methodologic work for vocabulary enlarging of senior school pupils of special school by verbal forms will help expand the pupils' potential on conscious and active their using as in writing and speaking.

Literature:

1. Aksenov A.K. Methodology of teaching Russian in a special (correctional) school [Proc. for students. defektol. factor. pedagogical institutes] / Alevtina Aksenov. - M.: humanity. ed. Center VLADOS, 1999. - 320 p.
2. Bader V.I. Improving speech of younger pupils / Valentine Bader // Pedagogy and Psychology. - 1998. - №4. - P. 31-36.
3. Wavignies L.S. Development of coherent speech students 5- 9 grade secondary school: scientific-methodical / Ludmila Wavignies. - K.: 2001. - 144 p.
4. Vygotsky L.S. Thought and Speech / Lev Vygotsky. - M.: Izdatelstva "Labyrinth", 2008. - 358 p.
5. Varzatska L.A. Activation of speech of students / L. Varzatska // Elementary School. - 1991. - №2. - P. 28-31.
6. State Standard for Special Education. - K., 2014. - 361 p.
7. Kravets N.P. The concept of language education students and readers a special school / Nina Kravets // Defectology. - 2001. - №2. S.35-41.
8. Applications for special secondary schools for mentally retarded children. Ukrainian language classes 5-9 / Drafter - N.P. Kravets. - Kyiv: Vydavtsytstvo "Inkunabula", 2008. - 140 p.10. Khoroshkovska A. Development of Ukrainian broadcasting younger pupils / Elena Khoroshkovska // Elementary School. - 1997. - №8. - P. 14-16.

J11508-016**Lebedeva L.A.****FEATURES IDEA OF THE IDEALS OF THE PERSON IN PRIMARY SCHOOL CHILDREN AND MORDOVIA RUSSIAN NATIONALITY***Ogarev Mordovia State University
Saransk, Bolshevik 68, 430005*

Abstract. The paper discusses the features of representations of the ideal personality of primary school children of different nationalities, the influence of ethno-social environment on the formation of these representations.

Key words: primary school age, the ideal personality ethnosocial Wednesday, moral development of the individual.

Moral formation of man begins at birth. Home furnishings, family relationships and school have a great influence on the development of moral values of students. Comprehensive and systematic study of the family, knowledge of the characteristics and conditions of education provides the cooperation of the school and the family in question optimization moral development of students.

Review of the problem of human ideals in the triad "personality - value - ideal" allows detailed and deeply understand the relationship between mean something, but at the same time confirm the idea that the view of this problem is not quite unambiguous.

In the world of psychology, there is a huge number of works devoted to the ideals and value orientations. Socio-philosophical basis of the problem of values and value orientations are lit even in the writings of scholars of the Renaissance, the teachings of Kant, Weber, and also reflected in the philosophical concepts V.I. Vernadsky, V.S. Solovyov, N.L. Berdyaev, revealing the spiritual and moral perfection of man, in the writings of O.G. Drobnitskii and V.P. Tugarinova reflecting the fundamental problems of axiology-related questions in the theory of values. A number of important theoretical conclusions on the structure and content systems, public and personal values, value orientations contain works P.M. Ershov, A.G. Zdravomyslova, E.V. Zolotuhina-Abolin, M. Rokeach, V. Frankl, V.A. Poisons. The problem of formation of humanistic values reflected in the views of domestic (A.I. Adamski, N.P. Anikeeva, A.A. Bodalev, P.P. Blonsky, Z.I. Vasilyeva, Z.I. Novikov, R.M. Rogov, T.A. Stefanovskaya et al.) and foreign (Maslow, Rogers), psychologists and educators. We can conclude that the problem is urgent and promising in terms of new research.

Orientation of the individual is seen as a set of stable motives, attitudes, beliefs, needs and aspirations, focusing on specific human behavior and activities, achieving a relatively complex life goals.

Ideal - shape orientation, embodied in a certain, specific images are the epitome of perfection and sample a higher purpose in the aspirations of the individual. In its most general form, the ideal - what is the highest goal of, aspirations, another value - perfect embodiment of something, for example, the ideal of goodness, etc.

- specific social values define objects of the world, revealing their positive or negative value for the individual and society; significant for some individual mental education that best meets his personal and social demands in a particular society. [3]

Speaking of the early school years, it should be noted that it is for him is a general predisposition to the formation of a personal orientation and its various forms. As factors in the formation of a personal orientation of the child act as features of education in the family, especially the child's relationships with peers in the learning process, and the overall specificity of development at this age stage [2].

Sensitive to the award of the age values, including spiritual, moral, caused by such age-younger students as arbitrary mental phenomena, the specific nature of the cognitive processes, the internal plan of action, a conscious goal setting to achieve success and volitional regulation of behavior; ability to generalize experiences, reflection, intensive formation of moral feeling, boundless trust adults, self-esteem, sense of competence, dominance of cognitive needs, developing self-awareness, the ability to play and differentiation of labor, the allocation of labor (including educational) into an independent, responsible activity [4; 5].

In the empirical study of representations of the ideal personality younger students of different nationalities using psychodiagnostic methods (modified method of «unfinished sentences» Sachs-Levy, orientation profile B. Bass), methods of mathematical processing (criterion q^* - angular Fisher transformation) obtained the following results [1; 6]

- The ideals of the child differ individually, but their formation to a greater extent influenced by factors such as the media, leading to a decrease in the authority of parents and the family's role in this process, the increasing focus on interpersonal communication with peers;

- Children are becoming less chosen as ideals of their parents. However, more boys than girls are chosen as the desired future profession profession of his father;

- Children often act ideals heroes movies, actors, actresses, models, pop stars. There is a clear focus on the western, mainly American film production;

- Book characters, heroes of fairy tales are not popular in the choice of the children, which is associated with a loss of interest in reading books;

- The teacher's authority is lost, confirming the already known facts in psychology: the end of primary school age in the first place there is interpersonal communication, and in this connection is selected as the ideals of the older children are usually successful in communicating with peers;

- Children selected as the most valuable characteristics of the person are: kindness, honesty, intelligence, diligence, cultural, etc., indicating a positive personal development;

- The prevailing personal orientation - focus on communication, followed by - focus on the case, which confirms the idea of change at the end of primary school age leading activity (training activities leading position inferior to his communion);

- Comparative analysis of the ideals of child inhabitants of Saransk and Mordovia Russian nationality proves the same impact factors of the social environment (in particular urban environment) on the formation of ideals and values of the younger students.

The study was conducted on the basis of the municipal educational institutions of the Republic of Mordovia Saransk. Total sample - 52 people, students grades 3-4. The study involved 25 pupils - Russian (12 girls, 13 boys) and 27 students (13 girls, 14 boys) Mordvinian nationality. Both the sampling ratio in their numbers of boys and girls are almost identical.

Obviously, the problem of studying the characteristics of a personal orientation, ideology, both children and adolescents, young people need in today's dynamic economic, social and political environment. We can conclude that the problem of personal orientation, ideals is a very important and urgent enough to explore, so you should continue and expand the theoretical and empirical research in this area.

References:

1. Ahmedjanov E.R. Psychological tests. Drafting, preparation of text, bibliography / E.R. Ahmedjanov. - M., 1996. - 320 p.
2. Kairova I.A. Moral development of younger students in the process of education / I.A. Kairova. - M.: Education, 1979. - 213 p.
3. Maklakoff A.G. General Psychology / AG Jobbers. - SPb.: Peter, 2011. - 582 p.
4. Momov B. Man, morals, education / V. Momov. - M.: Progress, 1975. - 166c.
5. Moral values and personality // ed. A.I. Titarenko, V.O. Nikolaicheva. - M.: Moscow State University, 1994. - 176s.
6. Sidorenko E.V. Mathematical Methods in Psychology / E.V. Sidorenko. - SPb.: Speech, 2010. - 349 p.

Article posted: 06.11.2014

© Lebedeva L.A.

J11508-017**Cherepehina O.A.****SYSTEMATIC APPROACH TO THE FORMATION OF PROFESSIONALISM FUTURE PSYCHOLOGISTS IN UNIVERSITIES***Zaporozhye National Technical University,
Zaporozhye, Zhukovsky 64, 69002*

Abstract. The article is devoted to theoretical substantiation systematic approach to professional formation of future specialists in psychology at the university. Also examines the origins of the concept of "professional psychologist" and "systematic approach".

Key words: professionalism, professional formation, a psychologist, a systematic approach.

Introduction. The beginning of the XXI century. marked by increased attention to research carried out on the basis of a systematic approach that happen in high school, due primarily qualitative process knowledge surrounding the rise of reality, the success of scientific achievements, the desire to know the various phenomena and processes in their interrelation and interdependence, build some model systems in the educational process of higher education. Naturally, the appearance of professionals in psychology should be provided with a new and productive working system of professional training in higher education that aims to shape the future experience of the subject of the profession. In our opinion, one of the most effective approaches to the development of future professional psychologists in the conditions of high school is just a systematic approach.

Thus, the aim of the paper is theoretical justification systematic approach to professional formation of future specialists in psychology at the university.

Analyzing scientific literature on the research topic, conclude that systems have a variety of forms. However, some authors identify technological, biological, social and educational system, and this system is understood as a set of elements that interact and are holistic education that has different properties with respect to its elements [10, p. 66].

The writings of various scholars find the definition of the object of our study. Yes, systemoloh J. Clear gives a definition of "system", "system - a set of elements that are related to or affiliated with each other, forming a unity or organic unity" [5, p. 14]. V. Afanasyev defines a system as "a set of objects whose interaction causes a new integrative qualities, not peculiar to individual components that make up the system" [2, p. 99]. Analyzing the work of leading systemolohiv such as S.I. Archangel, T.A. Ilina, V.P. Bepalko, M.A. Danilov, J.K. Babanskii, F.F. Korolev, S.A. Kurakin, L.I. Novikov, B.G. Yudin can assume that the system actively influences their components, making them dependent on their nature.

Use of the term "system" is relevant to almost all areas of scientific and pedagogic practice, including pedagogy of higher education. The problem of determining the properties of the system components and their effects on the acquisition of new properties of the entire system devoted much attention of scientists. Among them we can mention Blauberha J., A. Uyomova, Makarov,

A. Sarajevo, L. Blumenfeld, W. Tyuhtina, W. Sadowski et al., The results of scientific activities are allowed to determine the category of a systematic approach, its Prospects application in various fields of science [9, p. 5].

"Educational System" describes the basic connections and relationships, structure and organization of the object [1, p. 157] and GN Alexandrov in educational system understands the system, characterized focused on the development navchayuchosya operation, special structures, connections and relationships between its elements [11, p. 135].

Thus, we can state that the term "systems approach" based on the analysis of the study. Great Soviet Encyclopedia describes a "systems approach" as specially-line methodology of scientific knowledge and social practice, based on the study of objects as systems. Therefore, a systematic approach facilitates an adequate statement of specific problems in science and develop effective strategies for their study. In the context of our study is important that the methodology and specific systematic approach determined that he directs research on disclosure of the integrity of the object (future professional psychologists) and mechanisms (formation of professionalism of future specialists in psychology) that it provides, to identify various types of communications bonds of complex objects and bringing them into a single theoretical picture [3, p. 476].

Here we consider appropriate to give a definition of "professionalism." So, in sociological encyclopedia gives this interpretation of the term professionalism - high level of mastery of any profession, characterized by high skill and competence / employee Achieving a certain level of professionalism based on prydbanns him the required amount of theoretical knowledge and mastery of skills and labor skills in practical activities. Improvements in professionally involves passing a number of individual steps, including various forms of special education, increase training, specialization [12, p. 345].

It should be noted that the widest application methods are systematic approach in the study of complex objects developing - multilevel, hierarchical systems (biological, psychological, social, and so on. F.), Usually such self-organizing; large technical systems, "man-machine" and so on. Therefore, the most important tasks of system approach include: development of tools and presentation studied konstruyovanyh objects as systems; construction of the generalized system models, models of different classes and specific properties of systems; studies theories of structure and different system concepts and development.

It is appropriate to specify that professionalism is the result of specialization in a particular activity, which is possible only in a society based on the principle of division of labor. Classical social theory considered the phenomenon of division of labor in relation to the process of social differentiation and modernization, understood as a vector of social evolution [13, p. 142].

In the study, analyzed the system as objective a certain set of elements, which causes the correlation integral properties of the set. The emphasis is on identifying the variety of connections and relationships that occur inside the object, and in its relationship with the environment. Properties object as an integrated system are

determined not only and not so much summation properties of its individual elements as properties of the structure, system-specific, integrative ties of the object.

Therefore, a systematic approach is a theoretical and methodological basis of systems analysis, in particular, such a process as formation [13, c. 231]. According to MS Kagan, the main methodological components of the system approach are three fields of research - subject, historical and functional [10, p. 22].

Many authors [1, 3; 5; 6; 8; 10] emphasizes that understanding the areas of educational reform to prepare specialist to act as a permanent transformation of society methodologically important to introduce a new approach to education through the integration of all previous approaches will shape the future and develop professional psychologist in line with a systematic approach that allows you to focus attention on transforming activity in the context of examining the process of forming professional students of psychology as a system.

It should be mentioned that our study is methodologically based not only on a systems approach, but on humanistic that allow mapping to study *lyudynotsentrystrskoyi* trends in the modern civilized world, the recognition of the intrinsic value of each individual's educational process, including future psychologist; acmeological that allows patterns to justify the formation of future professional psychologists; Competence, which is the basis for the selection of competencies that form a professional psychologist; active, meaning demand study mental activity as part of higher education, the subject (in the logical sense) of the entity; learn her role in the appearance of which defines itself need psyche, its specific content, its construction; consider mental activity is not as vague process, as the activity of the subject in terms of mental reflection problem situation, as stressed P.Y. Halperin.

And among the general principles of the knowledge of the world, man and his life are known, the most effective and productive in the study consider a systematic approach. To successfully use a systematic approach, in our opinion, it is necessary to consider in detail the concept of "system", "system approach", their genesis, applicability in teaching and training of future specialists in psychology. "System" (from the Greek «systema» - whole, composed of parts of the connection), the set of elements that are in relationships and connections with each other, forming a certain integrity, unity. During the Great Soviet Encyclopedia, the term "system" as a result of a long historical evolution of the mid-twentieth century. is one of the key philosophical and methodological and specially-scientific concepts. In modern scientific and technical knowledge development issues related to the research and design of various kinds, held within a systematic approach, general systems theory, theories of various special; in cybernetics, systemotekhnitsi, system analysis, etc [6].

Professionalism, considered from the standpoint of a systematic approach, is not static (once set, unchangeable) and dynamic, continuously *zminyuchyysya* future state psychologist. In the process of learning in higher education, based on the designated principles, professionalism future psychologists developed, formed, consisting of its compensation methods, the activity becomes qualitatively new characteristics [7].

The study of future pre-professional psychologist, nature and mechanisms of formation in his professionalism, we relied on the principle of consistency and overall

systemic methodology (V.G. Afanasyev, V. Kuzmin, N. Sadowski, K. Abulkhanova - Slavskaya, B.G. Ananiev, A.A. Bodalev, D. Bruner, L.S. Vygotsky, A.A. Derkach, B.F. Lomov, V.N. Myasishchev, N.V. Kuzmin, K.K. Platonov, A.P. Sitnikov, I.V. Bestuzhev-Lada, R.G. Gurov, I. Cohn, A.G. Kharchev).

The need for a systematic approach to the study of pedagogical conditions of formation of future professional psychologist explains the provisions BF Lomov that the properties of the individual (understood as their own personal qualities) can not be disclosed as functional or not, especially as structural material. They belong to the category of properties that are defined as system. This approach involves consideration of individuals with personal qualities, as part of a system - even one that develops.

With a systematic approach turns out that the identity of the student psychologist - an open samorehulyuyuchas system operation which may be in the presence of feedback between the system and the environment. This means that a fairly complete study of personal and professional development needs psychological study of multidimensional communication subsystem, which is a person with a subsystem of the educational process in high school, subsystems interpersonal relationships (in high school, family) relations subsystem society and etc. This system is deployed through educational and informative, educational and professional activities, such as interaction with the client or psychotherapy, psycho, a training group. Subject oriented interaction (with the teacher, with fellow students) is required towards his educational and professional activities, and pre-professional knowledge and skills is an important and necessary component of professionalism. This approach allows us to analyze the qualification requirements for a psychologist as a future professional.

The researchers emphasize that psychologists have not only psychological knowledge, methods, techniques. The specificity of the profession of psychologist is that special requirements apply also to the individual psychologist, because the level and quality of professional skills, professional psychologist success is largely determined by not only the level of ownership by psychological knowledge, but also depends on the characteristics of professionalism at the stage learning in higher education. In this regard, in the context of a professional psychologist discusses not only the issues related to the content of a psychologist, but also issues related to the study of future psychological features that contribute to its successful professionalization.

Study representations about the contents of a psychologist as part of a systematic approach, object, goals, means was devoted to the study of A.I. Dontsova and G.M. Belokrylovoyi particular, they found that perceptions of professional psychologists system consists of two components: subjective and objective subsystems. Considering the data subsystem as interrelated and complementary, they note that subjective subsystem includes the idea of future psychologists professional psychology as a subject of professional activities, while the substantive subsystem - of the content of the psychologist. Describing the system of psychological concepts as the subject of professional activity, the authors indicate that professional outlook is a two-level psychologists and includes a Variable-storey idea and more stable representative "core", which the authors attributed the actual substantive

representation, characterizing the performance of the prototype, how to achieve them, of the contents of a psychologist.

Problems professional psychologist is devoted to research G.U. Lyubimov. Analyzing the results of surveys of students and graduates of the Faculty of Psychology, Moscow State University, conducted over a number of years the laboratory "Psychology of occupations and conflict", headed by prof. E.A. Klimov, G.U. Lyubimov notes that the applicant psychologist did not have a clear idea of the future professional activity and is characterized by a lack of understanding and awareness of its objectives and means of implementation. Available image of the professional activity of the students, as the author, diffuse, unstructured and largely unrealistic. Therefore, as a core principle of consistency in the formation of future professional psychologists in universities is embodied in this case, the students need to form a system of knowledge about the professional activities of professional psychology that perform prerequisite of success in their professional formation.

Conclusions. Thus, training future professionals in psychology involves mastering the system pre-professional and professional knowledge, skills and abilities in the field of psychology and review process of professional training of psychologists as a system formation professionalism. However, the educational system of vocational training in high school has specific characteristics. This professionalism is not static (once set, unchangeable) and dynamic, continuously zminyuchyysya future state psychologist. In the process of learning in higher education, based on the designated principles, professionalism future psychologists developing techniques consist of its formation, the activity becomes qualitatively new features.

References

1. Андреев А.А. Педагогика высшей школы. - М.: Моск. межд. Ин-т, 2002. – 264 с.
2. Афанасьев В.Г. О системном подходе в социальном познании / В.Г.Афанасьев // Вопросы философии. – 1973. – № 6. – С. 99–100.
3. Большая советская энциклопедия. – М.: Большая Советская Энциклопедия, 1997. – Т. 23. – 567 с.
4. Каган М.С. Человеческая деятельность (Опыт системного анализа) / М.С. Каган. – М., 1974. – 231 с.
5. Клир Дж. Системология. Автоматизация решения системных задач : пер. с англ. / Дж. Клир. – М. : Радио и связь, 1990. – 544 с.
6. Клопов Р.В. Системний підхід як методологія дослідження професійної підготовки майбутніх фахівців фізичного виховання і спорту. - Режим доступу www.nbuv.gov.ua/portal/Soc_Gum/Pfto/2009_4/files/ped904_22.pdf
7. Маркова А.К. Психология профессионализма. – М.: Международный гуманитарный фонд «Знание», 1996. – 312 с.
8. Маркс К. Німецька ідеологія. - М.: Политиздат, 1988. – 366 с.
9. Окса М.М. Системний підхід у педагогіці: історичний аспект / М.М.Окса // Педагогічні науки: збірник наукових праць Бердянського педагогічного університету. – Бердянськ : БДПУ, 2007. – № 1. – С. 14.

10. Основы менеджмента: учеб. пособ. для вузов / О.А. Зайцева, А.А. Радугин, К.А. Радугин, Н.И. Рогачева. – М. : Центр, 1998. – 432 с.

11. Педагогические системы, педагогические процессы и педагогические технологии в современном педагогическом знании/Г.Н.Александров и др.// Образовательные технологии и общество. – 2000. – № 2. – Т. 3. – С. 134–149. – Режим доступа: http://ifets.ieee.org/russian/depository/v3_i2/html/4.html.

12. Социология: Энциклопедия / Сост. А.А. Грицанов, В.Л. Абушенко, Г.М. Евелькин, Г.Н. Соколова, О.В. Терещенко, 2003. – 488 с.

13. Философский словарь /ред. И.Т. Фролова]. – 4-е изд. – М.: Политиздат, 1981. – 445 с.

14. Штомпка П. Социология социальных изменений. - М.: Аспект Пресс, 1996. – 342 с.

Article sent: 22.11.2014

© Cherepina O.A.

J11508-018

Mikhaleva A.B., Dyakonova N.A., Ivanova N.A.
PSYCHOLOGY OF AGGRESSIVE BEHAVIOUR AND WILL
North-East Federal University named by M.K. Ammosov

Introduction: The paper describes the history of investigation of will and the classification of volitional qualities. Present the results of investigation of willpower and aggressive behaviour progressive and unprogressive students of university. Identified the importance of organize psychological help for at-risk students. Defined the ways of overcome aggression, actualization willpower, general culture and personality of students.

Keywords: aggressive behaviour, psychological help, culture of behaviour, personality, volitional qualities, willpower, self-determination, self-regulation.

The problem of aggressive behaviour has actuality and its investigation have practice impotent in modern psychology. According to psychological definition the Aggression – it's a destructive behaviour, has contradicted to standards and rules of society of people, defiant negative experiences, condition of tense and fear. The Diversity of Aggression shown in jokes, gossips, hostile fantasies and destructive behaviour. Aggressive actions can be the form of Self-Realization and Self-Affirmation of man. There are different types of Aggression in modern psychological science: physical, verbal, straight and indirect, self-aggression, hostile aggressive – expressed in infliction a harm to object, instrumental – the means of achievements the Aim [1,10,11]. Aggressive behaviour can be seen as the opposite adaptive behaviour. The adaptive behaviour involves interaction with other people, coordination of interests and requirements.

With the purpose of the study of aggressiveness and certain differences in behaviour of achievers and at-risk students of university, was been used the L. Pochebut Technique, developed on the basis of Buss-Durkey Inventory [8].

The survey involved 30 students of technical university, 18 of them girls and 12 young men. The age of respondents was 18-21 years old.

Table 1

Investigation of aggressiveness in behaviour of students

Points	Achievers	At-risk
Verbal Aggression		
0-2	40%	13%
3-4	47%	60%
5 and more	13%	27%
Physical Aggression		
0-2	27%	20%
3-4	40%	33%
5 and more	33%	47%
Subject Aggression		
0-2	33%	33%
3-4	60%	33%
5 and more	7%	33%
Emotional Aggression		

0-2	67%	53%
3-4	33%	27%
5 and more	0%	20%
Self- Aggression		
0-2	27%	33%
3-4	40%	27%
5 and more	33%	40%

Total score 0-2 corresponds to a low degree of aggressiveness and a high degree of adaptively, total score 3-4 corresponds – the average degree of aggressiveness and adaptively, more 5 – high degree of aggressiveness and low degree of adaptively on scale.

The first level of statistical data processing revealed the following: the results of at-risk students group exceed the results of achievers students group for all types of scales of aggressive behaviour. At-risk students often express verbal aggression to another person, to use verbal obscenities. The higher level of physical and subject aggression shows their ability to achieve their goals through physical power or disrupt their aggressive on the surrounding objects, for example, breaking educational furniture.

When emotional aggressive in human there is emotional alienation when communicating with another person, accompanied by suspicion, hostilely, dislike or malevolence with respect thereto. Self-Aggression aimed at the destruction of peace and harmony with oneself; missing or loose psychological defense mechanisms and person is defenseless in aggressive environment [8].

The methods of secondary statistical data processing revealed, the hypothesis about that sample means 14,8 (achievers students) and 17,6 (at-risk students) significantly different from each other, not confirmed. The value of T (Students T distribution) is 1,37. For sample 30, the value of T should not be less than 2,05. Therefore, aggressive behaviour tends to the same extent for achievers and at-risk students. If for achievers students it is a source of its success, then for at-risk it is the results of unsuccessful activity.

The investigation of aggressive behaviour has practical importance for Pedagogical psychology and the system of the Education in general. The energy of aggression of achievers students has constructive character and directed on achievement of objectives. These students have positive learning motivation; take the initiative participation in research and conferences. The aggressive of at-risk students have destructive character; it is the condition of intrapersonal conflict and difficulties in communications with classmates and teachers. At-risk students also have difficulties in intellectual and volitional spheres and in connection with this low learning motivation, behave constrained, not wordy.

We are recommending for at-risk students additional classes, trainings, aimed at not tutoring by problems subject, but aimed at personal development of students [5, p.59]. The more of them have scantily speech, difficulties in picturesque and abstract thinking, absence perseverance and systematic learning. Overcoming of it's to help to reorganize destructive character of aggression to constructive character.

Personal development – it is necessary condition of success in the learning and working. The volitional behavior defines the criteria for personality in modern

psychology. Psychological vocabulary the concept of the will defined as a property of human psychic manifested in the active self-determination and self-regulation of activity and behaviour contrary to the external and internal obstacles, influences and impacts.

The first theory of will in history was determined and studies in Ancient psychology by Aristotle and school of Stoics. The idea of will these scientists connected with conception of arises of action.

At New Time B. Spinoza described will and reason as the same conceptions, the source of behaviour he saw in affects, which arises from external obstacles.

G. Spencer in Psychology of Associates at the end of 19 century considered, that volitional behaviour its result of evolution and higher form of activity of organisms, inherent only to human. Rise and development volitional behaviour connected with the form of psychic – reason, while the habit with memory, reflex with sensations [4].

In history of Russian science N.J. Grotto, in 1887-1889 years at Moscow Psychological Associate open the discus about free will. The reports on the activity of consciousness, autonomy of the spiritual principle in man, and the motivation for his actions on Psychological Associate were N.J. Grotto, N.V. Bugaev, L.M. Lopatin, N.A. Zverev, P.E. Astafiev. One of the report "About Life" made Russian writer Lev Tolstoy. According for idea N.J. Grotto, the first Russian psychologist, the result of personality development is the choice of human between material life and spiritual, moral life. That's choice evidence about the activity of human nature. Determine of activity N.J. Grotto find in "internal actor", namely, in the will. In this way, the basis of the free behaviour, free choice the some form of activity scientist defined freewill [2,6].

In Modern Psychology the problem of will investigated by P.K. Anokhin, I.A. Bernstein, V.A. Ivannikov, Kurt Levin. In S.L. Rubinstein's book "Fundamentals of General Psychology" we can read that human volition action foundation in labor. According S.L. Rubinstein, the strong-willed personality traits is the most significant. In all great and heroic human activity, in human greatest achievements, strong-willed traits played a significant role [9, p.182-211].

Landmark in the development of pupils personality to teaches is the following classification strong-willed traits: Primary (basic) strong-willed traits – will power, energy, perseverance, endurance; Secondary (characterological) strong-willed traits: determination, courage, self-control, self-confidence, initiative, independence; Strong-willed traits associated with the moral values of human: responsibility, discipline, principle, obligation.

The questions about will and its development are of great importance not only for preschool and school environment, but also for higher school. The students have learning difficulties, especially with independent work – essay, term paper. Students notes the difficulties start and shut down papers, which is certainly related to the level of strong-willed traits.

Kelly McGonagall wrote in the book "Will power": Our feeling of tired is the most common excuse for laziness. However, this is the work of cerebral fuse. The brain protects a person from stress. At the same time a man lays a potential that he is

ready for any test. It is important not to ignore the brain fuses, and strive to achieve the goal [3].

In order to determine the level of voluntary of the Yakutia students were tested 75 students of 1, 2 and 5 courses by technique “Will Power” [7].

Table 2

INVESTIGATION OF WILLPOWER STUDENTS

the level of will	1 st course	2 nd course	5 course A	5 course B
14 and less weak will	15%	-	5%	5%
15-25 strong will	80%	90%	85%	85%
26-38 very strong will	5%	10%	10%	10%
выше 38 ideal	-	-	-	-
sample means	19,4	21,3	20,9	19,7

Analysis of investigation results show that the students with strong will, their action is realistic and balanced, in the vast majority of all groups. Number of students in charge, with very strong will, considerably less. Weak will students learn almost all groups, including the 5 th senior year. Our assumptions about the higher results on a very strong will scale from senior rates compared with younger have not been confirmed. The sample means of all groups about the same, that is, volitional behavior students of younger and senior rates virtually identical (Student’s t-test). The positive dynamics in the development of volitional behavior are absent.

Conclusion. Gender differences in the development of the will of the students are absent. The strong will girls are proving egalitarian processes in society. The recommends for high school teacher is greater stimulation of intellectual development and motivation of students achievements. The recommends for students is self-regulation, self-government and self-realization.

References

1. Barron R. Richardson D. Aggression. – Spb.: Piter, 1997.
2. Grotto N.J. To question about will free. – Odessa, 1884.
3. Internet-Journal for those who are learning [electronic resource]. <http://xn--b1aecb4bbudibdie.xn--p1ai> – (date of treatment: 25.11.2014).
4. Martsinkovskaya T.D. History of psychology. – Moscow: Academy, 2002.
5. Mikhaleva A.B. The Origins of the Emotions Experimental Study in Russia //Proceedings of the Irkutsk State University. Psychology series. 2012. № 1.
6. Mikhaleva A.B. The problem of personality in the conception N.J. Grotto. – Moscow, 1999.
7. Nemov R.S. Psychology. Book 3. – Moscow: VLADOS, 2003. – P.473-477.
8. Psylist.net. [electronic resource] <http://psylist.net/praktikum/00325.htm>. – (date of treatment: 13.11.2014).
9. Rubinstein S.L. Fundamentals of General Psychology. Vol.2. – Moscow: Pedagogy, 1989.

10. Short psychological dictionary. – Rostov on/D: Feniks, 1998.

11. Yurevich A.V. Manifestations of aggressive in modern russian society like psychological problem/Psychological Journal. Vol. 35. № 3. - Moscow: Science, 2014. p. 68-77.

J11508-019**Tagirov V.K., Naseykina L.F.****INCREASE OF EFFICIENCY OF TRAINING OF FUTURE EXPERTS OF THE SPHERE OF IT SERVICES IN THE CONDITIONS OF TRANSITION TO NEW PROFESSIONAL STANDARDS***Orenburg state agricultural university,
Orenburg, Chelyuskintsev 28, 460000*

Abstract. In article the checked technique of increase of efficiency of training of future experts of the sphere of IT-services due to formation at the last professional competence or competence of area of information technologies is described evidence-based and experimentally.

Keywords: training of future IT-specialists, professional competence, methods, criteria, formation levels.

In the modern world many companies to withstand the competition on a commodity market and services need use of the modern means of information technologies, such as (the Internet, e-mail, Wi-Fi, satellite and cellular communication). However implementation of IT means, and also methods of their maintenance and attending can significantly differ for each organization, depending on scale and the sphere of its activities. If the necessary set of IT means of small firm can be settled only by one automated system of the account and one system administrator of average qualification, the integrated approach to creation of IT-infrastructure which includes creation of IT-department is necessary for the large organization.

At the majority of IT-departments, as a rule, there are basic positions necessary for maintenance of infrastructure of the enterprise: principal of IT-department, database manager, programmer, web developer, information security administrator, system administrator, technician. Thus, each expert is occupied only with the problem which decision is necessary for execution of the tasks set for IT-department.

However, the modern information technologies are done not stand still. Under the influence of permanently the changing situation in labor market, in IT-industry is become more increasing demanded by the new professions meeting the requirements of the modern employers of the sphere of information technologies. In particular such professions as the software architect, the information technologies manager, the manager of products in the field of information technologies, the systems analyst, the specialist in information resources, the specialist in information systems, the specialist in testing in the field of information technologies, the technical writer concern to them.

In too time, at the higher school, when training graduates of the technical directions, specifics of new demanded IT professions and requirements to the content of their preparation aren't considered. The analysis of Federal educational standards of higher education and requirements of professional standards which is carried out during the conducted research in the field of network information technologies to the level of training of graduates revealed mismatch in their contents. As a result,

university graduates become noncompetitive in labor market, that is not capable of adaptation to changes in the sphere of IT-services [1].

Therefore, transition to new professional standards sets the task of improvement of quality of a vocational education of future IT specialists for system of the higher education. In other words, IT frames of new generation, capable to work in the conditions of the developing information society, quickly adaptive to permanently to the changing situation in the field of information technologies, the competitive environment are necessary for employers. In other words, to be competent of area of information technologies.

We define professional competence of the budushchegoit-specialist within the conducted research as "the integrative quality of the graduate characterizing his ability successfully to apply knowledge, abilities, skills and personal qualities in the standard and changing situations of the sphere of information technologies, reflecting its readiness for implementation of professional activity and shown in unity of cognitive, motivational and valuable, activity and personal components".

The specification of each of components of competence showed that a basis of each of the listed components are the certain professional and significant and personal qualities necessary for future IT-specialists to be demanded in the sphere of the modern information technologies [2].

The cognitive component of competence of area of information technologies includes knowledge in the field of network information technologies. The activity component includes professional abilities in the IT-sphere and professional IT-skills which basis of formation are professional and significant qualities. The motivational and valuable component includes motivational and valuable orientation to implementation in the IT-sphere and the relation to future profession is based on formation valuable. The personal component includes the personal qualities of the IT-specialist giving additional competitive benefits: leadership, skill to communicate, ability, resistance to stress, aspiration to self-training and development, the creativity, responsibility, independence, accuracy assuming execution of operation by the employee without blots, errors and errors, assiduity. The line item is important that all four components of structure of professional competence of future IT-specialist represent unity and are interconnected among themselves [3].

For the purpose of formation of the considered professional and significant and personal qualities of future IT-specialists, we developed a technique which is based on use of different interactive forms and methods of the organization of educational process directed on formation of certain components of professional competence it is necessary to use the dominating forms and methods: lecture visualization, problem lecture, lecture dialog, training, a brainstorming method, a method a case-stadi, lecture a press conference, educational discussion, the professional oriented tasks, technology of problem training, creative jobs on a professional problem, technology of collective interaction, Technology of development of critical thinking (table 1).

Tab. 1 – Forms and methods of formation and evaluation components of professional competence

The quality of IT-specialists		Forms and methods of formation	Methods of assessment
Professional and significant qualities	Knowledge in the field of information technologies, Professional abilities in the IT sphere, Professional IT-skills, Valuable relation to future profession.	Lecture visualization, Problem lecture, Lecture dialog, Lecture press conference, Educational discussion, Technology of problem training, Technology of collective interaction, Method case-stadi. Brainstorming method, Training, Educational discussion, Creative jobs on a professional problem. Technology of development of critical thinking.	Testing for professional suitability, Interview, Questioning, Portfolio, Solution of professional tasks.
Qualities persons	Aspiration to self-training and development, Ability to work in a command, Responsibility, Resistance to stress, Independence, Assiduity, Skill to communicate, Creativity, Accuracy, Leadership	Problem lecture, Technology of development of critical thinking. Brainstorming method, Educational discussion, Technology of collective interaction, Method of projects, Training, Method case-stadi, Technology of development of critical thinking, Role-playing game.	Questioning, Interview, Observation, Group discussions. Business game. Solution of professional tasks, Group discussions, Business game, Training on a workplace .

For diagnostics of level of formation of components of professional competence of future IT specialists the most popular methods used by the modern employers in case of selection of employees in the sphere of IT technologies [4] were selected. And, by us it was revealed that for an assessment of different and personal qualities he specific dominating methods are used. So among methods of diagnostics of professional and significant qualities we selected interview, observation, questioning, a portfolio, testing for professional suitability, psychological testing, training on a workplace, the solution of professional tasks, business game. For an assessment of formation of personal qualities we selected questioning, interview, observation, group discussions, the solution of professional tasks, business game. For diagnostics of the valuable relation to future profession interview, observation, questioning (table 1).

In the inference it would be desirable to mark that implementation of this pedagogical technology, when training students of the direction of a 230100-Infomatik equipment that allowed to increase considerably the level of their readiness for professional activity in the IT-sphere.

Literature:

1. Tagirov V. K., Naseykina L.F. Enhancement of vocational training of future IT specialists in the conditions of the changing situation in labor market. Innovations in science//the Collection of articles on materials XXXVI of the international scientific and practical conference No. 8. - Novosibirsk: SIBAK publishing house, 2014. – Page 78-84.

2. Tagirov V. K., Development and the self-development which are trained in the conditions of network interaction. State policy of reforming of social and arts education: comparing of experience of the post-socialist states. The collection of scientific articles on materials of the International scientific and practical seminar. - Orenburg, 2014. - Page 227-232.

J11508-020

Melnikov A.Y., Nechvoloda L.V., Goreslavets A.N.
APPLICATION OF CLOUD COMPUTING WHILE WORKING WITH
STUDENTS OF CORRESPONDENCE COURSES

*Donbass State Engineering Academy,
Kramatorsk, Shkadinova 72, 84313*

Abstract. The components of process of distance learning and tools their providing are considered and analyzed, advantages and restrictions of each of them are formulated. The term "Cloud Technologies" is defined; the main requirements to teachers and students for ensuring real introduction of the considered technology are formulated.

Key words: components and tools of distance learning, cloud technologies, cloud services, their advantages and shortcomings.

Introduction. Now it is important to consider a role of methods of distance learning during the work with students correspondence students because often electronic means of communication become the main channel of communication between the student and the teacher. It results in need of introduction a component of distance learning in the accepted educational process.

The process of distance learning consists of the following main components:

- 1 granting educational and methodical materials;
- 2 granting remote consultations of teachers;
- 3 granting remote control of knowledge;
- 4 granting remote control of educational process.

For providing listed a component various tools can be used. They are presented in the table 1.

Table 1

Analysis component and instruments of distance learning

Component	Site	Skype	E-mail	Forum	Social networks	Special tools
Granting materials	+	–	+	+	+	+
Consultations	–	+	+	+	+	+
Control of knowledge	–	–	+	+	+	+
Management	–	–	–	–	+	+

The word "Site" here means a certain static site where in appropriate section methodical materials are placed. The most widespread tool is e-mail, but its main shortcoming it is possible to consider impossibility of carrying out group consultations and work in "the mode of real time". Social networks allow to solve the majority of problems, but are excessively open; also have the continuous information noise which complicating training process; the teacher needs or to choose one of networks, or in parallel to work in several services at the same time. Special tools for full implementation demand of investment of considerable organizational, technical and financial means.

Use of cloud technologies [1-2] can be the optimum solution of the majority of the described problems. Cloud technologies is a model of ensuring universal and convenient network access to the general resources (file storages, appendices and services) which can be quickly provided and released with the minimum operational expenses. As a rule, "cloud" services represent on-line appendices access to which is provided by means of the ordinary Internet browser.

Now such cloud services are more widespread: Cloud@mail.Ru; Yandex-Disk; Google-Drive; Dropbox; 4Sync; Microsoft Skydrive. As a rule, these services allow to synchronize a virtual disk on the server and the folder on the local computer. The summary table of comparative characteristics of some services [3-5] is presented in table 2. Each of them possesses a number of advantages and shortcomings. The choice of such service for implementation of educational activity and distance learning depends on the tasks set by the teacher, planning of such type of work and specifics of the studied disciplines.

Table 2**Summary table of comparative characteristics of cloud resources**

Characteristic (service)	Mail.ru	Yandex	Google
1	2	3	4
Organization of a mail service	+	+	+
Possibility of connection of other mailboxes	+	+	+
Disk space for storage of information	+	+	+
The size of disk space for storage of information	100 Gb	10 Gb	15 Gb
Possibility of synchronization	+	+	+
Online viewing of documents, tables, presentations, images, etc.	+	+	+
Online editing documents	+	–	+
Online creation of documents, tables, presentations	+/-	–	+
Joint creation online of documents	+	–	+
Differentiation of levels of access to files and folders	+	+	+
Possibility of use and information transfer in social networks	+	+	+
Existence of an internal social network	+	+	+
Existence of interactive chats and agents	+	–	+
Possibility of connection of accounts of social networks	+	–	+
Possibility of use of videoconferences and video calls	+	–	+
Possibility of connection of own domains or connection of resources to own domains	–	–	+

It is possible to draw conclusions that application of cloud technologies in distance learning gives the following advantages:

– improvement of the existing methods of granting materials to students: in fact, information can be structurally presented in the form already habitual "an electronic

disk", however here the teacher has opportunity independently and at any time to make changes to materials, to define availability of files and folders to students of different groups etc.;

– obtaining information from students happens more orderly (i.e. students, for example, may to download the performed tasks in the folder allocated with the teacher, and the teacher from any place can carry out at any time check);

– the teacher has an opportunity to control process of independent work of the student.

It should be noted that all tools are placed on servers of the world famous companies that guarantees uninterrupted operation of work and safety of information.

For ensuring real introduction of cloud technologies as teachers, and students have to fulfill a number of requirements which can be formulated so. Teachers have to have continuous access in the Internet; to have (or to create) accounts in one or several cloud services; to create the demanded structure of an electronic disk on it (these) cloud services; to receive the list of e-mail addresses of the students; to appoint the status (access level) of each folder of cloudy services; constantly to check a condition of folders. Students have to have continuous access in the Internet and an e-mail address; to have (to create) accounts in one or several cloud services; constantly to check a condition of available folders on these services, filling in available folders with information which was demanded by the teacher.

Literature:

1. Seydametova Z.S. Cloud technologies and education / Z.S. Seydametova, E.I. Ablyalimov, L.M. Medzhitov, S. N. Seytveliyev, V.A. Temnenko. – Simferopol: "DIAYPI", 2012. – 204 pages.

2. "Cloud" technology in education / [An electronic resource]. – Access mode: <http://wiki.vspu.ru/workroom/tehnol/index.htm>

3. Cloud@mail.Ru [Electronic resource]. – Access mode: <http://cloud.mail.ru>

4. Yandex.Disk [An electronic resource]. – Access mode: <http://disk.yandex.ru>

5. My drive – Google Drive [An electronic resource]. – Access mode: <http://drive.google.com>

J11508-021

Makarova I.V., Khabibullin R.G., Bagateeva A.O., Belyaev E.I.
COOPERATION OF BUSINESS AND UNIVERSITY IN THE
SPECIALISTS' TRAINING FOR THE GREEN ECONOMY

Kazan Federal University
Russia, Naberezhnye Chelny, pr. Syuyumbike, 10A

INTRODUCTION. The world economy in the new millennium is characterized by two main trends: on the one hand it is the rapid development of equipment and technology, requiring significant number of resources and causing the emergence of an increasing number of sources of negative environmental impact, on the other hand it is the increase in the number of supporters of the transition to a green economy, initiating the development of strategies and policy documents on sustainable development (SD) in all spheres of human activity. The international debate on SD issues are underway since 90-ies of the last century, since the publication of the report "Our common future" of the World Commission on environment and development [1], but in the new millennium a number of documents are adopted that identified new targets, the need to achieve which is due to the negative consequences of urbanization, the development of the real sector of the economy, and more often unreasonable adverse effects on the environment. Changing paradigms of economy development of any country assumes the availability of trained professionals able to implement the strategy. First of all, it refers to engineering personnel, therefore improving the system of training highly qualified personnel for the real sector of the economy is relevant both for developed European countries and Russia.

THE GOALS OF THE MILLENIUM AND PROBLEMS OF ENGINEERING EDUCATION

The term "green economy" means the economy, "which increases the welfare of people and ensures social justice, and this substantially reduces the risks for the environment and the depletion" (the UNEP wording) [2]. In brief, the "green economy" must be low-carbon, resource-efficient and socially inclusive. The UNEP report allocated 10 key sectors of the green economy, in which it is necessary to invest a sum of less than 1/10 of the annual volume of investments in fixed capital. Such sectors as agriculture, construction, energy, fisheries, forestry, energy, tourism, transport, waste management, water resource management are related to such sectors. At the same time, in the environment of experts the concept of "sustainable development" was formed. Most often as a basic definition for the concept "sustainable development" the wording of the Brundtland Commission (World Commission, 1987) is used: "Sustainable development is development where "the satisfaction of needs of the present do not undermine the ability of future generations to meet their own needs".

Russia also realizes the necessity of transition to the new type of economic system. In the report of Public Chamber of the Russian Federation [3] it is emphasized that the greening of the economy has now become the main goal and not a secondary effect. In the near future the key definition for the advanced economies of the world will be "green" and "low carbon" economy with its high efficiency and minimal impact on the climate system.

The mechanisms of the Kyoto Protocol to reduce global climate change became the most important precedent for the transition to a new type of economic development for the Russian Federation. This was actually the first agreement on the establishment of the global market, where an unusual “trade-air” takes place, a market on greenhouse gases. In addition, on April 30, 2012 principles of state policy in the field of ecological development of the Russian Federation for the period until 2030 were approved [4], where “the priority for society life-supporting functions of the biosphere in relation to the direct exploitation of their resources” was declared and the main goal of “providing “green” economic growth” was defined.

In the “Global “green” new course” the revival of the world economy with the preservation of existing and creation of new jobs and the interests of the least protected groups of the population was defined as the primary short-term goal of countries. At the same time short-term goals should not contradict the medium-term (sustainable economic growth and achievement of the millennium development Goals) and long term (reducing dependence on hydrocarbons and the preservation and restoration of biodiversity and ecosystem services) goals. On the other hand, the consistency and continuity with respect to short-term solutions should be identified in the long-term plans and development strategies.

In the international practice it has recently become common such form of documents, as “roadmaps” - literally “road maps” (or “roadmap”), which is a kind of action plan. The road map sets out the objectives of development in a particular field, priority objectives and targets, as well as programmes and specific measures indicating the time frame for their implementation in the short, medium and long terms. Such a “road map” is developed both for separate kinds of activity (R&D, policy development, specific technologies) and sectors of the economy. An example of a more comprehensive approach to the definition of the green economy is a road map, published by the UK government in the summer of 2011 [5], which States that “greening” should address all sectors and industries and all kinds of activities at the level of the state, business and society. British “road map” gives recommendations about the form in which the state and business can contribute to the transition to a green economy. In particular, the role of local entrepreneurial partnerships in development of programs of training and retraining for “green” jobs is mentioned.

In content, approaches and methods the education for the green economy, first of all, is education for change that, in fact, coincides with the concept of "education for sustainable development". In the new conditions efficiency in the preparation of the creative initiative of personalities, capable of solving complicated problems of innovative and flexible ways are required from education. And for that, first of all, the transition from reproductive to creative approach is important in the organization of the educational system and the educational process, as well as in the contents and teaching methods.

Despite the fact that currently the development of human capital is internationally recognized as one of the key objectives and conditions for the successful development, a shortage of investment in education is observed. Commercialization processes and formalization of education are of great concern at the level of the national educational systems. Thus, the transition to the testing form

to check knowledge, the growth of the number of institutions unable to provide quality education, are not unique Russian problems. Formal indicators do not give a reliable view of the effectiveness of the educational system in the implementation of public order on a new personality type, adapted to the new conditions.

The formal institutions of general education should be preserved, however their role as a provider of knowledge, abilities, skills or competencies is not exclusive, as before. So, in opinion of the expert in the field of educational policy and information technology Daniel Araya, a global network of capitalism, which replaced the industrial capitalism, embodies network model, implying the democratization of the educational process, development of horizontal global relations, strengthening of self-organization and interactive beginning, which will determine the organization of education in the future [6]. John Seely Brown [7] believes that a mandatory component of the training content should provide only basic competencies such as literacy, arithmetic and critical thinking. The rest of the content (“open” component) should be determined by the students based on the abundance of options and opportunities that offer (or will in the future offer) so-called “educational social networks” – distributed network platforms, contributing to the creation and transfer of knowledge and experience, taking into account the interests and motivation of the participants.

However, the capacity to communicate remains one of the most important competencies, particularly for engineers, so the virtual platform cannot fully substitute for live interaction between instructor and trainees and trainees each other. In addition, a significant portion of skills and competences, which are the focus of education for sustainable development, can only be formed on the basis of experience of joint practical activities. Another aspect that should be paid attention to, if we are talking about “sustainable” or “green” universities, is that not only the content and methods of teaching, but also other aspects of their activities should be remembered. That is, the University is considered as experimental playground, as a physical medium, based on the principles of sustainability (resource and energy efficiency of buildings and equipment, rational consumption of energy and materials, separate waste collection, organization green areas).

IMPROVEMENT OF ENGINEERING EDUCATION’S QUALITY

Another direction in the creation of the system of training engineers for SD is the use of the methodology of problem and project-based learning. The authors of the article [9] indicate that sustainability requires alternative approaches, in contrast to the traditional pedagogy, based on the lectures. Sustainability of education promotes greening of the University or the integration of the environmental perspective into the curriculum, more importantly for education; promotes changes in the social sphere and in society.

The use of practice-oriented approach in project activities implemented at the universities of Europe in the process of solving real problems and participation in the project “Formula student”. This approach is associated with a change in paradigm for engineering education - from “teaching” to “learning”. In the article Huw Charles Davies [10] there is given an experience of Cardiff University for the implementation of this approach in training engineers, indicating the advantages of the approach,

which allows to create individual learning paths and a community of practice; obtain synergy effect during the design and implementation of project, and also creation of conditions for targeted demonstration of knowledge and the received result. The author describes the six steps reflected and implemented in an integrated model of training and evaluation of progress (start - determine - execute - evaluate - learn - watch).

Researches have shown that this approach can be used when preparing not only design engineers, but also engineers in other fields. The general principles are the following: the focus of work in student teams moves from the objectives of the course to participation in the competition; writing reports and preparation of presentations that are required under the terms of the competition. The end result is improvement of quality of training and improvement of professional skills necessary for professional practice.

PROBLEMS OF AUTOMOTIVE INDUSTRY ENGINEERS' PREPARATION

Requirements for the competence of personnel, reflected in the strategy of development of auto industry of Russia 2020 and the Concept of the staffing Strategy of development of car industry of the Russian Federation for the period until 2020, cannot be implemented in the existing system of personnel training without significant changes of the educational paradigm. High-tech production needs not just engineers, but engineers of the new formation, able to lead our industry on a global high-tech industries [11]. In an open lecture for the students of Naberezhnye Chelny Institute of KFU "Introduction of Russia in WTO: pluses and minuses for the automotive industry", held on March 18, 2013, Director General of JSC KAMAZ. Kogoghin S.A. said: "...Today we expect from University such students, who possess modern knowledge base, who are capable to solve production problems, know modern methods of designing, modeling, English language".

Speaking about the problems and tasks facing the industry Kogoghin S.A. designated one of the main directions of innovative breakthrough: "...in order not to lag behind in development, we have asked the government of Russia and Tatarstan, and suggested the project of creation of engineering center in Naberezhnye Chelny for automotive industry in commercial vehicles and buses cluster. According to the project there will be constructed a modern landfill and create at least 500 engineering jobs with high salaries. Research laboratories will appear which will allow us to count on state investments in the development of our industry". Because the requirements for the product change, personnel requirements should be adjusted too. The educational system must overcome inertia and adapt to the realities of the economy and production, the development of which is only possible thanks to the development of the educational system.

Agency for Strategic Initiatives, which aims to "Creating opportunities for self-realization of ambitious young leaders who can lead Russia to the forefront in the world, to build a country in which you want to live and work" is working hard to develop and promote innovative projects, in particular to improve the educational system. The proposed project "Foresight Competence 2030" is looking at the organization of cooperation of the educational system, the labor market and the innovation economy. The draft "road map for the transition to a national system of

competences and qualifications (NJC)” discussed ways to solve the problems existing in the field of education, as well as a detailed analysis of opportunities and constraints in conducting reforms to improve the training of professionals. One of the activities in the unit “Education” indicated, “Redesigning regional universities in narrow profiling.” In our opinion, this measure will facilitate closer cooperation with a specific employer in the formation of competencies and order specialists, coordination of educational programs, teacher training, collaborative group for research and development, etc.

In this respect, Naberezhnye Chelny Institute of KFU has a clear competitive advantage as a location – it is situated in the capital truck industry of Russia, and also presence of the spectrum of specialities relevant throughout the life cycle of vehicles. The University was created to solve the problem of providing qualified personnel of the main enterprise – OJSC “KAMAZ”, developed in parallel with it and will be competitive only through close interaction in all directions. Given these factors, as well as the existing experience of interaction with strategic employer – JSC KAMAZ in organizing targeted training, as well as the implementation of projects “Formation of the system of continuous professional education for training staff automotive profile on the basis of social partnership” [12] and “Problem-oriented approach to the formation of the continuous education system for training staff of automotive profile” at present a strategy of creation on the basis of two technical faculties of the Institute is agreed – to create an innovative scientific-educational site – “Higher school of automotive engineering” (hereinafter School), provide training at the global level and research on the level of the leading car scientific-educational centers.

Provided by the introduction of new forms of organization of education and new technologies of training specialists of the School according to the methodology “Conceive – Design – Implement – Operate” in accordance with 12 international standards of project-oriented education worldwide CDIO initiative. The project will allow to create in Naberezhnye Chelny Institute of KFU competitive conditions for the development, implementation and constant improvement of the original software engineering preparation of highly qualified specialists for automotive industry and successful research projects.

Key employers in the region are interested in the modernization of the educational process, are ready to participate in the project to improve the quality of training of engineering personnel and bring the level of competences of graduates in line with the real needs of the labour market, and the status of the Federal University of KFU defines a unique opportunity to implement the most ambitious projects and provides access to budget resources of different levels.

Practical orientation and application context of educational programs provided by many years of experience in conducting practical training of students in the workplace, course and diploma projects and system PCU for the development Department of JSC “KAMAZ” [13]. The frame of reference for determining the methodological relationship between the stages of the life cycle of the product during the development of innovative educational programs (including BA degree) are qualification requirements for the professional standards of the automotive industry, that provides a holistic perception of a system of sectoral training of car profile

engineers.

The presence of a unified vision by all project participants of the whole chain of the vehicles life cycle stages, ranging from the study of markets and consumer preferences, product design and manufacturing technology, production, promotion product, its operation and maintenance to disposal is a deposit of qualified training of engineers for the automotive industry [14].

Conclusions

Analysis of development tendencies of engineering education system in the world from the viewpoint of «green economy» and sustainable development suggests that the system of engineering education in Russia has all the capabilities to meet the challenges in the new millennium. Despite numerous challenges, the joint efforts of education, business and government Russia should revive on a new level of traditions of the Russian school of engineering, thereby ensuring sustainable economic development and competitiveness of their companies on the global markets.

Literature:

1. World Commission on Environment and Development, 1987. Our Common Future Oxford University Press, Oxford. 400.
2. Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication, www.unep.org/greeneconomy UNEP, 2011
3. О развитии человеческого потенциала в Российской Федерации 2010. Цели развития тысячелетия в России: взгляды в будущее / Под общей редакцией С.Н. Бобылева. - М., ПРООН. – 2010. - 156 с.
4. Основы государственной политики в области экологического развития Российской Федерации на период до 2030 года URL: <http://www.kremlin.ru/acts/15177> Дата обращения 10.01.2014
5. HM Government (2011). Enabling the Transition to a Green Economy: government and business working together. URL: http://www.businesslink.gov.uk/Horizontal_Services_files/Enabling_the_transition_to_a_Green_Economy__Main_D.pdf Дата обращения 10.01.2014
6. Araya D. Educational Policy in the creative economy // D. Araya & M.A. Peters (Eds.), Education in the creative economy: Knowledge and learning in the age of innovation. New York: Peter Lang, 2010
7. Brown, John Seely. Learning, Working & Playing in the Digital Age. URL: http://serendip.brynmawr.edu/sci_edu/seelybrown/ Дата обращения 10.01.20148.
8. Francisco J. Lozano, Rodrigo Lozano. Developing the curriculum for a new Bachelor's degree in Engineering for Sustainable Development // Journal of Cleaner Production 64 (2014) P. 136-146
9. Xiangyun Du , Liya Su , Jingling Liu. Developing sustainability curricula using the PBL method in a Chinese context / Journal of Cleaner Production 61 (2013) P. 80-88
10. Huw Charles Davies. Integrating a multi-university design competition into a mechanical engineering design curriculum using modern design pedagogy / Journal of Engineering Design, 24:5. - p.383-396.
11. Makarova Irina, Khabibullin Rifat. Innovative development of the russian

economy through the modernization of engineering education. *International Journal of Applied and Fundamental Research*. – 2013. – № 2 – www.science-sd.com/455-24116

12. Makarova Irina, Khabibullin Rifat, Belyaev Artur, Buyvol Polina. The role of education and business integration in new formation specialists' forming / *Journal of International Scientific Publications: Educational Alternatives*, Bulgaria – Info Inves, 2011.–Vol.9, Part 1. – p.199-205

13. Makarova Irina, Khabibullin Rifat, Belyaev Artur. Role of ICT in practical-oriented education of automotive enterprises specialists. *Applied Information and Communication Technologies / Proceedings of the 5-th International Scientific Conf.*, Jelgava, Latvia, 2012, P. 163-169

14. Makarova I., Khabibullin R., Belyaev A.: Results of targets preparation of specialists for automotive branch with use of contemporary bundled software Transport problems. 2013 Volume 8 Issue 1, p. 119-128.

Article was sent on November, 20, 2014.

© Makarova I.V., Khabibullin R.G., Belyaev E.I., Bogateeva A.O.

J11508-022

Bogdanova S.V., Ermakova A.N.
BUSINESS GAME AS A FEATURE OF INTERACTIVE TECHNOLOGIES

Stavropol State Agrarian University, Stavropol, Zootechnic 12, 355017

Abstract. The paper describes a method of enhancing the learning process in the form of business games as interactive technologies.

Key words: usiness game, teacher, student, pedagogical process, interactive technology.

Classic forms of organization of educational process provide the student with educational information, but, as experience shows, it is not always ready to apply it practically. Hence the sense of meaninglessness of information accumulation. To solve the problem may be in the design and implementation of such a model of educational activity, which is a kind of reconstruction of the upcoming professional labour in the form of consecutive change of educational activities for the academic professional and quasiprofessional, dynamically transforming from the beginning to the end of the study (Fig. 1).

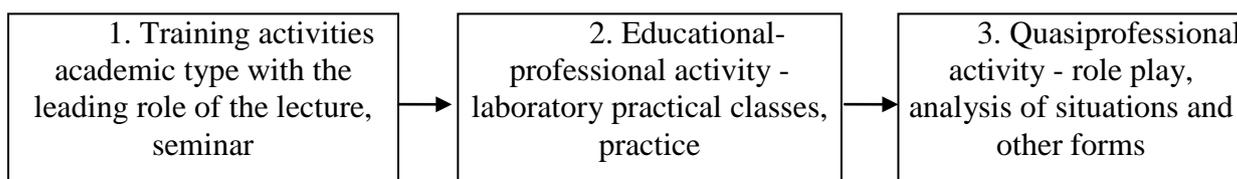


Fig. 1. Dynamics of activities of the student

The most representative form quasiprofessional activity is a business game in which using simulation recreates subject, social and psychological content of professional work of a specialist, sets the context of the future profession (Fig. 2).

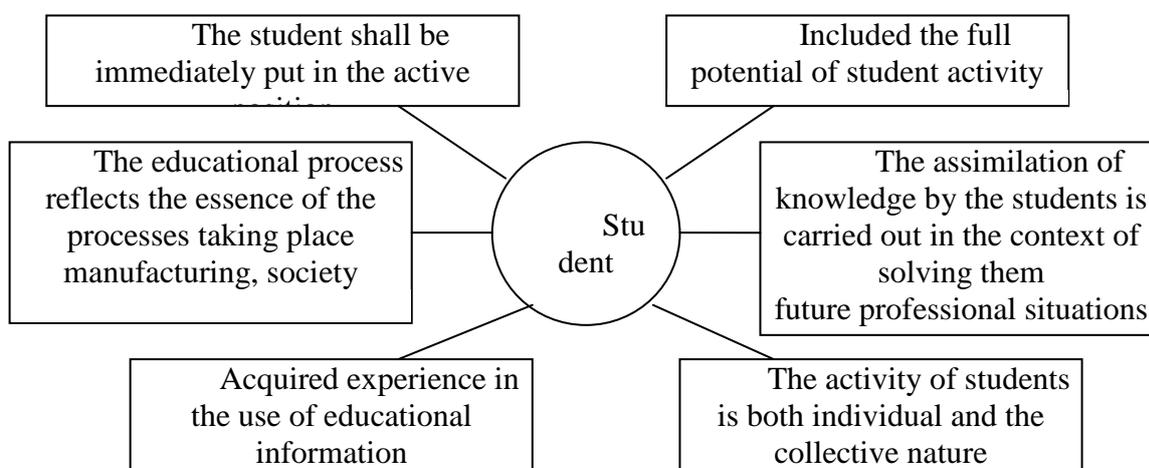


Fig. 2. Qualitative features of the business game

Online learning business game can be attributed on the basis of the following characteristics: close interaction between teachers and students; a high degree of organization of cognitive activity of students; the combination of collective forms of work students individually; high degree of emotionality classes; methods of assessment piecemeal learning of students and their impact on various stakeholders simulated business game system.

It should be noted that any business game consists of three components: cognitive, behavioral, emotional.

As part of our research was designed and conducted role-playing game on the theme: "From the personality to the team."

Simulation educational game was a model of a fragment of the pedagogical process, possible interactions of its participants.

This game was the means of forming qualities, abilities, and skills necessary for successful teaching. In the study at each seminar classes played a particular teaching situation or a few situations. Here is an example.

Seminar: "the Content of education. Implementation modalities and forms of organization of educational process".

Objective: to understand the essence of the content of education; be familiar with the structure and content of education; to establish the capabilities of different methods of implementation of the educational process, the conditions for their application; to systematize knowledge about the forms of organization of educational process; to learn to make the choice of forms of organization of educational process.

Methods: 1) morphological analysis; 2) the controversy; (3) individual workshop.

Jobs for students

I. Morphological analysis.

1. Highlight the most important parameters of the educational content.
2. Study of correlation between them, using all the available alternatives.
3. Model the content of the educational process at the level of teaching the subject in any academic subject, using the matrix content structure of the educational process.
4. Perform the exercise on the choice of teaching methods according to the proposed scheme:

Methods of implementation of the educational process	The methods according to the criteria of their optimal choice			
	What method takes into account the specific objectives and content of this stage of the lesson?	Available method for studying?	Is there a time to use this method?	Finally elected a combination of methods
1. Independent work				
2. Educational work under the guidance of the teacher				
3. Problem-search methods				

4. Reproductive methods				
5. Deductive methods				
6. Inductive methods				
7. Verbal methods:				
story;				
lecture;				
conversation				
8. Visual methods:				
illustration;				
demonstration				
9. Practical methods:				
exercises;				
aboratory work				
10. Methods of stimulating exercises:				
educational games;				
academic debate;				
creating situations of diversion;				
the creation of situations of emotional experiences;				
promotion				
11. Control methods				

Note: For each of the main stages of training choose a combination of methods. Elected by the methods mark with "+", not elected for one reason or another - "-" sign.

II. Polemics.

Answer controversial questions: 1) Why forms of communication between people affect the forms of organization of educational process? 2) what determines the choice of forms of organization of educational process?

III. Individual workshop.

Analyze the content of the specific educational agenda topics, identifying therein a representation of the four components of educational content and main activities, using the table:

Components content education	Activities					
	Cognitive	Communicative	Transforming	Mental	Aesthetic	Value-based
1. Knowledge						
2. The ability						
3. Experience creative activity						
4. The experience of emotional and value relationships						

Legend: "++" - clearly manifested; "+" - available; "-" - rarely; "- -" - no

Organizational conducted our study on the topic: "If I was the author of the textbook...". Call signs of this game.

1. The game was modeled activity specialists (biologists or historians, psychologists, teachers and methodologists) for solving complex problems - create a tutorial based on the requirements of its functions (informational, motivational, organizational, communicative, educative, developmental and others).

2. Roles were conditional. The players could change their roles.

3. The difference between role-playing purposes was caused mainly by the difference between the personal interests of students.

4. The overall goal of the game staff - model tutorial.

5. Provided alternative solutions.

6. Special techniques were provided for managing the emotional stress involved in the game.

7. The system of assessment of activity of participants of the game were missing.

Experience in conducting organizational simulation exercises have shown that in most cases, through the organization of collective thinking in game mode can solve quite complex problems.

Article sent : 09/12/2014

©Bogdanova S.V., Ermakova A.N.

J11508-023

Demareva V.A., Polevaya S.A., Sineokova T.N., Bakhchina A.V.
EVALUATION OF SUBJECTIVE DIFFICULTY OF MONOLOGUE
AND DIALOGUE AS TWO KINDS OF TASKS AT THE WORKSHOP OF
ENGLISH LANGUAGE

*Lobachevsky State University of Nizhni Novgorod,
Nizhni Novgorod, Gagarina 23, 603950*

Abstract. In this paper we describe the problem of an objective assessment of the task complexity. Among electrophysiological parameters in this area of research registration of heart rate has gained the most popularity, namely the assessment of its variability - heart rate variability. A distinctive feature of this study is a continuous recording of heart rate in the context of the natural activity - activity-goal of the English language. Thus, we analysed autonomic activity of the subjects not formed artificially in the laboratory context.

Key words: autonomic regulation, subjective complexity, mastering a foreign language.

Introduction

At the present stage of development of education the problem of objective evaluation of the effectiveness of learning is relevant. E-learning, as well developing the area of Internet technology, is fundamentally different from the classical education system properties. In this aspect of the problem, Hercegfı K. in his work (2011) proposes a system that includes registration of cardiac rhythm of a human interacting with a virtual learning environment for quantitative and qualitative assessment thr mastery of the material. It is then used to adapt the characteristics of the Internet environment to the condition and the individual characteristics of the user.

Shusaku Nomura, et al, dedicated to an objective assessment of the degree of involvement of students in the E-learning tutorial (S. Nomura, 2012). He showed that the surface temperature of the skin was significantly reduced in students who took part in an interactive lesson (laboratory work in the PC environment), compared with a group who took part in a video lecture. As a result, the authors propose skin surface temperature as a possible objective sign of the degree of involvement of the students in E-learning lesson.

Károly Hercegfı in the work about the monitoring of heart rate variability in the process of human interaction with his computer (2011), shows that the power spectrum of heart rate variability in the low frequency range (0,04-0,15 Hz) significantly varies in different contexts tasks in the computer environment (the waiting period starting the task after receiving instructions, mental arithmetic, various computer games).

Thus, a wide range of accumulated at this point results in the described category confirm the sensitivity and specificity of the characteristics of the regime of autonomic regulation of heart rate to the qualitative and quantitative characteristics of the problem, associated with its cognitive complexity. However, the dynamics of vegetative support of the cognitive processes during the formation of the new

behavior has been poorly studied. The studies of heart rate variability, including the description of the dynamics of continuous modes of vegetative support of the behavior in the process of learning in the context of the natural activities have never been conducted.

Methods:

Participants:

The participants were 5 students (1 male and 4 female). All participants were students of Nizhny Novgorod state linguistic University named of N.A. Dobrolyubov, the faculty of journalism. Age of participants was from 19 to 20 years.

Tasks:

Each participant performed two tasks:

1. a monologue (pre-prepared text) – 5 min;
2. a dialogue with a partner on a given topic (without preparation - the topic was show before the performed of task) – 6 min.

Participants performed each task in public of experts. The experts were assessing the participants according to the criteria: the speed of speech; the diction; the errors of pronunciation; the errors in the choice of words; grammatical errors; errors in the syntactic structure; informative; logic.

The monitoring of heart rate dynamics and the recording of dynamics behavioral context were synchronized in the experiment.

Methods of physiological data collection, minimizing the risks of cognitive context distortion, connected with the involvement of the cognitive system resources in the process of measurement. A long-term continuous monitoring of heart rate (heart rate variability) was realized using mobile telemetry technique. The monitoring technology is based on wireless sensor networks, transmitting a signal from the compact low power-consuming sensor platform BioHarness (USA), which includes heart rate sensors, a receiver-transmitter, memory module and processor. The signal from the platform is transmitted through Bluetooth to the smartphone. The smartphone transmits the signals via GPS to the distant Internet server. Analysis of heart rate regulation allows to receive prognostic information about the functional state and specifics of adaptive reactions of the whole organism.

The heart rate variability (HRV) was assessed by the frequency-domain indices (TP, LF, HF, and LF/HF), using dynamic spectral analysis. Spectral methods of analysis of heart rate variability were used for data processing: periodogram method (Lomb-Scargl's periodogram), used for analyzing the following parameters: aggregate capacity of heart rate variability spectrum – TP (msec²), capacity of rhythmogram spectrum in the area of very low frequency – VLF (msec²), capacity of rhythmogram spectrum in the area of low frequency – LF (msec²), capacity of rhythmogram spectrum in the area of high frequency – HF (msec²), correlation of capacities of rhythmogram spectrum in the areas of low and high frequency (the index of vegetative balance) – LF/HF.

Statistical analysis was performed using the programs Microsoft Excel and Statistica 6.0, using a parametric test (t-Student test), analysis of variance (multivariate method of analysis of variance of repeated measurements), correlation analysis.

Results:

When comparing the spectral subjects' heart rate variability (HRV) during monologue and dialogue we reliably identified significant differences in all parameters (Table 1).

Table 1
Mean values of subjects' HRV during monologue and dialogue, * - significant differences – $p < 0,01$ (t-Student test)

	LF(ms ²)*	HF(ms ²)*	TP(ms ²)*	LF/HF*	mean RR*
monologue	559.34	284.90	1814.03	3.88	573.7031
dialogue	1161.84	515.98	3499.17	2.85	659.2284

The data demonstrate that the voltage of regulation systems in subjects was significantly more developed during monologue (decline in the power spectrum of HRV and increased index of autonomic balance), despite the fact that the monologue was prepared in advance. We suggest that this effect may be due to the presence of a reference text in a monologue, and the lack of such in dialogue. Reference text as an image of a desired result of activities leading to the possibility of a mismatch between the desired and actual, present at the moment of performance. The presence of excessive misalignment, in turn, is a stress factor - a stimulus that triggers the stress response.

When comparing the length of RR-intervals in the contexts of monologue and dialogue we revealed a significant difference. Context monologue has lower values of RR-intervals (sr.RR = 573 ms), which also indicates the higher voltage systems, autonomic regulation of heart rate.

So, based on these findings, we can conclude that the statements in the form of a monologue are more resource-intensive for the body in comparison with the dialogue in the context of language learning in higher education. On this basis, we can conclude that when teaching difficult language topics requiring high energy costs, the optimal form of work will be the dialogue. Monitoring mode autonomic regulation of students while playing linguistic knowledge and skills is a potential tool for a personalized assessment of the level of subjective complexity of the material studied.

Reference:

1. Demareva V.A., Sineokova T.N., Bakhchina A.V. Autonomic correlates of subjective complexity of two types of tasks in a foreign language // *Psychophysiology News*, 2014. – V. 4.
2. Brinkman, W.P., Haakma, R., Bouwhuis, D.G. Memory Load: a Factor that Links the Usability of Individual Interaction Components Together / In: *Proceedings of the Conference HCI: Design for Life*. Leeds, UK., 2004. - V. 2 – P. 165-168.
3. Runova E.V., Parin S.B., Nekrasova M.M., Bakhchina A.V., Kovalchuk A.V., Shyshalov I.S., Polevaya S.A. Monitoring and distant diagnostics of sportsment's functional state based on information technologies and telemetry in the conditions of natural activity // *International Journal of Psychophysiology*, 2012. – V. 85. – Iss. 3. - P.420-421.

4. Thayer J.F., Åhsc F., Fredriksonc M., Sollers J.J., Wagere T.D. A meta-analysis of heart rate variability and neuroimaging studies: Implications for heart rate variability as a marker of stress and health. *Neuroscience and Biobehavioral Reviews*, 2012. – V. 36. – P. 747–756.

This article was prepared with financial support RFBR (grant № 14-06-31329 -
МОЛ_a).

Article was sent: 10.12.2014г.

© Demareva V.A., Plevaya S.A., Sineokova T.N., Bakhchina A.V.

J11508-024

Bilavych H.V., Stambulska T.I., Lysechko T.R.
**THEORETICAL FOUNDATIONS OF LANGUAGE CULTURE CREATION
FOR FUTURE PRIMARY SCHOOL TEACHER PROVIDED DIALECT
ENVIRONMENT**

*Vasyl Stefanyk Subcarpathian National University
Ivano-Frankivsk, Shevchenka str, 57, 76018*

Language culture creation is actual scientific problem. Studies show that future teachers have low level of language culture. That's why it is important to organize work on forming culture of Ukrainian language, and this process should be started from primary education.

Scientific researches of language culture problems of students in dialect environment caused by the demands of today. High school has a task to prepare high quality experts who are fluent in professional speech, who can competently speak, produce some ideas with using appropriate words.

Many scientists have studied the problem of creating a culture of personal speech. Next famous scientists took part in this researching: N. Babych, I. Bilodid, O. Bilyayev, S. Yermolenko, A. Koval, V. Melnychayko, L. Palamar, M. Pentylyuk, M. Stelmahovych, S. Shevchuketc, but problem of improving language culture for future teachers provided dialect environment (for example Rakhivshchyna) was never subject of separate study.

The purpose of the article is to analyze linguistic foundations of language culture of future teacher provided dialect environment.

Scientists distinguish next language forms: national (literary and dialect – territorial, professional dialects, slang), individual; it may be internal or external, verbal or not [5, p.15-29]. The difference between verbal and written language is mainly functional [1, p.12]. M. Stelmahovych notes that “even people with high education verbal and written language has major difference in its quality: a person may be fluent in oral speaking, but bad in writing” [7, p.11]. So for example during signing documents, students use examples and possibility of using dialect words is low, because written language is secondary from verbal. Student in oral speech often use dialects and they may migrate to written language.

We believe that language culture creation should be started from improvement oral speaking. It will prevent dialects in writing. Language culture has theoretical and practical aspects; the last one [1, p. 8].

We determine language culture for future teachers as possession of verbal and written forms of language on all levels, ability to use optimal language tools for current situation. Language norm is main concept of language culture. We believe that main requirement for any spoken phrase is its correctness. As a result of these factors, requirements for communication are created. We thought that during future teachers' speech improving the primary importance is work on language accuracy. Non-normative accents and speaking are often effect of negative impact of dialect environment on students. And this danger stores permanently.

So, main concepts are language culture, language norms, and communication aspects of language. Improving students' language culture is essential component for creating professional and business aspects of future specialist, requirement for national education. Required condition for high language culture for future primary school teachers provided dialect environment is compliance norms of verbal speaking. That are pronouncing, lexical, grammatical and stylistic rules.

Our researching shows: language environment had decisive influence on students of Rakhiv Training and Consultation center of Vasyl Stefanyk Subcarpathian National University, in particular the place where they were before joining the university. It is dialect environment. Majority of students lived in the villages of Rakhiv district. Naturally that their communication contains regional language features, that mainly belongs to economic activity. Students from Rakhiv district use east-carpathian (Hutsul) dialect.

Linguists have different point of views regarding place and role of dialects in personal speaking. Scientist A. Ocheretniy believes that dialect features often create serious barriers for learning norms of literary language [4, p.40]. During studying norms of modern Russian K. Horbachevysh believes that dialects do not affect literary language, but some dialect features are very stable. The main task of institutions is to push off dialect words which often cause students' orthographical illiteracy.

During researches we determine that dialects play different role in communication. For example phonetic dialects are understandable to all communicators, regardless of region specifics where they lived before joining the university.

Lexical dialects make communication more complex, because they are not understandable for who speak using another dialect or clean language. Using dialects by students is natural phenomenon. Through this lexis we can found close relationship with history, way of life, manners (you can see it in our vocabulary, where we gathered dialects from Prykarpattia and Rakhivshchyna [6]. Such lexis does not interfere of communication with people who used the same dialect.

The question is: how school or university should judge dialects (to be tolerated as it is natural for children which live in villages or declare the fight).

Part of scientists believe: "Teacher obliged to consider dialects as something not desirable or often even invalid" [8, p.12]. Others (N. Babych, V. Greshcuk) are not so dogmatic regarding dialects. N. Babych suggests do not ignore dialect characteristics of speech.

So dialect should be used, but very carefully, "care about not clogging language, not making more complex feeling of works of art be readers" [3, p.21]. We believe that future teacher should have deep knowledge regarding dialect specifics of the region, he works in in order to fix deviation from given norms.

It worth noting that linguists are in active researching addressed to solve a lot of problems related to dialects. For example, one of current problem is learning all levels of dialects.

So, we determine language culture of individual as possession of literary speech in verbal and written forms on all language levels, ability to use optimal language

tools for given situation. Key concept is language culture, norms of literary language. A necessary condition for high level language culture for future primary school teachers is compliance with norms of verbal speaking: pronouncing, lexical, grammatical and stylistic.

The most important qualities of students' business communication are accuracy, content, relevance, consistency, accuracy, etc.

Language culture creation is actual scientific problem. Studies show that future teachers have low level of language culture. That's why it is important to organize work on forming culture of Ukrainian language, and this process should be started from primary education. Scientific researches of language culture problems of students in dialect environment caused by the demands of today. High school has a task to prepare high quality experts who are fluent in professional speech, who can competently speak, produce some ideas with using appropriate words.

Improvement language culture for future primary school teacher is an integral part of the formation of his profession. Language environment is important factor for creating language culture. Dialect environment has both positive and negative influence.

So, regional dialects may do speech richer, but at the same time do it more complex: phonetically dialects are understandable by all speakers, however lexical are not understandable for people from another regions. Using dialects by students is natural phenomenon. This communication provides tight connection between history, way of life, customs of his native land.

Literature:

1. Babich N. Fundamentals of speech culture / N Babich. – Lviv: World, 1991. – 287 p.
2. Bevzenko S. P Ukrainian dialectology / S.P.Bevzenko. – K.: High School, 1980. – 248 p .
3. Matviyas I. H Ukrainian language and its speakers / I. H. Matviyas. – K.: Naukova Dumka, 1990. – 163 p.
4. Ocheretnyy A. D Overcoming the impact of transitional dialects in teaching Ukrainian literary language / A. D. Ocheretnyy // Dialogist. – 1997. – № 7. – P.40-45.
5. Pentylyuk M. I. Culture and language style / M. I. Pentylyuk. – K. Tower, 1994. – 240 p.
6. Bilavych G. Dialectal diversity of the Carpathians / Galina Bilavych , Tetiana Lysechko Tetiana Stambulska. Tatiana Ivano-Frankivsk PE "TUR- intelligence", 2014. Tatiana 114 p.
7. Stelmahovych M. H. Work on the development of coherent speech / M.H.Stelmahovych. – K : Soviets. School, 1981. – 136 p.
8. Tekuchev A. V. Fundamentals Spelling methods in terms of the local dyalekta / A.V.Tekuchev. – M.: Publishing. APN RSFSR, 1953. – 183 p.

J11508-025

*Eremina V. V., ** Eremina O. S.

PREPARING FOREIGN STUDENTS FOR STUDYING IN RUSSIAN UNIVERSITIES: ACADEMIC LANGUAGE**Volgograd State Technical University,
Volgograd, Lenina Avenue, 28****National Research University "Higher School of Economics",
Moscow, Myasnitskaya St., 20*

The paper analyzes characteristics of academic language in science as an indispensable component of preparing foreign students for studying engineering at the university.

Key words: teaching Russian as a Second Language, pre-higher school stage, academic and professional sphere of communication, academic language.

Introduction. The main purpose of pre-higher-school stage of education for international students is preparing them for further studies in Russian universities in order to complete their education and get a degree in the chosen area of specialization. This means that the main educational goal at this stage is to provide the students with the knowledge of Russian at Level 1 of TORFL as well as to familiarize them with the Russian language in their professional area, i.e., for Engineering students, in the area of natural sciences.

It is impossible to overestimate the importance of the pre-higher-school stage of education in the further educational process. This stage is characterized as "educating, in non-native language, students who acquire the language of education, and, at the same time, are oriented to a particular professional area; these students already have their own, nationally specific, experience of studying and are undergoing the process of intensive social challenges and inter-cultural interaction" [1, p. 30].

Thus, educational process is a complex and multi-aspect phenomenon, but for a foreign student the Russian language is, first of all, a language of studies, a way to get a degree; thus becomes the main motivating factor in learning it. The student has to achieve sustainable knowledge of the language and skills of communication in scientific and professional areas. Besides, a whole range of general courses are also taught in Russian.

Let us consider the characteristics of the main aspect of the educational process, i.e. the preparation of the students to further studies in Russia which prioritizes the importance of scientific and professional aspects of the language. It is clear, that for these students the required level of language competency is tied not only with the stylistically "neutral" speech, but also with language of science.

Literature review. Different aspects of teaching the language of science were studied by O.D. Mitrofanova, E.I. Motina, T.A. Vishniakova, L.P. Klobukova, T.B. Odintsova and others. These researchers, however, deal mostly with the "main" (higher-school) stage of language preparation. This paper is devoted to peculiarities of teaching the language of science to foreign students, with specialization in natural

sciences, at a pre-higher-school stage with the goal to further continue their education at a Russian university.

The main part.

It is well known that the language of science, as a particular speech style of a language, has a whole range of peculiarities; it is monologue speech, selected vocabulary and phrase structures, codified speech etc. All sub-styles of the language of science have universal meta-themes. In accordance with the Standard of Professional Education, by the end of the preparatory year a student must be able to realize in his/her speech the following, rather large, meta-themes: to classify objects; to describe a process, phenomenon, and functions of an object; to list various characteristics of an object; to describe a composition and a structure of an object; to describe motions, displacements, and interactions of objects; to describe changes in the state of an object; to express a connection and dependency between objects; to describe a location and a position of an object; to describe functions of an object and its usage [2, p. 8].

The sub-style of the language of science that is based on the natural sciences is especially important for the future engineers. The most important function of the language of science is to explain reasons of phenomena, and to describe characteristic features of an object.

The language of science in general is characterized by the following features: strict prescriptive rules; exact and clear way of expressing thought; usage of abstract words and terms; using words in their concrete meanings; monologue speech; obligatory usage of complex syntactic constructs, participles etc.; using highly informative (terminological) noun phrases etc. [3].

The Russian language of science has its own grammatical features. For instance, the most common grammatical categories in this style are nouns and adjectives, the verbs are less common. Nouns with abstract meaning (for instance, meanings of properties) are often made with the suffix *-ость*, e.g. *плотность, электропроводность, теплопроводность, растворимость, прозрачность, прочность, легкость* etc.

Nouns made out of verbs are also very common; they are often marked with the suffixes *-ени(е), -ани(е)* and refer to processes; they assign Gen. case to their object: *Любое изменение в природе – это явление. Движение Земли, движение человека, плавление металла, кипение воды, горение бумаги, растворение сахара в воде – это явление... Химические реакции имеют следующие признаки: изменение цвета вещества, образование осадка, выделение газа, выделение или поглощение теплоты* [4, p. 77].

Studying such examples with the students we draw their attention to the fact that when the case of the main noun in the object phrase changes, its nominal modifiers stay in the same (genitive) case: *причина изменения скорости движения, говорим о причине изменения скорости движения, является причиной изменения скорости движения* [4, p. 79].

Genitive is the most common case in the Russian language of science. It is often used to indicate a quality of an object or indicate where it belongs to: *разложение знаменателя, траектория движения, молекула кислорода*. Sometimes, rather

long “chains” of genitive cases can be created: *изменение положения тел или их частей; Сейчас мы знаем несколько миллионов соединений углерода; Молекула воды состоит из двух атомов углерода и одного атома кислорода.*

Verbs in the Russian language of science tend to lose their literal meaning to meet the general requirement of the style – abstractness and generality. Many verbs only function as “linking verbs”. They include such verbs as: *быть, являться, называть, называться, считаться, стать, становиться, делиться, казаться, заключаться, состоять, составлять, обладать, зависеть, влиять, относиться.* Constructions with these verbs are very common for the Russian language of (natural) science: *серная кислота состоит из водорода, серы и кислорода; масса является физической величиной; суммой называется результат сложения; скорость является параметром движения; серебро обладает пластичностью; механика делится на кинематику, динамику и статику.*

A description of an origin of an object involves the verbs *возникать, появляться, образоваться.* The verbs *возникать*, and *появляться* mean the beginning of existence; the verb *образоваться* refers to an action when a new object is made out of already known components: *химическая связь возникает в результате взаимодействия электромагнитных полей атомов. В результате реакции вещества с кислородом образуются оксиды* [4, p. 142].

As we have mentioned above, it is important to draw attention of the students to the features of particular lexical units that they acquire in a particular speech style [5; 6; 7]. For instance, the verb *включить* in the neutral speech style only receives the interpretation “start the motion, turn on, make something work”: *включать радио, телевизор, компьютер.* The students must learn to use this verb together with its antonym: *включать – выключать.* In the language of science the verbal model *что включает что* is used as an analogue of similar models *что содержит что, что содержится где, что имеется где, что имеет своей составной частью что, что входит в состав чего* etc.: *Почти все кислоты включают водород. Но не все кислоты содержат кислород. Так, например, кислород входит в состав азотной и серной кислот, но не входит в состав соляной кислоты.*

The meaning of nouns may also depend on the style of speech. For instance, the noun *образование* in the neutral speech style is defined as “education, knowledge acquired as a result of education”. This noun belongs to a thematic group “Person and Society” and correlates with such notions as “science”, “study”, “research”, “teaching”, “specialty”. It does not correlate with the verb *образовать* and can be used in phrases *получить образование, высшее образование, дать детям образование* etc. In the language of science, the homonym of the noun *образование* is used in the meaning “genesis”, “creation of something” and belongs to the group of other nouns ending into *-ение, -ание* derived from verbs that have the general meaning of a process or action and that require genitive case of the object: *образоваться – образование газа, кипеть – кипение жидкости, гореть – горение бумаги* etc. [4, p. 30]. Nouns *возникновение, создание* as well as *формирование*, and *основание* are synonyms of the word *образование*. It is important to draw the students’ attention to the difference in meaning and functions

that his noun has in the Russian language of science comparing to its properties in the neutral style of speech; first of all, to the connections between the construction *что образуется* and *образование чего* (*образуется новое вещество – образование нового вещества*), and to the prepositions that this noun takes: *для образования чего, после образования чего, при образовании чего*.

In conclusion, we would like to emphasize one more time the importance of teaching the language of science to the foreign students at the pre-higher-school stage if they plan to continue their studies of natural sciences in Russian universities.

Literature:

1. Сурыгин А.И. Дидактические основы предвузовской подготовки иностранных студентов в высших учебных заведениях. – СПб: Нестор, 2000.
2. Государственный образовательный стандарт по русскому языку как иностранному. Профессиональные модули. Первый уровень. Второй уровень. – М. – СПб.: Златоуст, 2000. – 56 с.
3. Митрофанова О.Д. Научный стиль речи: проблемы обучения. – М.: Русский язык, 1985.
4. Дубинская Е.В., Орлова Т.К., Раскина Л.С., Саенко Л.П., Подкопаева Ю.Н. Русский язык будущему инженеру: Книга для студента. – М.: МАДИ(ТУ), 1998.
5. Еремина В.В., Еремина Е.С. Обучение языку специальности иностранных студентов инженерного профиля в условиях использования образовательных стандартов // Известия Волгоградского государственного технического университета: межвуз. сб. науч. ст. № 7(33) ВолгГТУ. – Волгоград, 2007. – С. 107-109.
6. Еремина В.В., Еремин С.И. Взаимосвязанное изучение научного и нейтрального стилей речи как фактор интенсификации обучения иностранных студентов естественнонаучного профиля // Известия Тульского государственного университета. Серия Современные образовательные технологии в преподавании естественнонаучных дисциплин. Вып. 5. – Тула: Изд-во ТулГУ, 2006. – С. 79-84.
7. Еремина В.В., Еремина О.С. Естественнонаучная сфера общения: характеристика особенностей научного стиля речи (довузовский этап обучения иностранных студентов). // Известия Тульского государственного университета. Серия Современные образовательные технологии в преподавании естественнонаучных дисциплин. Вып. 13. – Тула: Изд-во ТулГУ, 2014. – С. 34-37.

The paper submitted: 22.03.2015

© Eremina V.V.,
Eremina O.S.

J11508-026

Polenova A.Y.

TEACHING ENGLISH TO UNDERGRADUATES MAJORING IN ECONOMICS AT THE TERTIARY LEVEL: CURRENT SITUATION, APPLICATION AND EXPECTATION

*Southern Federal University,
Rostov-on-Don, Bolshaya Sadovaya 105/42, 344006*

Abstract. The article considers the key features of undergraduate students language training specializing in economics. There is the need to develop their ability to function as subjects of international educational space, carrying out active cross-cultural communication as part of their professional and scientific activities. Today a Master student must be integrated into a new global post-industrial economy that has no any virtual or real boundaries. The need to work with great amount of information both on their first language, and foreign language for analyzing the situation, forecasting, and responsible choice to solve problems requires proficiency in a foreign language. The article offers the ways how to improve the language learning component in the Master Course

Key words: language training; master studies in economics; cross-cultural communication; scientific discourse; English for academic purposes.

Introduction.

Nowadays in the process of modernization of the educational system and integration of Russia into a common educational space special emphasis is given to graduate students' language training. In modern conditions foreign language is required with graduates mainly for deeper exploration of their specialty and for practical use in professional work and in everyday business and personal communication. Therefore, one of the most pressing challenges of teaching English at economic faculties of higher education is the formation of undergraduates use the foreign language skills for practical work on a specialty, for improvement of their skills, achieve career goals and effective business and interpersonal communication .

In the structure of modern higher education master's degree reflects primarily the educational level of high school graduates and certifies that he has skills relevant to a scientist. A specialist with a master's degree must know the methodology of scientific research, modern information technologies, methods of processing and recording of scientific information. In addition, he must possess foreign language skills of intercultural communication since the development of science currently involves active cooperation and interaction between representatives of different countries and cultures. Modern relationships in the scientific community are characterized by extensive international cooperation and active information exchange (Polenova, 2009).

Thus, today foreign language training of highly qualified graduates has a particular significance in MA course system. It aims at developing the student's ability to function as subjects of international educational space, carrying out active intercultural communication within their professional and scientific activities.

Literature Overview.

The problem of language training in the Master Course have provoked a wide-ranging debate about what kinds of competencies our student need, how should education and training systems respond to on-going changes in the knowledge economy that demand higher and more diversified skills. Many outstanding scientists such as Zimnaya I., Safonova V., Marinicheva A., Pshegusova G., and others consider that construction of language knowledge happens in a social context. Scholars interested in learning innovation suggest that knowledge and learning activities should be presented in authentic context with social interaction and collaboration.

Undergraduates Language Training: Current Situation, Application and Expectation.

The complexity of language training of masters in economy lies in the fact that at the present in our society there is a need in the training of such a specialist who would be able to make unconventional decisions, acquire knowledge independently and solve various problems. Future masters must not only have basic knowledge, but also be able to use a variety of techniques based on the experience gained while training. One should also consider that the linguistic competence of a Master can hardly be limited by a certain vocabulary, ability to understand the special text or the ability to keep the conversation on general and professional topics. Successful professional activity is impossible without foreign research analysis, exchange of information and experiences, as well as foreign language knowledge while it concerns non-specific requirements, but in general, confirms the need for high quality language training .

It would be right to say that knowledge of a foreign language is treated as one of the key competencies for a graduate in various training areas and reflected in the Federal State Educational Standards of Higher Education. For example, a component of the competence for students specializing in "Finance and Credit" is the ability to be fluent in a foreign language as means of professional communication.

Learning objectives concerning foreign language for graduate students specializing in economics depend primarily on the requirements of modern society to the level of education of the specialist. Also, it should be noted that new interpretation of the goals of foreign language teaching is associated with the main tenets of the modern paradigm of education. They are the following

- focus on continuity of education ,
- the priority of independent work ,
- self-control and self-esteem,
- willingness to work with modern sources of information will help students to master communication skills.

The official documents of the Council of Europe represent modern understanding of the purpose of learning a foreign language that is the development of communication skills for everyday issues, exchange information in a foreign language, the ability to deliver thoughts and feelings in the process of communication, to understand culture and way of life of other peoples.

In the process of teaching a foreign language the goal in a certain way affects the content, methods and forms of education. As a rule, in the process of learning the

foreign language implements the following interrelated goals: practical, educational and developmental. While teaching undergraduates their practical goals are focused primarily on language acquisition in the context of professional communication, educational objectives are aimed at improving the general culture, gaining interdisciplinary knowledge, mastering various skills and abilities. Also, educational goals are aimed at the development of intellectual, emotional and motivational sphere of a person, the formation of self-awareness and personal reflection; the formation of scientific outlook, responsibility and tolerance of the future specialist.

In the process of teaching a foreign language practical educational purposes are defined by the social order of society that is achieving a level of communicative competence that would allow to carry out professional activities in international environment effectively.

Let's look at what should be the essence of language training in the Master Course in detail. On the one hand, language component involves further development and improvement of students' language skills pledged by the Bachelor training course. On the other hand, Master Course should form the ability allowing the graduate to perform the functions described by the qualification characteristics. Therefore, defining the objectives and content of foreign language teaching in the master's economic profile, it must be remembered that foreign language course should foster skills in analytical (informational and forecasting) processing of information on the implementation of communication exchanges. This is hardly possible without competence in the field of cross-cultural communication.

Both the term "intercultural communication" and the concept, its revealing, have become the most popular in the modern system of scientific knowledge of the last decade and in the arsenal of many scientific disciplines (Marinicheva A., 2003). This has brought the idea of intercultural communication on extralinguistic level, and the concepts of intercultural communication have become some of the most common in science of the late XX - early XXI centuries. We agree with Pshegusova G. (Pshegusova G., 2003, 2007) and Safonova V. (Safonova V., 1996), who state that the aim of language education is that not only to teach communication skills in a foreign language, but also to form a multilingual person, ready for intercultural communication with representatives of other cultures, which is characterized by openness, tolerance, freedom from prejudice, so the characteristics that possibly make mutual understanding more successful.

An important feature of modern society is the existence of social order for the study of foreign languages as the basis for cross-cultural communication. This fact highlights the need for integration of students into the world language and cultural environment maintaining their national identity. Referring to the importance of communicative competence it's worth mentioning undergraduates' culture of speech and its development since it has great significance in terms of creating an academically mobile person, easily adaptable to changing labor market conditions, and the formation of linguistic competence MA in Economics in particular.

According to I.Zimnaya (Zimnaya I., 2000), culture of human verbal behavior is a significant social characteristic. It is determined by the degree of compliance of actual behavior of the individual speech accepted in the linguistic community with

standards of verbal communication, behavior, speech etiquette rules at a particular stage of social development. It is very important today, when a master must be integrated into a new global post-industrial economy that knows no virtual or real boundaries. The necessity to work with great amount of information using both native and foreign languages for situation analysis, forecasting and decision-making of the problem requires fluency in a foreign language. At the same time, future masters should not only have the fundamental knowledge, but also be able to use a variety of techniques based on the experience gained during the training.

It therefore seems necessary to provide master student with an opportunity for self-selection of learning paths not only in the choice of professionally oriented elective courses but also within the course itself. Curricula and programs must take greater account of the individual capabilities of each student. It is necessary to develop divergent tasks that will help a student to reveal his potential. This requires the university to develop not only a large number of alternative courses but also to have various forms of work in the compulsory and elective courses, allowing future masters to meet their needs in the a science.

While special subject areas form the basis of the scientific disciplines, considering the key scientific problems of this area, the humanities including a foreign language must include the methodology of science and social aspects of the selected area, the establishment of competitive qualities of undergraduates, the ability to position himself in the professional environment successfully. In addition to professional skills organizational skills of personal and cooperative research activity should be formed in undergraduates.

Master students training program should include the development of scientific ethics and business communication, attention to other staff members, understanding their personal qualities and scientific views and ideas.

As a result, undergraduates should master the techniques and procedure of entering into independent work with their own vision of professional challenges and personal view on the most appropriate methods for their solution (Polenova A., Chernukhina, T., 2012).

Foreign language competence development is impossible without a reasonable combination of group classes and university specialized courses with a flexible system of individual lessons, which can realize almost any need of a student in the chosen direction.

Programs on the formation of foreign language competence should certainly take into account the wide range of promising undergraduates' activities and include appropriate training. Undergraduate training programs in general and language training in particular should be focused primarily on the development of creativity, as innovation processes are always creative and require the use of methods of creative management.

Organizing foreign language training for the masters specializing in economics, you must bear in mind that after the break in learning a foreign language in the bachelor course, undergraduates must have to restore the previously acquired skills. In this regard, all the opportunities for improvement in the master course offered

below must be implemented on the background communicative oriented training and interdisciplinary approach.

An important part of learning a foreign language can be abstracting and reviewing of scientific discourse on the specialty and translation. It is extremely important to use and develop skills of summarizing in a foreign language in the course of language training of undergraduates. This work fully implements the opportunities of interdisciplinary approach in teaching foreign languages. Everyday practice of many professionals often requires writing in native language a summary of foreign-language materials that contain valuable information. There is also a widespread practice to publish scientific articles in journals and thematic magazines in their native language with the abstract outlining their core content in another language. So, one of the problems of teaching English in the master course is shaping the skills to work with the original English specialized literature and, in particular, development the skills of summarizing and making written reviews.

The purpose of the abstract is a brief description of some scientific information that several books, articles, publications, web sites may contain for the acquisition by student in training and development of professional skills relevant to his scientific research. While working on the abstract and improving foreign language skills, an undergraduate, at the same time, comprehend the issues of the subject deeper being since he analyzes different perspective, phenomena, facts and events. At the present stage of science development all skills of processing scientific information include the ability to work with literature in various languages.

Interdisciplinary training of abstracting is displayed in the fact that mastering the skills of making up an abstract based on English special literature will help every undergraduate when writing a literature review of his thesis. Work with any information on a foreign language on the specialty will also contribute to a deeper knowledge of a young scientist in the chosen field of scientific knowledge. Drafting an abstract in English on the basis of Russian-language literature will prepare a student for both presentations at scientific conferences in other countries and communication with foreign colleagues and participation in an interview in English in the search for a future job. So, writing a summary of undergraduate's thesis in a foreign language seems the most appropriate task.

Reviewing of professionally-oriented articles to prepare undergraduates to write their dissertations is also relevant to this level of training. Reviewing is an abridged content of texts, built on semantic compression of the material presented. Proper compression of factual information while preserving the most significant aspects - is the main goal of this activity, which has now become very common. Translation, as less time-consuming, but equally useful for students, seems the most appropriate practice in groups of undergraduates. Writing abstracts on professionally-oriented discourses is one of the most required activities in the field of science.

Undergraduates are offered to prepare a short summary of a thesis on a foreign language and design it in a format of the Power Point presentation to submit their professional skills, academic and career achievements.

For more effective mastering skills of reading and translating ESP texts undergraduates also need to acquire basic theoretical and practical knowledge in the

field of terminology. This may help them understand professionally-oriented texts as well as prepare them for their future professional activity, that requires skills of understanding ESP texts.

When working with undergraduates flexible approach is used to choose texts and other materials. We believe that the analysis of the training needs of graduate students in the context of modern requirements of educational and scientific environment is an effective means of ensuring flexibility in the organization of training.

The main content of technological trend is to fulfill the tasks on compiling a glossary covering specialty topics using computer programs. All proposed tasks differ substantially from usual linguistic exercises because to perform them the student must apply previously acquired knowledge on the use of computer software resources and present the results in a particular format that is to create a "product" of his educational activity. The usage of the PC in the study of a foreign language is strategically important because it can be claimed by the graduates in the future, self-study foreign language throughout their lives.

Organization of learning a foreign language also implies the needs, interests, and personality characteristics of each student along with the development of student autonomy, his creative activity and personal responsibility for the effectiveness of training.

Interdisciplinary approach combining linguistic, vocational, computer and cultural orientation training of undergraduates as a single unit, allows us to distribute content courses for undergraduates between classroom and independent types of work equally.

Introduction of a two-staged structure in the educational process requires to review existing teaching materials in a foreign language, aimed at training professionals, clear differentiation of the language training stages, determining the content of foreign language training courses for each target group (Bachelor, Master)

Conclusion

Summarizing all mentioned above, we emphasize once again that an important component of a student training is his research activity in a particular subject area, so the focus on a language training at the undergraduate stage is made on the acquisition of scientific specialty language.

Undergraduates' language training and subsequently graduate students leads to:

- strengthening of interdisciplinary component of scientific knowledge,
- changes in the teacher degree of participation within the classroom forms of work,
- increase of student independent work, providing greater freedom in the choice of topics and types of work,
- priority is given to the development of skills in the field of various types of reading and compiling summaries, abstracts, theses speeches, research papers and other kinds of texts in the field of written communication ,
- emphasis on the formation of learning and cognitive competence related with the organization of cognitive activity, the development of skills of planning, analysis ,

synthesis, structuring, assessment, reporting the results of the scientific activities in a foreign language .

Organization of foreign language teaching in the Master Course involves development of student autonomy, his creative skills and personal responsibility for the effectiveness of training. So, the course provides a significant amount of independent work, including various tasks using a personal computer, as well as creative group and individual projects.

Литература:

1. Зимняя И.А. Ценностно-мотивационные ориентации студентов - комплексный объект мониторингового исследования// Ценностно-мотивационные ориентации студентов вузов в современной России (К проблеме мониторинга качества образования) /Сб. статей под научной редакцией проф. И.А. Зимней, М.:Исследовательский центр проблем качества подготовки специалистов, 2000.

2. Мариничева А.В. Межкультурная коммуникация и формирование толерантной языковой личности// Интеграция образования, Интеграция образования, Саранск, № 3, 2003.

3. Поленова А.Ю. Зарубежный опыт как элемент модернизации профессионально-педагогического образования //Вестник непрерывного образования. 2009.-№1(5) с51-59

4. Поленова А.Ю., Чернухина Т.Б. Квалиметрический инструментарий оценки уровня сформированности иноязычной коммуникативной компетенции.// Образование. Наука. Инновации: Южное измерение. - Ростов н/Д: ИПО ПИ ЮФУ. - №1 (21). - 2012. С80-87

5. Пшегусова Г.С., Яценко Т.С. Инновационные технологии в сфере управления качеством образования в российских и американских вузах: сравнительный анализ // Управление качеством, 2007. №4. С.8.

6. Пшегусова Г.С. Коммуникация: социальное и виртуальное измерения. Ростов н/Д, 2003. 224с.

7. Сафонова В.В. Изучение языков международного общения в контексте диалога культур и цивилизаций. Воронеж, 1996.

8. Степанова, М.М. Современные подходы к обучению иностранному языку в магистратуре неязыкового вуза // Научно-технические ведомости СПбГПУ. Гуманитарные и общественные науки. – 2010. – С. 109–114.

Статья отправлена: 10.03.2015 г.

© Polenova A.Y.

J11508-027

Bogoslavets T.P.

**DEVELOPMENT OF MENTAL PROCESSES AS A CONDITION OF
FORMATION OF MOTIVATION OF EDUCATIONAL ACTIVITY OF
PRIMARY SCHOOL CHILDREN**

*Vasyl Stefanyk Precarpathian National University
Ivano-Frankivsk, Shevchenko street, 57, 76025*

Understanding the patterns of development of the child's mind at an early stage of educational activity necessary for the correct choice of educational tasks, their complexity, it is known that it depends on the motivation of educational activity of primary school children and a desire to learn.

In scientific studies of psychologists (G. Kostiuk, O. Leont'ev, A. Markova, M. Matiukhina) problems with learning motivation indicates the relationship between the level of intellectual development of school children and their formation of motivational sphere. Thus, on the material research of motivation of educational activity of primary school children M. Matiukhina found that the development of motivation correlated with mental development. This enabled scientist to assert that a high initial level of mental development is, on the one hand, an important condition for the implementation of the initial level of motivation of the child, and the other - condition of formation of positive motivation in the process of educational activity [4].

According to psychologists, in the process of formation motivation of primary school children, it is necessary to pay attention to the flow of mental processes such as:

- thinking (care must be taken as soon as possible transition to the theoretical and reflexive thinking of school children, for which education should be targeted and focused on the zone of proximal development of children);
- perception (material must be bright, emotionally saturated, which would cover, if possible, as much sensory analyzers);
- memory (should teach children to develop conscious memorization and semantic, verbal and logical memory);
- attention (the key to the development of voluntary attention is interesting objects and personally meaningful material and prevention of fatigue);
- volitional processes (self-organization of activity raises important under conscious goal in planning);
- imagination (performing creative tasks, verbal drawing, reading fiction with pictures depicted emotional distress and feelings of the characters are especially effective).

The main type of thinking of six year-old child is visual imagery, and its important reserve - already learned in preschool effective forms of thinking. However, scientists (P. Halperin, V. Davydov, D. El'konin, A. Zach) have shown that children 7 - 10 years have shift from empirical to theoretical thinking, " from visual imagery to verbal and logical ... which thinks" [5, 61], and from his analytical method to reflexive, which is particularly important under conditions of personal

education. D. El'konin noted that as we approach to the end of primary school age children are better master the mental operations of analysis, synthesis, generalization, abstraction, specification, etc., due to the formation of the frontal cortex of the brain. In addition, a sizeable improvement in primary school children acquire the ability to plan, establish cause-effect relationships, to determine the sequence of operations [5].

Since knowledge of reality starts with perception, analyze features of the development of this mental process in primary school children.

According to S. Korobko, perception of the surrounding world is formed and developed in preschool age and at the time of entering school has already taken characteristics of purposeful activity: the child is able to allocate object among others, look at it for a long time and isolate features. First graders tendentious especially emotionally perceive all living things, a clear, bright, that is what makes him emotional reaction. Lively reacting to the new, six-year children only superficially examine the things that haven't impressed them, and not always able to differentiate between significant and insignificant features of the object of knowledge. As Korobko noted, first class students often confuse similar images, writing of similar letter elements; make mistakes during doing of the tasks which have to be considered quantitative and spatial location of objects; violate proportions while painting and sculpting, etc. [2, 27].

According observations of S. Korobko children entering the first class to the already well-formed involuntary memory, which is activated by conditions of uncertainty, novelty, interest, dynamic of knowledge object. However, random and willed memory starts to develop in the age of six. According to the researcher, if the educational material allows to choose the form of freely or involuntary remembering, it is better to teach it in such way to lock it in the memory itself, and the most favorable for it are situations with game motivation. Besides, S. Korobko emphasized the need of remembering the fact that without special efforts the subjectively meaningful material is remembered easily which arouses interest and significant emotional distress [2, 37].

Psychologists found a tendency of six-year old children to literal learning, without understanding the content of material. Scientists motivate this feature with the fact that it is often the experience of failed attempts to understand new material; and - plasticity of the cerebral cortex, which enables literal memorizing of easy material; besides the inability to use language to expressing adopted material.

All mentioned mental processes - thinking, perception, understanding, memorizing of information - largely depend on the attention, which is a way of getting knowledge to the pupils.

According to Kostiuk, in the early school spontaneous attention is dominated, that is mostly directed into new, unexpected, colorful and exciting objects. In addition, psychologists note instability attention of younger pupils, easy distraction, that is due to the weakness of inhibitory processes in this age. Mentioned phenomenon is observed more than less interesting is the object of knowledge for a child. H. Kostiuk noticed, that the condition of younger pupils' attention stability is understanding for the child necessity, the importance of knowledge assimilation, the interest in content of subject. Only these requirements, together with the development

of high social motives for learning and growth conscious responsibility for the success of cognitive activity, attention of younger pupils gradually turns into an arbitrary [1].

According to the observations of O. Kocherga, the main enemy of the children's attention is fatigue. Younger students especially quickly tired of monotonous work and repetitive exercises. Fatigue in primary school children also occurs from emotional expression stiffness. Therefore, to relieve excessive emotional stress psychologist suggested effective methods: to applaud good answers of classmates, laugh, hold hands, hold competitions, play excerpt from the work [3, 1].

According to O. Kocherga's researches, a significant influence on the children's success commits formation of their volitional skills, volitional behaviour, which means domination of motives not of direct stimulators, but according to deliberately setted goal. A significant motive of volitional act of primary school children are primarily positive emotions caused by the anticipation of consequences of this act, with the prospect of achieving consciously setted goal.

According to the researcher, the tasks on setting purposes, opening of the aim of activity on every each stage of the lesson will help purposefulness to develop [3, 2]. Thus, in primary school children should already acquire skills of purposefulness, which is a powerful factor of motivation and self-education.

As the researchers show, attention appears in the age development at the latest. In the early school years the purposefulness increases and the strictness to its creations. Imagination is forming rapidly developing and it expresses in primary school children works, fairy-tales, stories, poems, handwritten making art objects and pictures.

Conclusion

Thus, the transition from avolitional to arbitrariness and strong emotion influence and impact on their occurrence is typical in the mental processes development for primary school age. Thus, in the process of organization and implementation of educational activities of primary school children it is advisable to give pupils emotiogenic educational material, that causes surprise, interest, doubts, positive experience, etc. namely something that would contain elements of novelty, generality, dynamism of the object and provides different kinds of activities during the lesson, especially the ones which have agile nature and elements of communication that will protect from monotony and uniformity, namely group forms of work, play, dialogues, dramatization, imaginary situations with emotiogenic components effective stage of educational activity that involves the formation reflective thinking, and best of all is to attract such feelings as confidence in the correctness of the choice, purpose, joy of success when you achieve it.

Literature:

1. Topical issues of education and development of primary school children / G.S Kostiuk // Education and development of primary school children: Materials of symposium / edited by Kostiuk. - K., 1970. - 407 p.

2. Korobko S.L. The development of mental processes in six-year old children / S. L. Korobko // Training and education of six-year old children: collection of articles / compiled by K.S. Prischepa. - K: 1990. - P. 24-39.
3. Kocherga O. Psychophysiology of education and health of primary school children / O. Kocherga // Elementary School. - 2007. - № 11. - P. 1-4.
4. Matiukhina M.V. Especially of motivation of education of primary school children / M.V.Matiuhina // Questions of Psychology. - 1985. - №1. - P. 43.
5. El'konin D.B. Psychology of education of primary school children / D.B. El'konin. - M.: Knowledge, 1974. - 64 p.

J11508-028

Romanyuk E. S., Filimonova N. J.

**IMAGE OF THE TEACHER
OF THE RUSSIAN LANGUAGE AS A FOREIGN ONE**

*Volgograd state technical university
Volgograd, prospect Lenina, 28*

Abstract. In suggested article, problems of professional – pedagogical dialogue in an audience of the foreign students' training in high schools of Russia are considered. Attention is paid to the image of the teacher in view of national – psychological features of foreigners.

Key words: the image of the teacher, pedagogical dialogue, national – psychological features.

Introduction. Concept "image" (from Latin imago - an image, from English image - образ) is applied in a context «image of the professional», in our case - image of the teacher of high school. A necessary condition of training and formation of image of the teacher is dialogue - the interaction of two or more people consisting in an exchange between them by the informative or emotional information, experience, knowledge, abilities and skills. One of dialogue kinds - pedagogical dialogue is a specific interpersonal interaction of the teacher and the pupil, providing mastering of knowledge and development of the person in teaching and educational process. It is the major element of pedagogical activity because without it achievement of the purposes of teaching [1] is impossible. The external shape of subjects of dialogue is very important. Still ancient scientists and philosophers (Hippocrates, Aristotle, Socrates) spoke about external expressiveness as a source of knowledge of the person. The external shape of the teacher should show its good taste and correspond to ethical and aesthetic norms. A set of works is devoted to the studying of image of the expert and the teacher of high school (L.J.Dontsova, L. P.Inozemtseva, L. M. Semenova, G.G.Pocheptsov and others). And here the problem of image of the teacher of Russian as a foreign one was not practically considered.

Image of the teacher of Russian as a foreign one is considered by authors as the part of its professional competence. Competence is an ability and readiness of the expert for successful professional work. A component of professional competence of the teacher of Russian as foreign is pedagogical dialogue. Dialogue together with external components forms its professional image.

The concept "competence" now widespread in pedagogics, was considered as a social phenomenon (G.E.Belitskaja, I.A.Zimnjaja, L.A.Petrovskaja, J.Raven., R.White, etc.), as quality of the person (H. V.Kuzmin, R.K.Tugushev, etc.) or as a part of professional growth of the expert (V.P.Bezduhov, Ju.V.Vardanjan, A.K.Markova, etc.). In any understanding the concept of competence is connected with image of the specialist.

Researchers distinguish image elements: external, verbal, kinetic, external and internal [2]. All of them mark such preferable general merits of the teacher of high school as ability figuratively and well to state the thoughts; ability to use

expressive, including nonverbal means; high general culture and erudition; professionalism and a subject profound knowledge; speed of reaction and thinking; patience; ability to defend the point of view; ability to understand psychology of students; goodwill; severity and justice; psychological stability; accurate appearance. By results of a number of interrogations, negative qualities of the teacher of high school have been revealed also: conservatism, arrogance, roughness, dictatorship, malevolence, an excessive emotionality, self-admiration, shyness, a sluggishness, aspiration to suppress the student.

The researcher L.J.Dontsova defines [3] dynamic model of image of the teacher of high school in the dissertation «Psychological conditions of formation of image of teachers of the higher school». It consists of three levels, the main thing from which is *the kernel (a natural component)*: external data of the teacher, its physical and psycho-physiological features, temperament, age and sex. At the second or *internal level*, the following components are allocated:

Personal component: communicative qualities and the abilities got by the person as a result of formation and education: intellectual, moral and emotionally-strong-willed qualities, and also personal charm.

Behavioural component: reflects different aspects of behaviour of the person in various situations: leadership behaviour in general, actions of the teacher in difficult pedagogical situations, the relation to the country, a society etc.

Professional component: a professional knowledge, abilities, skills and competence, professionally important qualities, informative potential, individual style of professional work;

The third or *external level* is made by symbolical characteristics:

Visual component: a bearing of the person, external appeal, clothes, its colour and style, etc.

acoustical component: the timbre of a voice and intonation, manner of speech, speed and loudness of speech, articulation etc.

kinesthetic component: gestures, a mimicry, a sight, body language etc.;

olfactory component: the influence of scents on the person.

The first level - a kernel of image or its natural component - is very important for the teacher of Russian as foreign. It is possible to assert, that natural, physical and psychological features of each separate person of the teacher should be directed on effective pedagogical dialogue with students.

At the second i.e internal level, it is possible to allocate certain communicative qualities and abilities of the teacher which are defined by requirements of foreign students for intercultural dialogue, its professional knowledge and competence, its individual style of dialogue. In its behaviour patriotism, public activity, an active vital position, knowledge of realities of existing position in the world should be reflected. The third, external level of image of the teacher in a foreign audience has the specificity in comparison with its image in the Russian audience. For example, in a foreign student's audience which can be very motley on national and religious structure, but in the majority the teacher consists of males, forming the external shape, is obliged to consider many moments. For example, in a Muslim audience the clothes of the teacher should cover the body more, than in any other. According to the

interrogations, all students prefer dark blue, blue and violet colour in clothes of teachers of high schools, and here red-brown scale estimate more low. Features of image of the teacher of the higher school and, in particular, in a foreign audience are considered in the monograph devoted to pedagogical dialogue [1], and also in the grant devoted to national-psychological lines of foreign pupils from different regions [4]. There is also more strict sight at image of the Russian teacher as foreign, but we will not be so categorical, as the authors of grants calling for clothes only with a long sleeve and stating to those similar judgement. But in a foreign audience teaching really has a number of restrictions. Dialogue occurs in a small audience, the group as much as possible makes no more than eight pupils. Students do not forgive teachers for inaccurate appearance, unpleasant body smells and scents of sharp aromas, inappropriate style in clothes - both sports, and romantic or even ethnic. Hands and feet should be well-groomed, and hair laid in a hair dress. The same concerns the image of any teacher of school or high school, but in a foreign audience it is necessary to be more strict to oneself as a representative of a country, and often students represent other religion and culture. It is necessary to have representation about the general tendencies in style of teaching and in shape of the teacher of this or that country [5].

Except employment, teachers within an academic year spend enormous out-of-class work with foreign students, especially at the training initial stage. These are various actions: trips, excursions, parties, competitions on the Russian language, sports competitions, conversations and many other things. Image of the teacher during this work is more important, than during time classroom hours or indoor working times.

It is necessary to consider the gender and national caused representations, i.e representations about a place and a role in a social and educational life of representatives of a different floor. It is known, that for many foreign students in their country the female teacher and simply the females do not play such an important role than it does in Russia. Therefore foreign students should realize authority of the female teachers of Russian as a foreign language, and also - the role of women in the Russian society and in the Russian culture. But it is a gradual process which cannot be forced.

Conclusion. In modern conditions the image of high school teachers considerably varies, it should be the modern person knowing not only foreign languages and the computer, but also ready to cooperate with students, to respect in each of them the independent person. Eventually, the teaching purpose is not only to educate the representative of other states, but also to bring up the person, to befriend our country. Many of our graduates hold subsequently the important posts in the political, economic and cultural life of the country, the policy of their state directly depends on them. Therefore image of the teacher of Russian language as a foreign one plays a part in relations with foreign students and later, with experts who work in the country.

Thus, the role of image of the teacher of Russian language as foreign one is very important for our country, for its economy, a policy and culture.

Bibliography:

1. Филимонова, Н. Ю. Организация профессионально-педагогического общения при формировании основ межкультурной коммуникации в условиях российского вуза: монография / Н. Ю. Филимонова, Е. С. Романюк; под ред. Н. Ю. Филимоновой; ВолгГТУ. – Волгоград, 2009. – 186 с.

2. Филимонова, Н.Ю. Имидж как часть профессиональной компетентности преподавателя русского языка как иностранного / Н.Ю. Филимонова, Е.С. Романюк // Известия ВолгГТУ. Серия "Проблемы социально-гуманитарного знания". Вып. 12 : межвуз. сб. науч. ст. / ВолгГТУ. - Волгоград, 2013. - № 2 (105). - С. 37-40.

3. Донцова, Л. Ю. Психологические условия формирования имиджа преподавателей высшей школы / Автореферат дисс. ... канд. пед. наук / Л. Ю. Донцова. – Ставрополь, 2004. – 22 с.

4. Филимонова, Н. Ю. Особенности работы со студентами-иностранцами из стран Африки, Азии, Ближнего Востока, Латинской Америки (довузовский этап): учебное пособие / Н. Ю. Филимонова, Е. С. Романюк, Т. Ю. Тулупникова, Н. В Щукина; ВолгГТУ. – Волгоград, 2008. – 80 с.

5. Филимонова, Н.Ю. Имидж преподавателя вуза в иностранной аудитории / Н.Ю. Филимонова, Е.С. Романюк // Интернационализация региональных вузов: тенденции, стратегии, пути развития (Волгоград, 23-25 окт. 2012 г.) : матер. междунар. науч.-пр. конф., посв. 50-летию подгот. спец. для зарубеж. стран в Волгогр. гос. техн. ун-те / ВолгГТУ. - Волгоград, 2012. - С. 380-384.

Статья отправлена:

29.03.2015 г.

© Романюк Е.С.,
Филимонова Н. Ю.

J11508-029

Gutova S.G.

THE YOUTH AND THE GLOBAL CHALLENGES OF OUR TIME

*Nizhnevartovsk State University
Nizhnevartovsk, st. Lenina, 56, 628600*

Abstract. *The article examines the effects of globalization, faced by today's youth. It describes the global challenges, which have a direct influence on the process of the younger generation socialization. Particular attention is paid to the concept of "precariat" and related instability in the social structure. The conclusion is that the most dangerous result of globalization from the perspective of the future spiritual development of society are such changes in the minds of young people who are associated with hidden, slowing down the process. In the article argues that an example of such adverse effects are the consumer attitude to the world, no respect for labour, social infantilism and marginalization that can be cover in the nearest future the most of the young people.*

Keywords: *youth, global problems, globalization, social infantilism, socialization*

Introduction. The modern youth is a part of worldwide community and thus it tastes the same complicates and cataclysms as the people's majority. Also there's some essential difference that consists in a greater vulnerability from global challenges, i.e. the children and the elder generations has their own defensive barriers to escape the strong destructive effects of globalization consequences (while they are only partial). An age of youth, that is relatively short for the young people, includes too much to chose, too much of freedom though not approved by confidence in correct direction. For those, who doesn't feel the real support from the elder generation, the moral aspects of personal acting became more and more illegible and indefinite. To give a sense for personally important social action, the one have to stand on the ground of some solid cultural values, authorities, traditions and, at last, personal moral principles (but it takes some time, experience and collective interaction to form these ones).

Thus, the young man in the process of his personal formation is to face the entire set of problems, among which we have to stress the conflict of purposes and means as the result of difference between overstated needs, tied by "developed world community" and his own really limited possibilities. This conflict is not always realizes by person in its wholeness, but by the time it might lead the young man to aggressive opposition to the eternal world, or, in contrast, to the complete apathy, the solitude, the depression, various forms of escapism and total submission to some social group. The attachment of alien and, sometimes, frankly unacceptable for this cultural type values, that proceeds as effect of globalization, can also lead to the fact that the specific category of people with the expressed infantilism, without having a possibility to resist a global information traffic, voluntarily would arrive at the failure of their freedom and independence. As it recognized by Erich Fromm, the one's tendency to submission or admiration of higher authority is the basis of so called "receptive personality type" (that's under masochistic type of socialization) and

there'll be some passiveness, personal dependence and intention "to be nice for all" along with elements of fanaticism in behavior of such a person [9].

The review of literature. The matters related with globalization process and its influence on youth's socialization are frequently discussed in the modern scientific community. The issues in these field — both from Russia and Western lands — proposes some different ways of resolving problems that younger generation is faced in process of global social transformations. A few researchers of 20th century — E. Fromm, K. Jaspers, S. Baumann and others — described the whole social situation as the kind of permanent crisis, accenting on special meaning of youth in process of stabilization and harmonization in social relationship. We might also indicate some Russian specialists, whose works are specially interesting as sociological and interdisciplinary researches. They are: I.M. Il'yinskiy, Y.R. Vishnevskiy, E.L. Omel'tchenko, O.L. Sytykh, G.A. Cherednitchenko and many others, who develops the youth's researches both in the international and the regional level.

The main part. The one of the ripening problems among younger generation, which appears in two recent decades, is the social infantilism that seems to might substantially rearrange the face of future to come. The young people behavior oriented to the consequent state of dependence in their social and economical functions and the loss of social responsibility would lead to the fact that the social maturity wouldn't just moved aside in the time, but also it would to be partially excluded by young people plans to their life career. Infantilization in the social life is manifested in the unwillingness to create family and to educate children, in the political absenteeism, the unemployment or complete indifference to constant employment, conscious withdrawal into the "virtual world" and the reduction to the minimum of social connections in the real contact, the loss of self-criticism, etc. All that spoken above makes it possible to state on the danger of the mass increasing of social infantilism among the young people.

Another urge problem, which comes in front of modern youth in society nowadays and that is strictly determined by social infantilization, becomes the young people's attitude to the labour activity. In the eyes of their majority, the labour no longer possesses self-worth, since labour itself, obtaining of the high incomes and also the professional career do not coincide. The persuasion, that is frequently presents among the young people, contains a belief that standard production activity is just heavy and monotonic pastime for those, who not capable of earning in another way. However, it is labour that's the most efficient element of socialization, since the growing up generation in the process of the work habits rising passes cultural adaptation, masters the basic elements of discipline, i.e. the standards of behavior as a whole; as to know, the labour forms social communications and it learns to value the other people contribution in the development of material and spiritual spheres, it realizes the value of the previous generations' achievements. If we constantly tell a child that it must respect any kind of labour, but in this context we compare the banker with the teacher or the yard-keeper, unambiguously arranging the accents on that who attained the best, whose possibilities for further increase are in a higher level, then it would be clear in which terms the growing up generation would evaluate people, which selected some "non-perspective" kind of labour. The young person

without encountering directly with the physical labour in the course of life would to be (in the best case) incomprehended of its value and objective meaning and (in the worst case) he would despise and might to destroy its products with the real ease. Infantilization just allows young people to distance themselves for a long time from direct inclusion in the labour force, which (though indirectly) contributes its moral decay. Organization of labour sphere and moral principles are very closely intertwined, so any major shift in the basis of the production relations entails changes in all social relationships, inevitably changing the face of society. However, we must admit that some part of today's youth already involved in the process of creating new values and principles that allow it to not only survive in the current situation, but also to actively resist the global challenges of a rapidly changing world.

Irreversible processes in modern Russia are part of the changes, which are subject to all of humanity. Today the global world imposes its rules both to every human being and every individual state. An attempt to hold on to the traditional past can give certain advantages, but only for a very short time, and then it will inevitably come a wave of radical transformations, related with the birth of a new world community. Some of these hidden transformations can be observed today. They are especially noticeable in the study of the social structure, which firmly established the new features and the role of various social groups. Such a state of modern society is very accurately described by S. Bauman: "We live in a world of universal flexibility in acute and hopeless unreliability (*Unsicherheit*), permeating all aspects of an individual's life ..." [1, 146].

Formation of the social communities new features to which refers in her study O.L. Sytykh, is indicated by western scholars as "precariat" [8]. This concept is seen as a kind of "disease of modern society", indicating a lack of its economic stability, social solidness and safety, personal certainty and security. That "precariat" causes further distribution of mass marginalization, which primarily covers the youth [8].

What is the danger of this phenomenon for modern Russian youth? One of the desired achievement of democratic processes in the field of stratification today yet remains openness and a high degree of mobility, which implies some equality of people in the most opportunities to realize themselves in all areas, including the labour to make a career and to secure a definite positive status. But the problem is that this very mobility and inclusion in the process of ever-increasing flow of migrants has led to loss of insurance in the future by the people majority in developed Western countries, including the middle class (we also are in this process, but at its early stages and still little understood). Precarious employment gives rise to changes in behavior related to their expectations and planning the next life prospects. In this case, for example, the family may already be an additional burden and increases the risk of falling into the very lowest social strata [7].

The danger of marginalization occurs even for those sections of society that previously could feel relatively secure. This is due to the fact that this category includes people with higher education, great personal and work experience, with the established way of life, having an established high level of material needs. Youth is initially in a difficult situation, being in a state of instability and difficult choice of values [2]. Young people are given to understand that nothing is permanent and must

be flexible to respond to any changes, for example, it is desirable to study at several universities, have left several specialties, to look for work in different places, quickly change their residence, and even to be ready for unemployed status. In order to save their attractiveness and competitiveness in the labour market, young men is going to keep the lightness, mobility, lack of strong attachments, flexibility in setting goals and alignment of value priorities.

In this respect, all described further in the XX century' scientific community global challenges are purely external nature, they even managed to become part of our everyday life. Global cataclysms are no longer afraid of mankind, as the illusion that a close study of the world's problems allows to locate and bring them under control in the near future. Noting the special situation of young people in today's world, I.M. Il'inskiy — the author of many scientific studies, devoted to this issue, said that if you associate each generation over time, it is obvious that the youth is the future [6]. Moreover, it makes sense to link the issues related to the resolution of the most serious global conflicts (for example, the question of dominance in the geopolitical interests) with a very attentive and consistent state policy for the youth of today [3, 5].

Since it is a new generation is a carrier of the new features in society that will dominate on a global scale in the near future. Karl Jaspers talked about this, thinking about the education of a new generation in relation to the fundamental transformation of the world. He strictly declares: "Everyone knows — those who will own the youth, will have the future" [10, 99]. It is this war for the younger generation is now and to being in the world. And really, what a reason to try to conquer the entire state, where people will not accept your ideology, which means that they will always resist to your power, while it's much easier and more reliable once to change the consciousness of a generation for whom belongs the future of the country and to quietly enjoy the results of this enslavement kind. Efforts to change the consciousness easily carried in the general crisis of society, but it can take advantage only as the state itself for that would raise a worthy change, thereby ensuring the development of their own national culture and economy and all who want to change the already established world order and impose their standards and rules of existence. In this regard, we can recall the words of Jaspers: "Under the conditions of the collapse the youth finds a value in itself. It's straightly waiting from youth just what has been lost in the world. It can feel itself as the source" [10, 100].

Summary and Conclusions. Thus, in today's world, the struggle for world domination is carried out in several ways and one of them is associated with youth. War will never be the same, it is conducted in the information space, primarily for the minds and attitudes of people, for the opportunity to manipulate public opinion and create the necessary public opinion [3]. Long before today's events Professor I.M. Il'inskiy drew attention to the fact that: "Global problems of humanity and the process of globalization have a youth dimension, the face of youth" [4, 39]. He also drew our attention to the fact that: "Society, to invest in young people (in its training, common life, culture, health, etc.), will invest their own progress" [5]. Infect specific aggressive youth ideas to fix its infantilism, immersed in a marginal environment, deprive it of moral support and liaison with national and cultural traditions of native

people, that's what the policy implications of globalization. Counter it is possible and necessary, since such a dangerous transformation of the Russian youth is still possible to pause, giving it a chance to spiritual survival. To do this more clearly designate new horizons for the development of our society, to place value priorities, give hope for the future and clearly set goals, actually waiting for this current younger generation of youth policy of the Russian state.

References:

1. Bauman Z. Tekuchaja sovremennost' [The fluid present] SPb: Piter, 2008. P. 240.
2. Gutova S.G. Problema deviantnogo povedeniya v molodezhnoj srede i ego profilaktika [The problem of deviant behavior among young people and its prevention] // Collection of scientific works SWorld. - Vol. 2. - Volume 21 - Odessa: Kuprienko 2013. P.58 – 63.
3. Ilyinsky I.M. Vyzovy XXI veka [Challenges of XXI century // Youth Russia in the face of global challenges at the turn of the century: Moscow - Moscow: Society, 2001. P. 16-26.
4. Ilyinsky I.M. Molodezh' v kontekste global'nyh processov razvitija mirovogo soobshhestva [Youth in the context of global processes of world development] // Youth and Society at the turn of the century. Moscow: Publishing House of the Institute of Youth Voice, 1999. P. 23-44.
5. Ilyinsky I.M. Molodezh' v processe razvitija [Youth in development] // Culture of Peace and Democracy. Moscow:, 1997. P. 187-200.
6. Ilyinsky I.M. Molodezh' kak budushhee Rossii v kategorijah vojny [Youth as the future of Russia in terms of war] // Knowledge. Understanding. Ability. 2005. № 3. P. 5-17.
7. Marmer E. What is prekariat? // NEUE ZEITEN LTC Media Verlag. Frankfurt am Main, Germany. NR.0 05 (071) 2009 [electronic resource] URL: / <http://neuezeiten.rusverlag.de/2009/07/24/chto-takoe-prekariat>. (Date accessed 02/20/2015)
8. Sytykh O.L. Rossijskoe obshchestvo v «polose» global'nyh peremen [Russian society in the "band" of global change] // Humanities vector. Series: Philosophy, Cultural Studies. 2014. № 2 (38). P. 58-63.
9. Fromm E. Flight from freedom. [Begstvo ot svobody] – Moscow: Astrel, 2011. -248 p.
10. Jaspers K., Bodriyyar Zh. The Phantom of the Crowd [Prizrak tolpy] – Moscow.: Algorithm, 2008 – 272 p.

J11508-030**Baranova O.V.****PERSONALIZATION AS THE MAIN COMPONENTS OF MODULAR TRAINING***Mykolayiv National Agrarian University, Mykolayiv, Paryzka Komuna 9, 54020*

Our country is an active participant of integration processes in higher education in European countries. Based on the principles of the Bologna Declaration, carried out the development and monitoring of higher education in Ukraine. In the context of the integration of higher education increased responsibility of higher education institutions by providing quality educational and research services. Therefore, you should make every effort to intensify the educational process, mastering advanced teaching methods, the use in the educational process methods and forms that are characteristic of European education.

One of the prerequisites for integration of higher education Ukraine to the European Higher Education Area is a change to the credit-module system of education. This system is a recognized European standard instrument for implementing mobility researchers, teachers and students. Modular training is considered one of the most modern and advanced technologies. It is intended to provide individualized educational programs and ways of learning, depending on the abilities, interests and educational needs of students.

The effectiveness of modular technology education proven experience of European and national institutions. It requires significant changes in the approach to the formation of learning content, structure and organization. This technology provides the ability to study individual variable part program for professional training, which is formed according to customer requirements, the interests of students will promote their self-development and prepare for life and profession.

In teaching science module teaching the subject of many studies both domestic (A. Aleksyuk, J. Balashov, V. Ryzhov, P. Yutsyavychene et al.). And foreign researchers (J. Rassel, M. Goldshmid, B Goldshmid et al.). The modular approach is seen as a natural result of the evolution of educational theory (N. Lavrentiev, M. Choshanov et al.). Designing the structure and content of education in a modular fashion with training experts examined in the works N. Borodina, N. Yerhanovoyi and others. The problems of transition from the traditional model of the educational process to the application of technology of modular training in terms of higher education institution analyzes G. Lavrentiev and N. Lavrentiev. Influence of modular training on mental processes underlying personality analyzes K. Vazina. The modular approach as effective learning system define J. Balashov and V. Ryzhov, building on the analysis of vocational training in developed countries. At the same time the development of modular training practices in higher education is far ahead of the construction of psychological and educational theory. To move pedagogical higher education system to the new quality requires further development of the theory of modular training, and with it – means scientific knowledge, forms and methods of complementary modular system that clearly meets the requirements of educational

theory today. Development of conceptual frameworks modular training under psychological and educational theory – an objective necessity today.

The objective of this article is to analyze the new paradigm of higher education, including modular technology training in psychological and pedagogical aspects.

Modular training – one of the modern and advanced technology, which provides a good individualized educational programs and ways of mastering depending on the abilities and interests of students. Modular training consists of individual modular programs and plug – with modular units. In the modular units are modular learning module elements allocated to form specific concepts, skills, skills, practical admission or several professional techniques, actions, operations, processes associated with each other. The modular unit consists of educational elements; these may include lectures, practical and laboratory classes, independent work under the guidance of a teacher, course work and projects, individual complex problems, consult [1, 4, 6, 7]. Modular technology realizes in practice the following principles and rules:

- a clear statement of purpose;
- integration of various types and forms of education;
- large-organization of learning material with recommendations and objectives in his study;
- mostly independent study of students learning material;
- management students using (sequences of tasks and stages of learning) and learning of algorithms; openness methodical system of teacher;
- choice of student learning, forms, place and pace of study material;
- creating conditions for successful learning of the learning process;
- ability to work based on individual methods study of educational material, their way of learning;
- substantial operational current control and evaluation of the results on the final control.

Structural-component structure of the educational process, which is organized on a modular technology, creates conditions not only individualization of learning, but also a higher level – personalization of learning. This individualization of learning is seen as part of the training that personalization as personalization is the realization of human aspirations to be a person. The concept of personalization offered in 80 years of the 20th century in the field of social psychology A. Petrovskym [2]. This theory – a new approach to understanding individual, whose origins in the work of L. Vygotsky and A. Leontieva sotsiogeneza consciousness, initiated a general psychological theory of activity [3]. Modular technology realizes the idea of personalized learning. Considering how personalization process by which the subject receives representation in the life of individuals and society can act as a person.

Personalize, is treated as a process by which the subject receives representation in the work of others and can act in public life as a person. This individual personality as it is made beyond the individual subject, the subject of updated links with others, joint activities with them. In our view, the theory of personalization fruitful in education, particularly in the training module. We have hypothesized that the

implementation of ideas personalized learning promotes the formation of professional identity, provides a mutually beneficial development of the individual in the community of students and teachers; increase creative potential as students and teachers. In implementing the training, personalization in modular technology we used was the principle of localization content of teaching material. The essence of this principle is that after a brief description of the program of study of discipline teacher, student at will choose questions for in-depth study, we localized question is called the question semester specialization. The result of the student on this issue estimated the number of points corresponding rating. The decision to work on the issue of specialization semester students have to take a certain period of time from the beginning of the study subjects. The information had students in which modules and training elements which will demand their material semester specialization. Besides oral report on one of the occupation, localized content issues presented to the student in writing as a learning design presentation of the selected issue. The student analyzes the presentation to a number of sources, including lecture. This situation forces the student's choice of critical concern to the content of the material. In turn, this fact puts the teacher in terms of the need for continuous improvement of its scientific and objective level. Maximum rating score is assigned to the works of the students in addition to a broad representation theory point connections with various elements of the subject under study and other academic disciplines [4]. This requirement modular program to introduce students to the study of individual channel system analysis theory study, which is considered as a subsystem of different systems (other subjects taught). These system components are represented super-system, as which in this case is the production process environment occupational functioning future professionals.

Work on the question semester specialization requires students to maximize independence and responsibility, and assumes the existence and development of his specific skills and abilities, including the ability to plan their training activities, including goal setting; the ability to use different sources of information (written, oral, computer), the ability to allocate the relevant factors, the basic idea to separate the important from the secondary; have the skills of presentation, quoting, systematization of educational material, information coding (drawing tables, charts, graphs). Experience in the standby module technology using the concept of personalizing learning shows that some students formed a fairly high level of local knowledge of the program of the course. Study subjects organized in a way that students are included in the educative activities. Level of education allows students to conduct local counseling other students (on the semester specialization), local assisting in lectures and workshops. In this activity students cautionary localized issues of specialization semester, but, nevertheless, the student already appears as the subject of local instructional activities.

A student in the educational process such prescribe exemplary status, which is linked with certain functions and duties requires a high level of training and responsible attitude to business. Status instructive creates ideal conditions for representation students about their characteristics, which makes enriching contributions to the development of their identity [5]. The variety of roles performed

by one student, researcher, assistant, consultant and behavior leading to successful socialization in the learning process. Status instructive not only orders, but must be made by the student. Students can not formally apply to the implementation of research because it expects assisting, advising on the specialization semester may receive additional points, which will significantly improve its rating. All of these students is difficult to ignore. Experience shows in each study group of 30 to 45% of the students are eager to learn and question semester specialization reach this positive result. Personalize Learning provides a high level of practical and theoretical training of both students and teachers. Sci-subject teacher level rises because local level student approaching him. Universal level of student increases due to the fact that his research into the semester specialization associated with other issues and discipline sections studied with other disciplines. In traditional education system is not expected specialization semester students because there are only two levels: the teacher and the general level of the student. At the level of teacher consistently and significantly above the level of the student. With modular training formed the third level – local level student approaching the level of the teacher in terms of traditional teaching. As a result of this approach, the level of teacher bound to be higher.

In this paper the implementation of training, personalization in modular technology used and the principle of localization content of teaching material. We obtained that a high level of scientific and objective training, appropriate local, is not every student enrolled, but only those who worked on issues semester specialization. However, in our view, this does not diminish the value of learning that personalization. In theory personalize argued that at a certain stage of social development of the individual as the individual quality system, serves as a special social value model for the implementation of individual activities of others. Thus, studies that personalization ensure the formation of students' ability to personalize, and that according to psychology, is a defining condition for their successful future career.

Bibliography:

1. Batyshev S. Module Learning. – M., 1997. – 255 p.
2. Petrovsky A. Questions of history and theory of psychology // Proceedings Favourites. – M., 1984. – 420 p.
3. Vygotsky L. Selected psychological studies. – M., 1956. – 432 p.
4. Choshanov M, Liseychikov O. The technique of modular training. – Krasnodar, 1989. – 123 p.
5. Asmolov A. Psychology of formation and development of personality. – Moscow, Moscow State University, 1984. – 360 p.
6. Yutsyavichene P. Theory and practice of modular training. – Kaunas, 1989. – 271 p.
7. Choshanov M. Flexible modular technology problem-modular training. –M., 1996. – 160 p.

Article sent: 24.03.2015

© Baranova O.V.

J11508-031

Volosova E.V., Bezgina J.A., Pashkova E.V., Shipulya A.N.
APPLICATION OF ICT IN TEACHING AND NATURAL SCIENCES

*Stavropol State Agrarian University,
Stavropol, Zootechnichesky 12, 355017*

This article discusses the possibility of using interactive forms in the learning process, which replaced the traditional methods of learning. This may be the multimedia lectures - presentations, computer technology, conducting many midterm control measures in the form of testing.

Keywords: binary lecture, multimedia lectures, computer technology in the learning process, electronic textbook.

In higher education institutions, a new generation program includes a variety of innovative technologies, the introduction of which into the learning process is an innovative step in the development of society. Each teacher has the ability to use in classes interactive equipment and technology, information and communication technologies (ICTs), digital educational resources (DER).

As part of the Mathematics and Natural Science Unit B 2 in the Stavropol State Agrarian University at the department of chemistry and plant protection academic subjects "Inorganic Chemistry", "Analytical Chemistry", "Organic Chemistry" are taught, in the process of learning which are constantly used various e-learning materials DER and ICT [11].

The process of learning disciplines "Inorganic Chemistry", "Analytical Chemistry", "Organic Chemistry" is aimed to the formation of the elements of all-cultural and professional competencies in accordance with FSES HPE in this area [1, 2].

As a result of studying chemistry course the student should be able to use the basic laws of natural sciences in professional work, to apply the methods of mathematical analysis and modeling theoretical and experimental research, to know the basics of the theory in the fundamental areas of chemistry and chemical experiment skills, basic synthetic and analytical methods in obtaining and examining chemicals and reactions, to apply the basic laws of chemistry in the discussion of the results, including the use of databases [3, 5].

The students of agro- biology profile at the Stavropol State Agrarian University begin to study the course "Inorganic Chemistry" in the first term. Further, depending on the curriculum for each profile or specialty, after detailed consideration of inorganic chemistry they study academic subjects "Analytical Chemistry" and "Organic Chemistry" [10].

In the study of the theoretical course it is provided lecture material in the form of presentation. Some sections of the theoretical course are studied using advanced self-study: students are given tasks to get acquainted with new material prior to its presentation in class. Some lectures are considered on problematic technology. [3, 9]. Before the next lecture, as a rule, the practice of "short tests" of the previous lecture material. This allows determining the degree of assimilation material presented earlier. For more detailed control of studying theoretical material students use test

methods, as well as traditional written and oral control activities (colloquiums, examinations).

During the laboratory hours students are encouraged to work in small groups: they are divided into smaller sub-groups - for 2-3 people.

A team of teachers from the department of chemistry and plant protection developed workbooks for practical and laboratory works, which include themes and topics of the curriculum and a set of training – research works with brief description of studied material and techniques for performance experiment.

Students in the classroom do exercises given in the Workbook with detailed analysis of the material being studied at the blackboard. During the laboratory practical classes on the basis of the data obtained in all experiments, each student fills in his workbook, which records the results of experiments, observation of the reactions of chemical processes, and if it needs produce the relevant calculations and results in graphic ratio. At the interview with the teacher the student gives the report of this lab and answer questions of the teacher [6, 7, 8, 13].

Due to the active introduction of interactive teaching methods by a team of the department of chemistry and plant protection the electronic textbooks were developed on disciplines "Analytical Chemistry" (certificate of state registration of the computer number 2013610399; 21.11.2012 Application of ECM. In the registry of the computer programs January 9, 2013) and "Inorganic chemistry" (certificate of state registration of the computer number 2013610800; 26.11.2012 application of ECM in the registry of the computer programs January 9, 2013), which include all the necessary material for independent work of students: a short course of lectures, laboratory practice, test questions off the discipline, the subject of essays, glossary, as well as a brief historical sketch of the famous scientists chemists [4, 5, 12].

Analysis of the problems and trends of higher education in preparing bachelors of agro-biology profile indicates the need for the application of new scientific and methodological approaches in teaching disciplines "Inorganic Chemistry", "Analytical Chemistry", "Organic Chemistry", such as the use of computer programs (electronic textbook of the subject), innovative teaching methods (lectures – visualization, binary lectures, informative lectures), holding many midterm forms of knowledge in the form of testing.

References:

1. Alenicheva E., Monastirev N. Electronic textbook (Problems of creation and quality assessment) // Higher education in Russia. - 2001.- № 1.- p.122.
2. Bezrukova N.P. Information and communication technologies in the lecture course discipline "Analytical Chemistry" // Chemical technology. - 2006. - №5.
3. Bezrukova N.P., Voronkov C.B. Education web- site in analytical chemistry. Certificate of registration of the industry in the development OFAP №6517. 2006.
4. Romanenko E.S., Dergunova E.V., Frantseva N.N., Volosova E.V., Gusakova E.S., Snhchan L.V. Electronic textbook on the subject "Analytical Chemistry" // Certificate of state registration of the computer number 2013610399; 21.11.2012

Application of ECM in the registry of the computer programs January 9, 2013.

5. Romanenko E.S., Dergunova E.V., Frantseva N.N., Volosova E.V., Gusakova E.S., Snhchan L.V. Electronic textbook on the subject "Inorganic Chemistry" // Certificate of state registration of the computer number 2013610800; 26.11.2012 Application of ECM in the registry of the computer programs January 9, 2013.

6. Bezgina Y.A., Volosova E.V., Pashkova E.V., Shipulya A.N., Frantseva N.N. Inorganic chemistry (workbook) // Stavropol: Publishing House "Paragraph", 2014 - 100 p.

7. Bezgina Y.A., Volosova E.V., Pashkova E.V., Shipulya A.N. Analytical Chemistry (workbook) // Stavropol: Publishing House of the "Paragraph", 2014 - 92.

8. Bezgina Y.A., Volosova E.V., Frantseva N.N., Pashkova E.V., Shipulya A.N. Organic chemistry (workbook) // Stavropol: Publishing House "Paragraph", 2014 - 104 p.

9. Chernitsova M.A., Bezgina Y.A., Pogarskaya N.V., Frantseva N.N., Volosova E.V. Non-standard training sessions as the driver of the evolution of the educational process // Modern problems of science and education. - 2013. - № 2; URL: www.science-education.ru/108-8664.

10. Romanenko E.S., Dergunova E.V., Frantseva N.N. Informatization of chemistry in higher education // Vestnik APC Stavropol. - 2012. - № 2 (6). - P. 8-10.

11. Volosova E.V., Bezgina Y.A. Introduction of innovative technologies in modern learning process // Proceedings of the International scientific and practical Internet - conference "Scientific research and their practical application, the current status and development - 2013" 01-12 October 2013 Odessa: "Kuprienko SV" 2013 - S. 66-69.

12. Volosova E.V., Bezgina Y.A., Pashkova E.V., Shipulya A.N. The use of ICT in the teaching of natural sciences // Proceedings of the International Scientific and Practical Internet - Conference "Modern directions of theoretical and practical researches-2014" 18-30 March 2014 Odessa: "Kuprienko SV" - 2014. - S. 41-45.

13. Volosova E.V., Bezgina Y.A., Pashkova E.V., Shipulya A.N. Innovative technologies in modern learning // Proceedings of Scientific Conference "Innovative technologies of modern education" - Stavropol, 2014 - P. 35-38.

J11508-032

Slatvinska O.A.

SIMULATION TECHNOLOGY AND GAME-BASED TEACHING OF SPECIAL SUBJECTS IN AGRICULTURAL VOCATION SCHOOLS

*Institute of Vocational Education NAPS Ukraine,
Kiev, Chapaevske shosse 98, 03045*

Slatvinska O.A.. Simulation technology and game-based teaching of special subjects in agricultural vocational schools.

Abstract. *Introduction to the educational process simulation-gaming forms and methods allow students to successfully learn special subjects in agricultural vocational schools, acquire the required skills and skills of communication, productive communication, teach focus in situations predict the results of his and others' communication. The use of new technologies in the educational process aims to shape future skilled workers strong interest in perception and assimilation of information on lessons need and desire to engage in dialogue, get emotional satisfaction from interaction with others; will provide an opportunity to acquire needed to further socio-life-creative communicative experience.*

Keywords. *Technology simulation-game, training roleplay, vocational schools, vocational education.*

Introduction

One of the major problems of modern vocational education is the search for effective ways and means of personal development of students of vocational schools (VET). The current educational process inherent in the prevalence of verbal methods of communication, underestimating the value of interactive communication, lack of interesting forms of training activities, etc. [6]. This problem contributes to the implementation of teaching practice playing techniques that are designed to increase participation of students. The purpose of vocational education - not just students mastering a certain amount of knowledge, education and active life, humanistic directed citizens of Ukraine who have in their life guided by national and international spiritual values. Achieving this goal is possible under conditions of formation of all activity levels, especially teenagers communicative activity, because the communication interaction between students as versatile aimed at the formation of future skilled agricultural worker [7].

Problem.

Primary among types of innovative training takes simulation-game. For the modern education system simulation games form important primarily because they significantly affect the volume and depth of conscious assimilation students of educational material, forming their innovative thinking, freedom of choice, needs and readiness for innovation.

Learning game - a system of interrelated elements that are components of the complex electoral involvement where relationship and mutual assistance become character components aimed at achieving the intended didactic result [10]. Learning game provides conditions for practicing teachers of all educational components activities.

The game - one of the most remarkable phenomena of life, activity seems useless, however, necessary, is sufficiently serious and difficult problem for science. The game is a natural activity of the child, it gets ample opportunity to identify personal activity, creativity, demonstrate your potential. It is in the child understands the game actually "I" serves as "other", changing its position on the individual child and specifically to the new position of the adult. In the process of communicating through curiosity, pleasure and delight the child seeks to assert themselves. In today's game VET teaching methods are used as a separate item, a small part of the lesson.

Analysis of current research.

Since ancient times, the phenomenon of the game attracted the attention of many researchers, such as famous psychologists of the twentieth century – L.S.Vygotsky, A.N. Leontiev, S.L.Rubinshteyna, D.B.Elkonin, V.V. Zenkovsky, A.V. Zaporozhets, and others. [2,3].

These scientists have developed a theoretical basis of the historical origins of the game, its social nature and psychological mechanisms. Fruitful thought about playing as a method of training and education of students of different ages found in the scientific legacy of outstanding teachers working in different historical and social conditions

P.F.Kapterev, M.I.Demkov, M.V.Klarin, A.S.Makarenko, V.A.Sukhomlynsky, K.D.Ushinsky, and others. [9]. They concluded that it exceptional value for the child and the need use in vocational school. Various researchers and thinkers countries acquire one theory to another game - K. Gross, Schiller, Herbert Spencer, C. Buhler, Freud and Piaget and others. Each of them seems to reflect a manifestation of the multifaceted phenomenon of play, and neither, apparently, does not cover its true essence. A considerable amount of research on this issue is related to various aspects of improving the efficiency and effectiveness of learning through certain types of games and their complexes (A. Verbitsky, A. Zhornik, A. Matyushkina, P. Pidkasystyy, S. Shmakov, O. Yankovska) ; the organization and conduct educational game reflected in the works of N. Akhmetov, L. flannel, P. Kolosov, Vladimir Platov, V. Semenov, Y. Hrutskoh and others, but the formation of active communicative position to play its rightful place [4.11, 12]. In ecology of environmental education and this works: D.N.Kavtoradze [7], V.F.Kapustina [8]. From the point of view of didactic training promising game that does not conflict with modern educational theory and can become a form of integrated education [5,13] . Theory of teaching methods presented in the national dydaktical concepts (Yu.N.Babanskiy, E.Ya.Holant , M.A.Danilov, I.I.Levina, .Ya.Lerner, M.Y.Mahmutov, M.N.Skatkin, T.I.Shamova, S.H.Shapovalenko).

Thus, simulation games as a method of active learning, going a long way, now is a leader in education vocational school. This method is experiencing a renaissance: the game is more effective VET, allowing time to save costs, costs for the experiment to simulate future independent professional activity, and develop creativity graduate vocational schools.

The aim of the article is illuminated with the idea of using simulation-gaming technology teaching of special subjects in agricultural vocational schools .

The main material. The introduction of VET teaching practice game methods designed to intensify educational activities of students. Not accidentally, learning game learning methods is an urgent problem in our time. The specific educational objectives of the lesson, contents, individual psychological individual student and their level of development, the game can be made with one student, group or whole class. In the application of game methods of teaching many students increased interest in teaching. These games sell better prepare students for practice, they produce stance, accustomed to collective forms of work. That game starts relaxed rapport between teacher and student. During the game the students made a habit focused, thoughtful work independently, developing attention, memory, thirst for knowledge. Satisfying their natural need for activity during the game boy "completes" the imagination is that it is not available in reality, delighted not notice that learns - learns new stores, oriented in different situations deepens previously acquired experience, compares the stock of ideas, concepts, develops imagination.

By playing teaching methods include: business games, didactic games, games, competitions. Modifications simulation game can be considered a blitz game, game-exercise, role, operating, simulation games, etc.

Several authors [5] notes that the business game is a simulation of selected aspects of the conflict, which is executed according to predetermined rules, raw data and methods. Educational business game itself is not a model, but a means of the model laid down in the structure of the business game.

Didactic game - something multifaceted, consisting of a number of structural elements. According L.P. Borzova, the main components of the game is didactic activities and convention. During academic activities understood form of active child's attitude to surrounding reality and the convention was seen as a sign of reflection of reality [5]. According to the author, not every activity in conventional situations are playing. The game can be didactic, if the course material or portion, it may form the basis of the content of the game, usually educational material is part of a conditional content, and develops - the content of the activity component.

The writings N.V. Kudykinoy, A.M. Mastyukovy, A.Sorokina, E.Udaltsov, O.P. Yankivskoy can identify the following elements method didactic play: didactic task, the task board, game action rules games and outcome [10].

Didactic games comprise a large number of species and subspecies and depending on features that were considered basic researchers, developed appropriate classification groups.

Analysis of the works of M. Boguslawska, A.K. Bondarenko, L.V. Lokhvytsky allow to identify the main features of the method of didactic games [15], namely:

- Activating - is to intensify the interest and attention of students to the subject of study.
- Developmental - Develop cognitive abilities, intelligence, imagination in adolescents.
- Communications - the essence is to build communication skills and interpersonal relationships.
- Integrative - based on the development of skills using interdisciplinary connections.

- Training - is to build new knowledge and skills.
- Final-generalization - is consolidation, systematization and generalization of knowledge and skills.
- Samokontrolyuyucha - the skills and self-esteem, promotes the development of self-esteem and skills of control over our own actions.
- Educational - emphasizes the specific formation of the personality traits, attitudes, beliefs.

Characteristic features of business games are: the problem, purpose, objectives; reduction of time; distribution and role-playing; availability situations are solved sequentially, several situations, several stages of the game; formation of independent decisions of students; a system of incentives; strictly obstacles; objective evaluation of the game; implementation.

Based on the general typology of business games, organize them on a number of grounds: purpose, broad thematic, making the degree of freedom, making the level of uncertainty, the nature of communication among participants, openness games, game tools and shape of her and others. The development of cognitive abilities of students incentives to creative processes of their activity, relieves fatigue and create a favorable atmosphere of learning activities, raise interest in the study of special subjects in vocational schools, including agricultural profile.

Role play is used to solve complex problems mastering new fastening material, cognitive activity of students in general education skills formation, development of creative abilities, formation of professional skills, education professionally important personality traits, increased motivation, training in communication skills and future skilled workers. An educational game is a way to manage teaching and learning activities for future farmers.

There are certain features of the business game that emphasize its relevance:

1. Using simulation game provides an opportunity to align the learning process for the real professional work through role modeling functions as a career.
2. The business game creates conditions for deep and complete assimilation spetspredmetiv based system using knowledge in the simultaneous solution of educational problems and simulated.
3. During the business game implemented various levels of intellectual activity of students, reproductive, heuristic, creative.
4. Role play recreates the actual processes of professional activity by running a role that contains a set of rules that determine how content and focus, character action game.
5. Role play is a two-dimensional work: on the one hand, the student performs the actual activities related to address specific learning tasks, on the other - this activity is conditional, allowing it to be free and relaxed. This is what provides the emotional appeal of the game for VET students.
6. Role play creates interest and emotional and value attitude to student learning and future careers.
7. Role play encourages the development of personal potential student, his self-realization and self-determination in situations gaming interaction.

8. Role play performs diagnostic function - allows the student identify creative and professional abilities to realize their potential.

The effectiveness of the business game in the professional formation of future professional performance and increase student learning vocational school largely depends on the methods and technologies of its implementation. Some scholars argue that the method of its development should be the only, regardless of whether the game is educational, research, management, simulation. Others believe that the standard methods of organizing and conducting games do not exist.

In developing the technology method of play is mostly allocated 3 stages:

1. The bold design elements game that should be a prerequisite deployment of gameplay; determining the sequence of development of these elements;
2. Development of recommendations on structural components of the game;
3. Identifying characteristics of play and elucidate the influence of the mastery learning material, learning and development skills.

There is a great diversity of approaches to determine the structure of the business game. This suggests that it acts as a dynamic process, creative which leaves no room formalism dictate the methodology and technology of its preparation and implementation. Methods simulation game based on the principles simulation-training game, activity, curiosity, collective, modeling feedback problematic, effectiveness, independence, consistency, competitiveness. These principles not only increase the didactic value of the game, allow the realization of its functions: training, developing and educates, but also helps to create pedagogical conditions positively affect the process of its occurrence and effectiveness in the professional development of students. Especially in developing technology business game is important to emphasize the following points: motivation, content, communication skills, initiative, consciousness, systematic, visibility, activity and independence of its members. These principles help provide social and psychological climate in classes, positive motivation and installation of removing psychological barriers to learning students teaching material, testing their professional activities, communicative culture, develop their independence, initiative and creativity. Pedagogically appropriate methodology and technology business games can mimic future professional activity, to analyze the effectiveness of decisions, thus creating the necessary conditions for the professional growth of future agronomists and livestock experts.

By business games can not be attributed acceptance of any new, emerging, and methods of teaching and learning any game: lessons such forms as concert lesson, lesson-examination and urok- competition urok- quiz imitation piznavalno-entertainment television in the classroom, not from not only the business game, but the technology of active learning. These methods and acceptance cognitive activity of students, revival learning through every possible game situations do not meet the characteristics and conditions which define active learning technology. In the quiz competition students can take part, may not approve, but remain a passive spectator . In active learning technology "forced activity" members stimulated conditions and rules under which a student or an active participant, hard thinking, or even eliminated from the process.

Advisable to conduct the business game method as "debate". This game has roles: "Speakers", "opponents." Thus the class will be divided into two groups. The teacher asks some questions of medium and high complexity. The first match speakers (talking to each other). They should as much as possible to answer the question. Problem opponents is to find defects in response negative, etc. or if the speakers could not answer the question - the answer to this question is given opponents. Then change roles. Ratings exposes teacher. The winner and the group that will take more points.

A simulation-gaming techniques can mimic a game form and implement action game using artificially-created educational future situations the professional activities of students [14].

In practice, the system uses the active learning model game studies: simulation, operational, role-playing, story, game-competition.

In simulation games during class simulates the activities of organizations, events, job specific people (environmentalist, agronomist, livestock, etc. Scenario simulation game contains plot developments description of the structure and purpose of simulated objects: a journey lesson, lesson-tour and more.

The operating games help out a specific implementation of specific operations (methods of conducting discussions, conferences, dispute). They are held in conditions that simulate the real situation (lesson investigation, trial lesson). Among the participants shared the role of mandatory content of, according to the problematic situation raised for discussion. These games appropriate to use these types of custom lessons, lesson-trip, tale lesson, lesson composition.

In modern vocational school play activity is used:

- as an independent technology for learning topics section concept;
- As part of a technology;
- As part of the individual parts of seminars (introduction, explanation, consolidation, control).

The implementation of educational communication, cooperation and co-creation in the "teacher - students" is provided by introduction into the educational process simulation games that involve particular social role of students (such as lesson - a press conference, lesson-court lesson like "Round Table" lesson - drafting the screenplay lesson - excursion into the past, lesson-travel etc.) as school organization, training and lessons in a form requiring mandatory cooperation of teachers and students, their joint activities based on the principles of sociability, easy communication, mutual etc., while the teacher can act as a trainer, judge, host.

Based on research H.E.Mayhner, who noted that people in the passive perception remember 10% read, 20% of what they heard and seen 30% and 50% of what he saw and heard, and if this is the perception of trainees stored in memory 80 % of what most talked and 90% of what did or create their own, it can be concluded that active learning methods dramatically improve memorizing material and facilitate its identification and subsequent targeted practical implementation [5]. Unlike traditional forms of education, implementation of the learning process of active methods allows you to build professional skills and active implementation of acquired knowledge, holistic model of self-content, thus shifting the center of the

significance of the transfer, processing and assimilation of information for independent creative activity.

CONCLUSIONS

Modern professional and technical education is focused on identifying personal independence. Implement a training simulation-gaming forms and methods allow future farmers to obtain the necessary theoretical knowledge regarding norms and rules of successful communication activities, to gain the required skills and productive skills of communication, focus in situations predict the results of his and others' communication. Thus, simulation games as a method of active learning, going a long way, now is a leader in education vocational school. This method is experiencing a renaissance: the game is more effective VET, allowing time to save costs, costs for the experiment to simulate future independent professional activity, and develop creativity graduate vocational schools.

REFERENCES

1. Active methods in learning of environmental education / Ed. D.N.Kavtaradze. - M.: MGU, 1982. - 91 p.
2. Vyhotsky /Game / LS Vyhotsky // Coll. Vol.: In 6 t. - Moscow: Pedagogika, 1984. - Vol 4. - P. 244-263.
3. Hydrovych et al. Business game "Activities agricultural enterprises in terms of agricultural production." / Hydrovych SR, Pereshyvkyn S.A., J.C Tolordava // Materials 7th between school-seminar on active methods of teaching. - M., 1985. - Vol. 5. - P. 16 - 17.
4. Zhornyk. The Use of didactic games in teaching / Elena Zhornik // Mother School. - 2000. - № 4. - P. 63-64.
5. Zmiyivska K.V. Educational business game in the organization of independent work of students of pedagogical universities // Specialty - 13. 00.01 - general pedagogy, history of pedagogy and education. Thesis for the degree of Candidate of Pedagogical Sciences // Электронный ресурс: <http://gen.lib.rus.ec/get>
6. Use of business game in the process of teaching students of vocation schools // (Matt. Rec.) - M., 1987. - 46 p.
7. Kavtaradze D. Simulation games in ecologically education / D. Kavtaradze // biology in school. - 1990. - № 3. - P. 46-50.
8. Kapustyn V.F. Other special ecological business game // Methodical recommendations on development and business game. - M., 1984. - v.3. - P. 4 - 10.
9. Klaryn M.V. Game in studying process / MV Klaryn // Sovetskaya pedagogica. - 1985. - № 6. - P. 57-61.
10. Kudykina N. A retrospective look at the formation of the modern model of play / Hope Kudykina // path of education. - 2003. - № 1. - P. 46-50.
11. Pydkasysty P.I, Haydar Z.H.S. Technology games in learning and development: Ouch. posobyе / Univ. ped. Univ. - M.: Ross. ped. Agency, 1996. - 268 p.
12. Pometun O.I. Current lesson. Interactive learning technologies, scientific-method. manual / O.I.Pometun, L.V.Pyrozhenko. - K: A.S.K. Publishing, 2004. - 192 p.

13. Syroezhyn I.M., Verbytsky A.A. Method of development and using business game as forms of learning active students. M .: NII HS, 1981. - 36 p.

14. Traynev V.A. Business game in studying process. - M .: Prometheus, 2002. - 345 p.

15. D. Scherbyna. Contents active communication student position, its structural components, criteria and levels / Darius Scherbyna // Youth and market. - Drobobych: DDPU Ivan Franko, 2008. - № 11 (46). - P. 117-120.

Article sent:

13/03/2015

J11508-033**Bogdanova S.V.****THE CONDITIONS CREATION AND EXPANSION OF EDUCATIONAL ENVIRONMENT BASED ON COMPUTER TECHNOLOGIES***Stavropol State Agrarian University, Stavropol, Zootechnic 12, 355017*

In the context of education reform in Russia particularly relevant is the problem of the development and implementation of new technologies of teaching students. Prioritize research in this direction is due to the fact that there was a need to adapt the principles of classical or traditional didactics to the requirements of the modern information society, make them more the operational and instrumental.

The information society is characterized by a high level of development of information technology, the availability of information resources, the ability to access necessary information, automation of all branches of production and management, relevant significant changes in social structures, in this connection, the scope of information of human activity is expanding.

In the last few decades, many of the problems discussed the application of information technology in the educational system: the psychological aspects of computer training (L.P. Guriev, A.V. Petrovsky, D.C. Tikhomirov et al); training of teachers and other professionals to work in the teaching of computer media (A.M. Korotkov, E.A. Loktyushina, N.V. Hidyakova, A.V. Shtirov); teaching the basics of using information technology in-service teacher training (G.P. Chepureenko), the optimal organization of the work of a teacher with a computer (I.A. Alekhine, A. Dicks, M.A. Gavrilov, L.I. Doliner, T.V. Dobudko, T.A. Marina et al).

At the same time one of the most pressing issues with respect to information on the basis of modern information and communication technologies continues to be in vocational education.

Vocational education today is recognized as a new component of human culture and a mechanism, whose use throughout life provides a real opportunity for professional, creative self-realization in a rapidly changing world. In a competitive labor market significantly increases the value of professionalism, qualifications, performance and health. That level of general professional and technical culture determines the development of a modern economy. Ensure faster growth of professional development in relation to the technical and technological component of education - a requirement of time. The pace of development of information society will largely depend on the effectiveness of education students. Social change, causing the need for new approaches to education students have strong tendencies inherent in the entire world community. The most significant of them [2]:

- the establishment of computer information society;
- the rapid aging of knowledge, shortening their suitability for the professional and the whole spectrum of activity-related skills;
- change the requirements for social and professional mobility of the person;
- focus on the human understanding of global and regional problems of the modern world.

The willingness of society to these global changes to a large extent determined

by the level of development of technologies and systems of education students, focusing on personal development and creativity.

The development of the ability to competently use the information students should be considered as part of the educational process as a whole. Knowledge and intellectual potential today considered as a major strategic resource for society, and its driving force is the information technology and knowledge processing. Every member of society should be allowed to satisfy the need for knowledge in various social institutions.

Like any technology, information technology education involves the technological application of computer technology and other communication and technical means. It includes a definite system of media, technical means of its representation, processing, transmission, etc., methods of their interaction, professionals and a set of specific methods of organization of work.

In terms of content information technology training can be seen as an area of didactics, is engaged in the study of organized process of teaching and learning, which are used means of informatization of education.

The advent of the computer accompanied by active development of software. Computer programs, unlike books or lectures, have the activity, operational character.

As practice shows, the cost of hardware is a smaller part of the costs of creating educational environment for the creation of exceptional significance which is provision of information, that is, access to material information carriers, as well as skills formedness information: knowledge of search methods, storage, processing, presentation, organize, analyze, evaluate information and other.

To solve the problem of creating information educational environment based on computer technology, you will be able to fully communicate using telecommunications with other students, teachers, specialists in a particular field of knowledge. It is important to learn how to properly and effectively use computers, modems, phone lines and other means of communication. Information environment provides only the possibility of the necessary information in the process of appropriation of knowledge. The ability to receive information and convert it produced in the course of training. Mastering the tools of information technology requires not theoretical or engineering study of computer technology, and the ability of each member of the educational process to use it as a tool for educational and professional activities.

Further search for ways to improve the effectiveness of education is associated with the formation of the new information environment of educational institution, has a huge impact on the development and the social development of all participants in the educational process. Evaluating the effectiveness of teaching methods with the use of information technology can be given only on the basis of a comparison with the so-called traditional forms of learning. Comparative characteristics of these forms of learning can be represented as follows:

Traditional forms of learning	Learning with the use of IT tools
lectures	Electronic textbooks, teaching materials for educational sites
Seminars, practical and laboratory	Teaching and instructional materials

classes	in the form of educational computer programs, career-oriented teaching packages
Current, landmark and final control, rating, participate in creative competitions	Computer testing using interactive multimedia programs
Participation in conferences and symposia	Participation in conferences, publishing in professional sites on the Internet
Additional forms of training	Distance education services in the Internet
Individual forms of learning	Educational interactive software systems in electronic format
Training to professional development	Self-test, self-control

Analysis of the table shows that each of these traditional forms of education in the process can be completed by means of information technologies, combining them into a single technology training to a new level.

An in-depth study of selected aspects of the theory with the use of traditionally accepted forms of theoretical seminars at various levels, conferences, symposia, etc. complemented by participation in teleconferences held via communication networks, including the world through the Internet. Thematic conferences held within the framework of the global computer network, disproportionately increase the possibility of communication specialists single profile and allows you to receive the latest information in a short time. The same applies to the practical exercises using computers. Intelligent tutoring programs provide the opportunity to present educational situation in virtual form, which makes learning task almost real. In addition, the use of software packages - such as MATHCAD, MATHLAB et al., Allows students to easily solve mathematical and applied problems of any complexity [3].

Education for the purpose of professional development can be effectively organized on the basis of application of intelligent testing programs that allow you to completely generate the response to the question posed at the required intellectual level.

Examined the possibilities of computer technology, which is constantly expanding, and no one can predict exactly what heights it reaches tomorrow. But today we can conclude that the use of IT contributes to the formation of positive motivation training and expanding its borders, while making the process of learning more intuitive, fun and effective.

Was obtained by a comparative analysis of traditional technologies with information that allows us to conclude the following - IT contribute to:

- disclosure of intellectual abilities of the individual;
- individualization of the learning process;
- diagnosis and self-diagnosis of competencies based on the use of test

programs;

- broad access to reference, bibliographic, archival and other materials;
- development and use of a virtual learning social and professional space;
- monitoring of professional status using local and global networks, including the global information network Internet;
- communicative in a professional environment at the micro and macro levels, including teleconferences and publications in the Internet.

References:

1. Ermakova A.N. The use of innovative teaching methods in the educational work with the students of master / In: Innovative mechanisms for effective education. Stavropol, 2014. pp 103-107.
2. Savchenko V.V., Popova M.V. The main uses of information technology in modern educational process / Science. Innovation. Technology. 2012. № 2. pp. 168-174.
3. Shlaev D.V., Yurina M.S. Information Technology in Education / In: Simulation of manufacturing processes and the development of information systems. 2012. pp 116-118.

Article sent : 14.03.2015

©Bogdanova S.V.

J11508-034

Lyalchuk G. D.

TRUDOVA MIGRATION: REASONS AND CONSEQUENCES

*Institute of social and political psychology of NAPN of Ukraine,
Kyiv (Ukraine), Andriivska, 15, 04070*

Abstract. *The analysis of reasons of labour migration and her influence are presented on functioning of family.*

Key words: *labour migration, family of migrant workers, children of migrant workers.*

The family is the smallest unit of society, constantly feeling the changes taking place in society and itself affects the development of social, economic and political spheres of the country. The formation, formation and development of modern Ukrainian family is in a complex and controversial circumstances, against which there is deterioration of physical and mental health of people, increase aggression, inability to solve problems and conflicts that arise in their life's journey. Today the family is faced with a number of problems that lead to the crisis of the family. One reason for the crisis of the family determine labor migration.

The study of family functioning in times of crisis and transformation of society engaged N. Aristova, E. Achildiyevoyi, M. Dubnyk, T. Haynal, N. Gapon, I. Gorshkov, I. Shurygina and others. Attempts to construct ambivalence study made N. Anufrieva, G. Chuyko, A. Hurchakom, E. Golovakha, I. Lusum, N. Panin, T. Zielinski processes of acculturation and inculturation - M. Bennett, John. Berry, R. Brislin, S. Bochner, D. Matsumoto, M. Mead, N. Khrustaleva, L. Shayherova et al.

The issue of labor migration from Ukraine abroad is a problem state level. Theme Ukrainian workers actively discussed in the media, attracting the attention of society. The problem of working abroad through permeates all interfamilial relationships in families of migrant workers and directly affects all family members. As a result, there was a special kind of marriage - distant family.

Thoughts on the stability of distant families opposite, and it is not surprising, because the family is largely nominal, since most of the time the couple does not live together. Some believe that the very specificity of these families makes them unstable: it is much more dangerous adultery and family breakdown on that basis; children see an example of the absence of one parent - family consists pattern of this type. For others, like family - one of the strongest and most stable families (the fact that these families long kept fresh feelings, because they are constantly renewed periodic separation). However, they both recognize the existence of problems with the development and education of children.

In addition to the negative impact on children, prolonged absence of a spouse in distant families have their impact on married life most workers.

To find out what makes people leave to work abroad, conducted a survey of experts. Expert survey covered 28 people: social pedagogues, psychologists, staff services for children, the center of social services for children, families and young people. Experts believe the key socio-psychological causes of migration are: a difficult financial situation, low material level, lack of money for basic needs of the

family, children's education – 75,0 %; lack of work – 50,0 %; inability to realize – 10,7 %; low splachuvanist work – 39,3 %; unfortunate personal life (hope that it will improve abroad) – 7,1 %; the desire to provide their children a carefree future of education – 4,3 %.

In addition, experts point to factors such as psychological desire to search for something new, low orderliness of state in between the legislative and executive powers, failure of laws and human rights instability life inadequacy time material prosperity, insecurity, a sense of social insecurity, confusion, family quarrels, the inability to see the situation from the outside, illness of a loved one, the family welfare people see through material wealth, inability to bridge the psychological feeling of instability in life, constant feeling of depression, stress.

As you can see, the main factors still state level, the inability of the state to provide the population level appropriate material abundance, although it live all Ukrainian, but not all leave. That is the main factor still remains the willingness of people to go to work. What has changed in people's minds, as previously migrants do not leave minors (even during the war), and now leave and go to work?

Changed values nowadays wealth dominate the spiritual, family values. So say 39,3 % of experts. 10,7 % of experts suggest that people think if you go to be as much as others. The desire to live and be financially independent encourages Ukrainian migrant workers make 17,7 %. Experts also suggest that changes in the Ukrainian perception of reality, an important factor is the desire that was not worse than the neighbor, the dominant opinion «end justifies the means» desire to escape from problems. And a willingness to replenish the bench does not include migrant workers going abroad. To do this, family members should also be provided for travel - people who can be trusted with their children. And while all this all depends on the person who decided on labor migration. Focus on Western standards, the dominance of property and wealth of the family, spiritual values, depreciation family leads to the fact that migrant workers leave their children and going to work.

In a survey of experts only 25,0 % kept family ties, relationships in families of migrant workers, 21,4 % indicate that there are always saved and 14,3 % indicate that the fall. 10,7 % of experts say that if earnings husband and wife go together, the family remains.

Families break up workers that lost emotional bond distance affects what people are strangers, no longer trust each other (39,3 %); changing attitudes to family life, parenting, through lack of long-term interests and views change (57,2 %). The reasons for the collapse of the families of migrant workers can be attributed to the fact people have seen better life abroad and do not want to go back or find your destiny in another state. Sometimes migrant workers only accelerates the breakdown of the family, who had to break up with the times here.

Guilty of disintegrating families Ukrainian workers are primarily state and public policy - so say 85,7 % of experts; Media focus on western standard – 3,6 %; loss of spiritual values, despair, pessimism – 3,6 %. 32,1 % of experts blame the migrants themselves. They also point out that not all of these moral stand trial, the family looking for easy ways out of this situation.

In the analysis of expert real life stories of strangers their families workers can be seen that 82,1 % of families were friendly, friendly relations, in 10,7% of family history of quarrels, conflicts at the household level.

In 78,6 % of migrant workers endeavoring to normal, the average family in 25% of cases prosperous, beautiful, model family. we can conclude that there is always a difficult financial situation, lack of money for essentials is the primary cause of migration.

Go mostly to Italy - 50%, USA – 14,3 %, Portugal – 10,7 %, England – 10,7 %, Spain, Czech Republic, France, Russia.

53,6 % of workers left their children in foster grandparents in 32,1 % of children with mother left his father, indicating that a higher percentage of migrant workers still women, mothers, 10,7 % of the aunt, 10,7 % - with her mother.

An example of real life stories makes it possible to say that 32,2 % of families disintegrated workers, only 17,9 % of families are reunited in Ukraine and live happily, 14,3 % of families are reunited in a foreign country, taking children to their for permanent residence, 39,3% of families and are migrant workers.

References:

1. Blinova O.E. labor migration in Ukraine socio-psychological dimension: monograph / O.E. Blinova. - Kherson: turnip, 2011. - 486 p.

2. H. Wenger phenomenon distant family / H. Wenger // Ukrainian scientific journal «Education in the region» - 2013. - № 2 - P. 196-200.

3. Hnybidenko I.I. Problems of labor migration in Ukraine and Solutions / I.I. Hnybidenko // Ukraine's economy. - 2001. - № 4. - P. 19-22.

4. Kiselev O.I. Labour migration: the nature and causes [Text] / O.I. Kiselev, A.A. Kedik // Scientific Bulletin of the Uzhgorod National University. Series: Right. - 2013. - № 21 (part 1). - P. 60-63.

Supervisor: Doctor of Pedagogical Sciences, Professor. Lishchynska O.A.

Article sent: 15.04.2015r.

© Lyalchuk G.D.

CONTENTS

<i>J11508-001 Bazhan S. P.</i> PROBLEMS OF PRACTICAL TRAINING OF STUDENTS OF TECHNICAL SPECIALTIES IN TERMS OF EDUCATIONAL-SCIENTIFIC-PRODUCTION COMPLEX.....	3
<i>J11508-002 Chernova E.V, Dokolin A.S.</i> PROJECT METHOD IN THE PREVENTION OF YOUTH INVOLVEMENT IN CYBER EXTREMISM ACTIVITY.....	25
<i>J11508-003 Stompel G. A.</i> THESAURUS-BASED JUXTAPOSITION IN COMPARATIVE POSTGRADUATE EDUCATION METHODOLOGY.....	31
<i>J11508-004 Gilev G.A., Maximov N.E., Shchepelev A.A.</i> METHODOLOGICAL BASES OF DEVELOPMENT OF THE SPECIAL ENDURANCE OF SPORTSMEN IN AT RUN ON MIDDLE DISTANCES.....	49
<i>J11508-006 Ziambetov V. Yu.</i> POTENTIAL OF PHYSICAL TRAINING IN FORMATION OF AESTHETIC CULTURE OF THE PERSONALITY.....	62
<i>J11508-007 Chopyk Yu.S.</i> IMPACT OF FOREIGN REFORMED PEDAGOGY ON THE DEVELOPMENT OF UKRAINIAN PEDAGOGICAL THOUGHT: RECEPTION OF CONTEMPORARY SCIENCE.....	74
<i>J11508-008 Bazhan S.P.</i> PROBLEMS OF LEGAL SUPPORT OF PRACTICAL TRAINING OF JUNIOR SPECIALISTS OF TECHNICAL SPECIALTIES IN COLLEGES AND TECHNICAL SCHOOLS OF UKRAINE.....	79
<i>J11508-009 Nataly V. Tchigirinskaya</i> METHODOLOGICAL PRINCIPLES OF THE FORMATION THE CONTENT OF INNOVATIVE TECHNICAL EDUCATION BASING ON THE ENGINEER'S ECONOMICAL FUNCTIONS.....	84
<i>J11508-010 Shestakova L.G.</i> THE HISTORY OF MATHEMATICS AS A TOOL OF FORMING THE NONLINEAR THINKING STYLE (ON THE BASIS OF SCHOOL COURSE).....	88
<i>J11508-011 Nataly V. Tchigirinskaya, Marina I. Andreeva</i> DEVELOPMENT OF THE CREATIVE POTENTIAL OF THE STUDENT OF AN TECHNICAL UNIVERSITY AT THE BASIS OF AN INTERACTIVE APPROACH.....	92
<i>J11508-012 Kornilova E.A.</i> PREPARATION LESSON IN THE IMPLEMENTATION FEDERAL STATE EDUCATIONAL STANDARD OF GENERAL EDUCATION.....	96
<i>J11508-013 Gladysheva O.V.</i> PRINCIPLES OF ORGANIZATION OF THE PROFESSIONAL SELF-IMPROVEMENT SYSTEM OF FUTURE MECHNICAL ENGINEERS.....	99

<i>J11508-014 Odyuchenko L.K.</i> THE ROLE OF DIDACTIC GAMES IN TEACHING GEOGRAPHY AT SPECIAL SCHOOLS.....	103
<i>J11508-015 Dmytriyeva I.V.</i> DEVELOPMENT OF CONNECTED SPEECH OF SENIOR PUPILS OF SPECIAL SCHOOL.....	107
<i>J11508-016 Lebedeva L.A.</i> FEATURES IDEA OF THE IDEALS OF THE PERSON IN PRIMARY SCHOOL CHILDREN AND MORDOVIA RUSSIAN NATIONALITY.....	111
<i>J11508-017 Cherepehina O.A.</i> SYSTEMATIC APPROACH TO THE FORMATION OF PROFESSIONALISM FUTURE PSYCHOLOGISTS IN UNIVERSITIES.....	114
<i>J11508-018 Mikhaleva A.B., Dyakonova N.A., Ivanova N.A.</i> PSYCHOLOGY OF AGGRESSIVE BEHAVIOUR AND WILL.....	120
<i>J11508-019 Tagirov V.K., Naseykina L.F.</i> INCREASE OF EFFICIENCY OF TRAINING OF FUTURE EXPERTS OF THE SPHERE OF IT SERVICES IN THE CONDITIONS OF TRANSITION TO NEW PROFESSIONAL STANDARDS.....	125
<i>J11508-020 Melnikov A.Y., Nechvoloda L.V., Goreslavets A.N.</i> APPLICATION OF CLOUD COMPUTING WHILE WORKING WITH STUDENTS OF CORRESPONDENCE COURSES.....	129
<i>J11508-021 Makarova I.V., Khabibullin R.G., Bagateeva A.O., Belyaev E.I.</i> COOPERATION OF BUSINESS AND UNIVERSITY IN THE SPECIALISTS' TRAINING FOR THE GREEN ECONOMY.....	132
<i>J11508-022 Bogdanova S.V., Ermakova A.N.</i> BUSINESS GAME AS A FEATURE OF INTERACTIVE TECHNOLOGIES.....	139
<i>J11508-023 Demareva V.A., Polevaya S.A., Sineokova T.N., Bakhchina A.V.</i> EVALUATION OF SUBJECTIVE DIFFICULTY OF MONOLOGUE AND DIALOGUE AS TWO KINDS OF TASKS AT THE WORKSHOP OF ENGLISH LANGUAGE.....	143
<i>J11508-024 Bilavych H.V., Stambulska T.I., Lysechko T.R.</i> THEORETICAL FOUNDATIONS OF LANGUAGE CULTURE CREATION FOR FUTURE PRIMARY SCHOOL TEACHER PROVIDED DIALECT ENVIRONMENT.....	147
<i>J11508-025 Eremina V. V., Eremina O. S.</i> PREPARING FOREIGN STUDENTS FOR STUDYING IN RUSSIAN UNIVERSITIES: ACADEMIC LANGUAGE.....	150
<i>J11508-026 Polenova A.Y.</i> TEACHING ENGLISH TO UNDERGRADUATES MAJORING IN ECONOMICS AT THE TERTIARY LEVEL: CURRENT SITUATION, APPLICATION AND EXPECTATION.....	154

<i>J11508-027 Bogoslavets T.P.</i> DEVELOPMENT OF MENTAL PROCESSES AS A CONDITION OF FORMATION OF MOTIVATION OF EDUCATIONAL ACTIVITY OF PRIMARY SCHOOL CHILDREN.....	161
<i>J11508-028 Romanyuk E. S., Filimonova N. J.</i> IMAGE OF THE TEACHER OF THE RUSSIAN LANGUAGE AS A FOREIGN ONE.....	165
<i>J11508-029 Gutova S.G.</i> THE YOUTH AND THE GLOBAL CHALLENGES OF OUR TIME.....	169
<i>J11508-030 Baranova O.V.</i> PERSONALIZATION AS THE MAIN COMPONENTS OF MODULAR TRAINING.....	174
<i>J11508-031 Volosova E.V., Bezgina J.A., Pashkova E.V., Shipulya A.N.</i> APPLICATION OF ICT IN TEACHING AND NATURAL SCIENCES.....	178
<i>J11508-032 Slatvinska O.A.</i> SIMULATION TECHNOLOGY AND GAME-BASED TEACHING OF SPECIAL SUBJECTS IN AGRICULTURAL VOCATION SCHOOLS.....	181
<i>J11508-033 Bogdanova S.V.</i> THE CONDITIONS CREATION AND EXPANSION OF EDUCATIONAL ENVIRONMENT BASED ON COMPUTER TECHNOLOGIES.....	189
<i>J11508-034 Lyalchuk G. D.</i> TRUDOVA MIGRATION: REASONS AND CONSEQUENCES.....	193