



International periodic scientific journal

—*ONLINE*

www.sworldjournal.com

SWORLD Journal

ISSN 2227-6920

Pedagogy, Psychology and Sociology

Volume J21508 (9)

November 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.J21508 (9) (Scientific world, Ivanovo, 2015) – URL: <http://www.sworldjournal.com/e-journal/j21508.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.

J21508-001**Marina Petrenko****SPIRITUALITY AS A DEVELOPMENT STRATEGY OF THE
TEACHERS' AND STUDENTS' PROFESSIONAL CONSCIOUSNESSES IN
THE MODERN WORLD***South Federal University, Rostov-na-Donu, Russia*

Educational and professional questions of consciousness' development are the most complicated ones in pedagogics, in the context of spirituality. Consciousness is a complex individual formation combining the cognitive, behavioral and affective spheres. Spirituality is primarily manifested in the attitude of being able and willing to cross the border of possessive egoistic interests. Spirituality accepts the breadth and the depth of consciousness as given. It discovers the importance of an anthropological question of meeting with another consciousness. It discovers the diversity of phenomena in the world and tries to understand their meanings, viewing them through a prism of such values as conscience, shame, duty, responsibility, compassion, love, beauty, generosity of thought, wisdom and mercy.

In this sense, the interactive approach, the developer of which is the author of this research, can become fundamental [1]. From the position of interactive approach, the key figure in education is teacher as a human having a highly coherent, controllable, psychical, educational territory or zone, which consists of experience, knowledge, correct behavior, charisma and a certain kind of spirituality. Teachers transmit their energy, which helps students to achieve goals.

Kindness and love of teachers produce a positive emotional effect. Students' gratitude for that leads to an emotional experience in the very deep of their hearts causing respect and intensive feedback. Love does not contain its usual meaning of wishing happiness and experience of passion. Love in educational process is a warm-hearted feeling appearing with a calm joyful experience of students, and it is based on inspiration and respect. In addition, the mutual mental activity and the motivation to experience a spiritual rise make students and teachers open up for inspirational challenges. Those natural warmth and acceptance, if teachers radiate them, create a stable positive attitude to the world and oneself. Such mindset is based on a complex of positive approaches and qualities, which give rise to a stable confidence in the advantages of positive behavior. This often "implicit knowledge" [2] is transmitted from teachers to students at the level of the direct demonstration of professional activity or at the level of social relay races (transmission of experience from one generation to another), therefore, in education - at the level of pedagogical interaction.

The condition for a successful functioning in a group in the process of pedagogical interaction is the "alive knowledge" [3], the general intellectual skills and the creative activity, which form the foundation of the joint work, the spiritual character of which is obligatory for the development of the students' and teachers' consciousnesses.

References:

1. Petrenko, M.A. Theory of pedagogical interaction. Monograph, publishing house of IPO PI SFEDU, Rostov-na-Donu, 2009, p. 168.
2. Polanyi, Michael. Personal knowledge: On the way to post-critical philosophy. M., 1985.
3. Frank, S.L. Alive knowledge. Berlin: Obelisk, 1923.

J21508-002

Semenovskikh T.V.

**COPING- STRATEGIES AND INTERNET ADDICTION
DISORDER ONLINE PLAYERS**

Tyumen State University, Russia, Tyumen

Computer technologies are the most attractive to people because the Internet provides users with many unique features: anonymity, accessibility, comfort, safety environment, alternative reality. It gives them an opportunity to avoid and deny the problems that exist in the surrounding reality. The study of selected topics related to the fact that the problem of Internet addiction exists and influences the choice of coping strategies (behavior aimed at overcoming the difficulties of life) of the user of the Internet.

The many foreign studies [I. Golberg [3], J. Kandell [4] and others] indicate, that Internet addiction gives negatively affects to the social and physical spheres of human life, they also equate it to alcohol or drug addiction. However, John Grohol [1], believes that this phenomenon is not capable of causing addiction.

We present some of the author's definitions of "Internet addiction" in Table 1, it will help us to stay at one of the interpretations of the term and refer to it for further study.

Table 1

The author's definitions of "Internet addiction"

Author	Interpretation of the term "Internet addiction"
Ivan Golberg – American psychiatrist and psychopharmacology, the founder of "Depression Central" in New York.	I-A is pathological computer use, which negatively affects the everyday, educational, social, work, family, financial or psychological spheres of activity[3].
Kimberly S. Young – The Doctor, Professor University of Pittsburgh, founder of the Center for people suffering from Internet addiction.	I-A is a wide term for a large number of behavior problems and control over inclinations [5].
J. Kandell – Assistant Director, Counseling Center Head of Counseling Service University of Maryland, College Park	I-A is a pathological dependence on the Internet is connection with a form of activity in the network [4].
John Grohol – doctor, founder of the Web Site Psychology Help	I-A is the stage of development of information technologies and, in particular the Internet [1].
Alex S. Hall, Jeffrey Parsons	I-A is a disorder associated with inappropriate use of the Internet, which can harm cognitive, behavioral and affective spheres [2].

After analyzing of the various interpretations the term "Internet addiction" we still incline to the definition of I. Goldberg.

Going over on the Internet according to a coping behavior, it should be noted that the first time term "coping" was used by L. Murphy in 1962. Now a coping strategy is a behavior aimed at overcoming life problems.

There is one of the main criteria that determine coping strategies – successful or unsuccessful in psychology. Successful coping – using a constructive strategy that lead to solving the problem: search for social support, self-control, planning, solving the problem, accepting responsibility, positive reevaluation of the situation. Unsuccessful coping – used by non-constructive strategy that leads to solving the problem: distancing, escape-avoidance, confrontation, avoidance of responsibility.

Thus, revealing the basic concepts important accents apart, we have determined the purpose, object and the subject of our research.

The purpose of study: to identify the types of coping-strategies and to correlate them with the levels of Internet addiction players "Travian".

Object of study: coping-strategies of addicted Internet users.

Subject of study: establish the relationship between Internet addiction and used coping-strategies of player "Travian".

Hypothesis of the study:

1. For users with low levels of Internet-addiction dominates strategy of planning solution;
2. For users with high levels of Internet-addiction dominates strategy of avoidance of responsibility.

The empirical base of research: the Internet, testing affordable online communication programs: Skype, ICQ, QIP, Miranda, and others. Were interviewed 10 people (players "Travian"), age of the subjects did not higher than 30 years.

With the examinees were held next complementary diagnostic methods in ascertaining experiment: test R. Lazarus, adapted by T.L. Krukova, E. Kuftyak, M.S. Zamyshlyeva; Internet addiction questionnaire developed by K. Young, and adapted by V.A. Loskutov, internet addiction test by S.A. Kulakov. The results received by questionnaire K. Yang and S.A. Kulakov test made it possible to identify the next levels of Internet addiction: low (30,0%), medium (50,0%), high (20,0%).

The next step in our study was the holding test of coping-strategies by R. Lazarus to identify the types of coping-strategies and correlate them with the levels of Internet-addiction. Results showed that examinees with low levels of internet addiction (30,0%) use the successful types of coping strategies, such as search for social support (40,0%) and scheduling problems (60,0%), medium – search for social support (20,0%), self-control (40,0%), planning solution (40,0%), high-use types of unsuccessful coping strategies – escape-avoidance (100,0%).

Obtained results have allowed that our hypothesis was confirmed.

Literature:

1. Grohol J. Too much time online: Internet addiction or healthy social interactions? // CyberPsychol. Behavior. – 1999. – Vol.2. – №5. – P. 395-401.
2. Hall A., Parsons J. Internet Addiction: Student case study using best practices

in cognitive behavior therapy // *Journal of Mental Health Counseling*. – 2001. – Vol 23. – №4. – P. 312-327.

3. Goldberg I. Internet addiction disorder // *CyberPsychol. Behavior*. – 1996. – Vol 3. – №4. – P. 403-412.

4. Kandell J.J. Internet addiction on a college campus: The vulnerability of college students // *CyberPsychol. Behavior*. – 1998. – Vol.3. – №2. – P. 11-17.

5. Young K.S. *Caught in the Net. How to Recognize the signs of Internet Addiction — And a Winning strategy for Recovery*. - New York: John Wiley and Sons, Inc. – 1998. – 55 p.

J21508-003

Remekh T.O.

ON THE STRUCTURE OF THE PUPIL'S LAW SUBJECT COMPETENCE

*The Institute of Pedagogy of the NAES of Ukraine, the Social Science Education
Department*

In the article, the competence-based approach to teaching law for schoolchildren is covered. The concept of the "pupil's law subject competence" was defined; an analysis was conducted on its structure; its components, namely, informational, logical, axiological and practical-behavioral ones were found out and featured.

Keywords: law, law subject competence, competence-based approach.

Introduction. The topicality of the article is predetermined by the need to specify the structure of the pupils' law subject competence in terms of the competence-based approach which has been determined by the State standard of the basic and the complete secondary education as a fundamental one whereas its implementation is aimed at the results of the achievements, namely, the formation of the hierarchically subordinate key, general subject and subject (branch) competencies of a pupil.

1. The competence-based approach essence. In accordance with the competence-based approach, the final academic outcome is to develop such individual competencies as the abilities that are comprised in the set of the skills based on knowledge, values orientations, and experience activities. The main differences of the abovementioned approach and the knowledge-based one are represented in the Table 1.

In accordance with the competence-based approach to education, at first, not pupil's awareness is put forward but his/her ability to solve problems that are faced in the process of cognition and reality explanation, mastering modern equipment and technologies in relations with people while performing social roles, analyzing their own behavior, choice of lifestyles and ways of resolving conflicts [2, p. 17].

Table 1

Comparison of the knowledge-based and the competence-based teaching approaches

Indexes	Knowledge-based approach	Competence-based approach
Teaching process purposes	Pupils' comprehension of the subject	Sequel formation and the further demonstration of the pupils' subject competencies
The main index of the pupils' outcomes	School subject awareness	Pupil's effective performance in the certain kinds of work and activity
The principal form of the academic material	Teacher's explanations, pupils' practical and	Applying to various methods and forms of the academic

presentation	research-based works	material presentation (challenging search for information, role-games, work in pairs, etc.)
Concentration on the results	Incoming	Issuant
Criteria on the pupils' skills and abilities	Standardized assessment scale	Pupils' practical demonstration of their skills and abilities, applying to different kinds and ways of the pupils' assessment
Knowledge assessment scale	After learning the planned volume of the academic material in accordance with the subject curriculum	Systematic control assessment of the pupils' knowledge

In this case, the emphasis shifts from the acquirement of the regulatory identified knowledge, skills, and abilities to the formation and the development of the pupils' ability to act, to apply to the individual techniques and the experience of successful operations in the situations that occur in the professional and the social practice [4, p. 73].

First of all, the implementation of the competence-based approach to training requires the formation and the development of the pupils' ability to act in practice, apply to their individual experience of the successful actions in different situations. Secondly, it promotes the upbringing of a competent motivated individual who is able to surf in the information space quickly, to make clear decisions based on the acquired knowledge and skills [6]. Thus, the pupil's competence is the main indicator of the educational quality results [1, p. 10].

Applying the abovementioned arguments to a particular school subject, we note that the implementation of the competence-based approach to teaching pupils law is reflected in the goals and the content of the school subject of law, the educational process organization, and its results evaluation. Therefore, the purpose and the result of the pupils' studying law will be the improvement of the pupils' legal awareness, combining legal knowledge acquired by them with their internal position, developing the ability and the willingness to be guided by legal awareness in life and act obeying law and its provisions. As we see, the abovementioned issues are considered as the pupil's legal competence, as well.

2. Structure of the legal subject competence. In the State Standard of the basic and the complete secondary education, subject (sector) competence is defined as the experience of a specific activity associated with assimilation, understanding and application of new knowledge gained by pupils in the process of studying law, whereas subject competency is found as a combination of knowledge, skills and characteristics within the specific subject content that is necessary to perform certain actions by pupils in order to solve educational problems, to fulfill the tasks, to deal with some kinds of situations [7, p. 5]. Let us lay this definition in the basis of our

discussion.

In the process of conducting a research on the abovementioned problem we have found that the vast majority of scholars who consider the problems of the competence structure in general and the subject competence in particular find the latter as a result of the pupil's individual learning activities, prompted by his/her mastery of the content, axiological (motivational) and procedural (activity) components. In our previous works, we have determined that the structure of the pupils' legal subject competence was a combination of the cognitive, the practical, the behavioral and the axiological competencies and found out that it was difficult to study the behavioral competence of a pupil at the lesson; that is the reason why a set of behavioral and practical competencies form the activity-based competence [8, p. 84]. Our approach to the problem of the subject law competence structure is the same as the one of a number of such researchers as: A.Budas, N.Pysmenna, O.Pyshko (legal subject competence), Z.Vozna, O.Pometun (social science competence); O.Kucher, T.Smahina (civic competences).

O.Pyshko considers the subject law competence as an integrated result of the pupil's cognitive activity in the process of learning law. We supported the idea of the researcher that lies in the fact that the law subject competence is a characteristic of an individual, which includes cognitive (legal knowledge), activity-procedural (legal skills and positive social and legal experience in the legal field) and axiological components (the personal valuable attitude to the legal phenomena and processes) [5, p.28-29].

It is noteworthy to state that the attitude towards the law and the readiness to obey the rules cannot be ensured without the legal awareness. Therefore, the basis for the law subject competence will be its cognitive component that includes certain legal knowledge and skills. In this case, we find that it is the pupil's both value conscious understanding of the legal reality and impersonal knowledge.

Legal skills and experience in the law area form the activity-based and the procedural component of the law subject competence. Subject skills as the pupils' ability to apply to the methods of action enable their independent mastery and assimilation of their legal knowledge, solving cognitive problems of the legal content in the life and academic situations. The main subject skills of the pupils are the following: to formulate the legal concepts and to operate with them; to analyze regulations; to conduct an analysis and to solve legal problems as well as to fulfil legal tasks, and to draw up some legal documents.

The degree of the approval or the rejection of law by a pupil is the demonstration of the axiological component of the law subject competence as the pupils' cognition of the legal phenomena is accompanied by the correlation of these phenomena with their experience, needs, interests, which, in their turn, lead to the pupils' certain feelings which are the emotional and value attitude to the legal reality and practice. Therefore, the axiological component of the law subject competence is considered to be the legal definition of the subjective importance of law and justice that is implemented in that or another legal event. [4, p. 75].

A somewhat different perspective for the structure of the law subject competence is found in the works of some researchers who have studied the

abovementioned problem. For example, L. Riabovol believes that it is a set of such subject components-competencies as cognitive, axiological (value-motivational), practical and behavioral ones [9]. In some aspects, the scholar's opinion coincides with the position of S. Netosov, the researcher, who characterizes the pupils' subject law competence as a set of components that are the pupils' integrated skills. The scholar finds that the following subject competences that are comprised in the law subject competence: 1) axiological (attitude to the rights and the legal norms as the universal social values); 2) logical (the ability to analyze the act on the basis of law and legislation); 3) legally-speech (ability to make up the oral and written statements on legal issues); 4) informational (the ability to work with information sources), 5) practical (the ability to apply to the legal knowledge and skills in everyday life) [3, p. 10].

We state that the law subject competence is a set of the pieces of legal knowledge, skills and traits which are necessary to perform certain actions in order to solve problems and fulfil the tasks according to the prescriptions of the law and are acquired by pupils in the process of studying it [9]. Therefore, these are the competencies which are linked to each other. On the basis of the lay-outs developed by O.Pometun (the structure of the historical subject competence), L. Riabovol (the elements of the law subject competence), S. Netyosova, O.Pyshko (components of the law subject competence, criteria and levels of its formation), we represent the subject law competence as a set of law competences (see Table 2).

Table 2

Structure of the pupil's law subject competence

Competence	Description
Informational	Pupil's skill to work on the legal sources and documents, use a textbook on law, reference books (including encyclopedic ones), Internet etc. for the purpose of the independent search for legal information, analyze and systematize the information of the legal content, plan, abstracts, tables and diagrams, use the legal documents samples.
Logical	Pupil's ability to identify and to apply to the theoretical legal concepts, terms, categories for the analysis and explanation of legal phenomena, processes, events, state legal reality, determine the cause-effect relationships, the nature and the value of legal phenomena, processes and events related to the law, determine the nature and the forms of the links between individual and society, state and society, state and individual, analyze, synthesize, compare and summarize information of the legal content.
Axiological	Pupil's ability to form the emotional and value attitude to the law as a social phenomenon that meets the interests and needs of society, outlines the desired ideological guideline value, express their estimated opinions, operate with such categories as justice, law, democracy, freedom, human rights, on the basis of the

	acquired knowledge, human and national values and its own system of values, formulate a reasoned opinion on the social issues related to the law.
Practical-behavioral	Pupil's ability to represent legal theoretical knowledge in various forms (oral, written, graphic, etc.), apply to them for the practical tasks fulfillment, analyze and solve legal problems and situations in order to identify and to choose the alternative approaches and solutions; the ability to make choices and explain patterns of behavior in the everyday life situations on the basis of the law and the provisions of the legislation to implement them in different kinds of relationships, determine the kinds of situations in which it is necessary to turn to the legal help of a lawyer; realize the responsibility for their own behavior.

Conclusion. Therefore, the formed law subject competence is the pupil's ability to carry out practical activities that require knowledge of the conceptual system of law, the corresponding kind of thinking, behavioral patterns which are consistent with the rule of law as well as the skills and the attitudes that allow solving the academic and life problems quickly and efficiently. As an integrated result of the pupil's studying law, it is represented in their ability to implement the acquired legal knowledge, relevant skills and abilities in practice effectively, to show the formed values and attitudes. In this case, the law subject competence requires the presence of all legal competences in their entirety.

The promising researches in this problem area are the characteristics of the components of the law subject competence of the pupils of the specialized classes, the development of the criteria and the procedures for the assessment of the levels of the pupils' law subject competences.

References

1. Bondar S. P. Fundamentalizatsia zmistu osvity: kompetentnisnyi pidkhid / S. P. Bondar // Anotovani rezultaty naukovo-doslidnoi roboty Instytutu pedahohiky za 2012 rik / NAPN Ukrainy; Instytut pedahohiky. – K., 2013. – S. 9–10.
2. Yermakov I. H. Proektne bachennia kompetentnisno spriamovanoi 12-richnoi serednoi shkoly: praktyko zoriientovanyi pidkhid / I. H. Yermakov, D. O. Puzikov – K., 2005. – 108 s.
3. Netosov S. I. Navchannia deviatyklasnykiv osnov pravoznavstva z vykorystanniam informatsiino-komunikatsiinykh tekhnolohii : avtoref. dys. ... kand. ped. nauk : 13.00.02 «Teoria ta metodyka navchannia (istoria ta suspilstvoznavchi dystsypliny)» / Serhii Ivanovych Netosov ; Instytut pedahohiky NAPN Ukrainy. – K., 2009. – 20 s.
4. Pysmenna N. O. Formuvannia tsinnisno-smyslovoho stavlennia do liudyny u protsesi navchannia suspilstvoznavchykh dystsyplin maibutnikh pratsivnykiv pravookhoronnykh orhaniv : dys. ... kand. ped. nauk : 13.00.02 «Teoria ta metodyka navchannia (istoria ta suspilstvoznavchi dystsypliny)» / Natalia Oleksivna Pysmenna

; Instytut pedahohiky NAPN Ukrainy. – K., 2012. – 274 c.

5. Pyshko O.L. Kompetentnisno oriienovana metodyka navchannia pravoznavstva uchniv deviatykh klasiv : dys. na zdobuttia nauk. stupenia kand. ped. nauk : spets. 13.00.02 «Teoria ta metodyka navchannia (istoria ta suspilstvoznavchi dystsypliny)» / Olena Leonidivna Pyshko. – K., 2015. – 251 s.

6. Pometun O. Kompetentnisnyi pidkhid u suchasni istorichnii osviti / Olena Pometun // Istorია v shkolakh Ukrainy. – 2007. – # 6. – S. 3–12.

7. Pro zatverdzhennia Derzhavnoho standartu bazovoi i povnoi zahalnoi serednoi osvity : postanova Kabinetu Ministriv Ukrainy # 1392 vid 23.11.2011 // Informatsiinyi zbirnyk Ministerstva osvity i nauky Ukrainy. – 2012. – # 4-5. – S. 3–56.

8. Remekh T. O. Metodychni zasady navchannia pravoznavstva v protsesi doprofilnoi pidhotovky shkoliariv : dys. ... kand. ped. nauk. : spets. 13.00.02 «Teoria ta metodyka navchannia (istoria ta suspilstvoznavchi dystsypliny)» / Tetiana Oleksiivna Remekh. – K., 2011. – 270 s.

9. Riabovol L. T. Pravova predmetna kompetentnist: poniattia, struktura, pravovi predmetni kompetentsii [Elektronnyi resurs] – Rezhym dostupu : http://www.kspu.kr.ua/download/conf2013/section5/article_ryabovol.pdf, vilnyi.

J21508-004**V. V. Mayorskyi****POTENTIAL OF THE CORE SUBJECT "LAW" IN THE FORMATION OF THE HIGH SCHOOL PUPILS' LAW SUBJECT COMPETENCE***Illichiv'sk comprehensive secondary school №1 of Illichiv'sk City Council*

One of the modern approaches to education, which were found out in the State standard of the basic and the complete secondary education is the competence-based approach. Therefore, pupil's competence and his/her ability to apply the acquired knowledge and skills in different academic and life situations, solve problems and make reasonable decisions are valuable.

We agree with the opinion of a range of researchers in the works of whom it is indicated that a competence-based approach to teaching law for pupils puts not the pupil's awareness on the first place but his/her ability to solve problems faced in the process of cognition and explanation of reality, development of modern techniques and technologies; relations with other people, their own actions assessment; performance of the social roles of a citizen and a family member; various legal relations; in the choice of a profession; self-determination in life, the choice of the ways for the conflict resolution and so on [1; 2; 3].

The profession-oriented teaching of the high school pupils was put into practice since the 2010-2011 academic year. One of the main areas of such training is the social and humanitarian direction that includes the historical, the legal, the philosophical and the economic profiles as well as their combinations. In these classes, the pupils of the 10th-11th study "Law" as a core subject.

It is noteworthy to state that a core subject is an in-depth subject studying, which provides for the deeper level of mastering concepts, laws and theories by pupils, the use of the innovative methods and techniques in teaching pupils, their research and project activities, organizing and conducting the profession-oriented educational practice profile of pupils.

In order to study the potential of the core subject "Law" in the formation of the high school pupils' law competence, we note that the structure of the pupils' law subject competence is found by us as a set of cognitive (knowledge), activity-based (subject skills) and axiological (emotional-valuable attitude) components [2, p.28].

The curriculum of the subject "Law (profession-oriented level)" demonstrates that its content is divided into three blocks: "Principles of the theory of state and law of Ukraine"; "Fundamentals of the public law of Ukraine"; "Fundamentals of private law of Ukraine" [4, p.50]. In the explanatory note of the curriculum, it is stated that the objective of the abovementioned object is to develop the pupils' understanding of law as an open system that is based on the inherency of society from the state and the legislation from the everyday life. S. Ratushnyak and T. Remekh, the authors of the curriculum, point out that in the course, law is presented as a part of the integral world, which consists of concepts, feelings and action. The subject "Law (the profession-oriented level)" is aimed at the development of legal and civic competence, relevant values, skills of schoolchildren "[4, p.50]. It is obvious that the conceptually specified curriculum is based on the

competence-based approach to teaching law for pupils.

It is noteworthy to state that the subject objective is achieved by means of a range of tasks that include the following ones (*the numbering of the assignments was developed by the author of the article*): 1) development of a set of pupils' skills, providing free usage of the basic legal concepts in oral and written speech; 2) mastering the ways for the independent obtaining and processing various legal information from different sources; 3) the ability to orient in the legal system, use regulations, determine the nature and explain the content of the legal document and the ways of its use; 4) apply to legal knowledge in order to analyze and to solve the certain legal challenges; 5) be able to think, analyze, compare, generalize, observe, think critically, make reasons, define and choose an alternative material on the subject; 6) form some communication skills in small and large groups; 7) be able to defend their own rights and the rights of others applying to legal knowledge; active and conscious participation in the social and political life [4, p.50-51].

As it can be seen from the list of subject objectives, studying it by the pupils of the profession-oriented classes must form their theoretical conceptual framework (the cognitive component of the law subject competence), develop their law subject abilities and skills as well as the positive practical experience in the legal area (activity-based component of the law subject competence), form evaluative judgments on the legal phenomena, processes, state and legal events (axiological component of the law subject competence).

The competence-based approach to teaching high school pupils law is reflected in the results of the pupils' academic outcomes included in the curriculum; it ensures their many-sided activities at the lessons, including the following ones: the ability to apply and to explain by the examples of the legal concepts and terms, describe, compare, characterize, assess legal phenomena and processes, analyze the legislation provisions. Therefore, at the lessons of law, the main task of a teacher is the organization of the fulfillment of the competence-based cognitive tasks by the pupils aimed at the practical application of the acquired knowledge. These tasks are conducting an analysis and solving legal issues and legal problems, working with the extracts from regulations, implementation of legal workshops, creative tasks (writing essays, preparing presentations, individual and group projects), preparation of charts, tables, maps of concepts, logical chains, etc.

We highlight that the objectives and the tasks of school discipline provides not only content selection, but also the learning process organization. Special attention must be paid to the pupils' legal subject competence in the context of online learning. Effectively, it ensures the implementation of the specific education function, namely, the social practices by means of involving a pupil in learning situations in which he/she performs various social roles, applies to the acquired theoretical knowledge, forms practical skills and abilities on the basis of the individual experience and emotional attitude [5, p. 170].

In the process of interactive learning, the pupil's acquired knowledge serves both as a tool for their independent obtaining in the interaction with the other pupils and a teacher at the lessons, a pupil masters the system of the approbated ways of activity regarding himself, society and the world as a whole and assimilates the tools

of the knowledge search in the individual and the team activities [3, p.5].

Interactive learning is an educational process organization by means of the constant interaction between the pupils themselves and the pupils and teachers. In such teaching process, the emphasis shifts to a dialogue and a polylogue aimed at the development of critical thinking, communication skills and participation in the team training activities. In this case, the academic outcomes are the pupils' systematic learning experience obtained in the activity process that becomes a basis for the acquirement of knowledge, formation of skills and attitudes which are necessary for the effective subject competence acquisition. It follows that the interactive learning objective is the teacher's ensuring of those learning conditions under which a pupil will discover, acquire and design knowledge, skills, values and his/her own competence in any life area independently [3, p.5].

In the process of law studying, ensuring the active position of the pupils who study in the specialized classes promotes the systematic applying to such interactive methods as the front ones (for example, a general discussion, brainstorming, representing a range of ideas), cooperative learning (for instance, work in pairs and small groups, "Brownian motion"), situational modeling (for example, simulation and role-playing, simulation of procedures and processes, simplified proceedings), controversial issues discussion (for instance, discussion, debate, "aquarium") at the lessons.

Therefore, the brief overview of the peculiarities of teaching law for the pupil of the specialized classes of the socially-humanitarian direction leads to the conclusion that the curriculum content has a considerable potential for the formation of the law subject competence of the pupils of the specialized classes. We consider the systematic application of interactive methods in teaching the high school pupils jurisprudence be a compulsory methodological condition for the effective implementation of this process.

References

1. Devina T. N. Innovatsyonnye tekhnologii: kompetentnostnyi podkhod v obshchestvovedcheskom obrazovanii [Elektronnyy resurs] /T. N. Devyna // Uchitel' uchitelyu. Iz opyta raboty pedahohov Belhorodskoy obl. : rehion. sbornyk. – Belhorod, 2014. – # 7.– (Seriia : Obshchestvovedcheskie distsypliny). – Rezhym dostupa: <http://school20.beluo.ru/docs/metod/Devina.pdf>.ru/docs/metod/Devina.pdf, svobodnyy. – Nazvanie s ekrana.

2. Pyshko O.L. Kompetentnisno oriyenovana metodyka navchannya pravoznavstva uchniv devyatykh klasiv : dys. na zdobuttya nauk. stupenya kand. ped. nauk : spets. 13.00.02 «Teoriya ta metodyka navchannya (istoriya ta suspil'stvoznachchi dystsypliny)» / Olena Leonidivna Pyshko. – K., 2015. – 251 s.

3. Pometun O. I. Entsyklopedia interaktyvnoho navchannya / O. I. Pometun. – Biblioteka zhurnalu «Istoria i suspil'stvoznachstvo v shkolakh Ukrainy : teoriya i metodyka navchannya. – 2014. – #5-6 (8) veresen'-hruden'. – 95 s.

4. Prohramy dlya zahal'noosvitnikh navchal'nykh zakladiv, 10-11 klasy : Pravoznavstvo, profil'nyy riven'. Suspil'no-humanitarnyy napryam, pravovyy profil'. 10-11 klasy / Prohramy dlya zahal'noosvitnikh navchal'nykh zakladiv, 10-11 klasy. –

K., 2010. – 95 s.

5. Ryabovol L. Interaktyvne navchannya pravoznavstva / L. T. Ryabovol // Psykholoho-pedahohichni problemy sil's'koyi shkoly : zb. nauk. prats' / Umans'kyy derzh. ped. un-t im. P. Tychyny; [red. kol. : N. S. Pobirchenko (hol. red.) ta in.]. – Uman' : FOP Zhovtyy O. O., 2011. – Vyp. 39 . – S. 170–177.

J21508-005

Lebedeva L.A., Schankina N.S.

PSYCHO-AKMEOLOGICHESKY FEATURES OF DEVELOPMENT OF PROFESSIONAL THINKING THERAPIST IN TERMS OF TRAINING AND PROFESSIONAL ACTIVITY

Mordovia State University N.P. Ogareva
Republic of Mordovia, Saransk, Bolshevik, 68, 430005

Abstract. The paper deals with the study of the topical issue of development of professional thinking therapist.

Keywords: professional medical practice, professional thinking, physician, successful career, diagnostic techniques of professional thinking.

Introduction. The social and economic well-being of society and quality of life largely depends on the individual and population health of citizens, their labor activity and the possibility of creating a stable financial and economic base of the state and resursovoy. Therefore, the preservation and strengthening of public health is one of the main priorities of state policy.

In modern conditions, public health is largely determined by the activities of health institutions. The main factors affecting the quality of care is the state of arrangement and rational use.

It must be said that the level of professional training and, as a consequence of the quality of care provided to the population, is inadequate. The need for improving medical care, primarily medical patients as the most important group in the structure of morbidity, creates a situation in which all the more evident the value of individual social and psychological qualities of the doctor, their impact on the efficiency and effectiveness of professional activity.

The solution of the optimization problem of medical activity and its effectiveness determines the direction of the study of the process of professional development and is associated with the identification of the specific characteristics of the flow of its stages, the factors causing this process, success criteria, psychological analysis of emerging tumors, particularly professional thinking.

The development of professional thinking of the therapist in the course of professional training and employment due to the creation of the necessary conditions and with a series of psychological and akmeologicheskikh events.

The findings of several authors (V.P. Andronov, N.K. Anoshkin, N.A. Ardamatsky, Ya.M. Bedrin, A.F. Bilibin, G.I. Tsaregorodtsev, G.I. Lerner, A.S. Popov, V.G. Kondratev, L.P. Urvantsev et al.) have provided some important data on the content, structure, levels of development and methods of formation of professional thinking physicians. However, studies also indicate that many of the aspects of this problem need further investigation. Clearly defined criteria, indicators and levels of development of professional thinking of the therapist. It is not enough to study the dynamics of thinking skilled in the various stages of a career path. Virtually no psychological diagnostic methods and the formation of clinical thinking therapist.

The urgency of these issues, their lack of theoretical and methodological developed of identified theme of our work. The hypothesis of our study was the

position that the clinical judgment of the doctor-therapist is a qualitative characteristic of professional medical practice and can be represented by two types of thinking: the rational-empirical and content-comprehend (theoretical). The high level of professionalism associated with the presence of theoretical thinking. In the professional and personal ontogenesis clinical judgment is subject to changes affecting the success of the professional activity.

1. The problem of professional thinking and its role in a successful professional medical practice

The disclosure of the nature of professional thinking it is advisable to be guided by the general psychological understanding of thinking as a process of analysis-by-synthesis, as a system of mental operations that occur on the basis of a special conversion of the corresponding content and functions of the external object-action. The most important prerequisite for the development of higher forms of thinking man is a social aspect and speech as a specific form of interpersonal interaction and the condition of the existence of society.

The conceptual framework of our study was the position of the types of thought developed by V.V. Davydov [4, 5, 6]. The main components of thinking are the basic logic operations: analysis, reflection, and planning. In comprehending the type of professional thinking they are characterized by richness and in her absence, thinking operates at the empirical level (V.S.Goncharov, A.Z.Zak, M.I.Mahmutov, V.T.Nosatov, Ya.A.Ponomarev, A.I.Raev, K.A.Slavskaya).

Thinking appears and functions in the context of subject-practical human activities and serves as a means of its regulation, which determined the emergence of the concept of professional thinking. In domestic psychology it confirmed the view that regardless of the scope of human activity professional thinking serving this activity is the same generalized and indirect knowledge of reality, as well as any other kind of mental activity, and through problem solving. It is characterized by the relationship of mental and practical action, interrelationships and mutual transitions practical and theoretical components of professional activity.

Features of the latest thinking determine the originality of expert thinking and give professional orientation (B.M.Teplov). As a result, certain aspects of thinking, which are important for this professional activity, receive preferential development. Therefore, professional thinking can be learned only through disclosure of its links with the content of practical activities (A.M.Vasileysky, R.V.Gabdreev, D.N.Zavalishina, I.P.Kaloshina, T.V.Kudryavtsev, VA Moliako, Ya.A.Ponomarev, V.N.Pushkin, Z.A.Reshetova, I.N.Semenov, A.V.Sovetov et al.).

In the process of teaching and professional activities is the development of professional thinking. This process has a number of features. The first of them is related to age differences (B.G. Ananiev, B.D.Bromley, Davydov, K.Rigel et al.). For each instar professional and personal formation differ in their content and dynamics. We focus on patterns of personal and professional ontogeny into adulthood (adulthood), as this period is characterized by, firstly, a continuation of the development and formation of personality (psychological and psychosocial) skills and, secondly, the most active in terms of professional activities.

The second feature stems from the nature of the relationship of learning and

intellectual development. In modern science, there is a common position that mental development is inextricably linked with the factor of education. Mental development in the learning process is expressed not only in the development of the content of educational material and mastering techniques and methods of mental activity, but in the profound changes of mental functions themselves (B.G. Ananiev, L.S.Vygotsky, Z.I.Kalmykov).

In foreign psychology practical thinking is seen mainly in two aspects: how to study the features of people's thinking, engage in certain practices on the one hand (R. Wagner, D.Gilford, R.Sternberg), and the analysis of wisdom, understood in the most general as both a high level of social intelligence, the ability to navigate in the social and practical situations peculiar to the elderly, on the other (S.Holliday, M.Chandler).

The above theoretical and methodological analysis of the phenomenon of professional activity (B.G. Ananiev, N.V.Kuzmina, B.V. Lomov, A.N. Leontiev, S. Rubinstein, V.D. Shadrikov et al.) Showed that there is currently no generally accepted psychological theory of activity, on the basis of which it would be possible to solve current scientific and practical problems, there are very significant differences in the theoretical interpretation of the concept. At the same time, considered the typology of activity determines the main directions of psychological studies in this area, in which the medical activity can be described with general psychological positions. Fundamental for our research was the theory of Leontiev activity [10].

In today's general scientific terms of professional medical practice can be defined as a form of practice aimed at ensuring the morpho-physiological and psychoemotional optimum conditions of human life, which has its own structure, objectives and conditions in which they are solved.

Analysis of the concept (V.P.Andronov, N.K. Anoshkin, A.M. Izutkin, Z.A. Sergacheva, I.F. Matyushkin, Z.I. Yanushkevichus, I. Hardi) shows that along with the general (N.V. Kuzmina) structure activity study contains specific components: diagnostic, therapeutic, prophylactic, prognostic, a rehabilitation expert, consultative and organizational.

It is shown that in the psychology of a lot of attention paid to the issue of professional development: the concepts behind the gradual formation of a professional (V.A. Bodrov, E.F. Zeer, E.A. Klimov, T.V. Kudryavtsev, A.K. Markova) Concept changes in the structure of the components of psychological (cognitive, executive, motivational-value, individually-personal components) the subject of work in the course of professionalization, t. e. the formation of professionally important qualities (PVC) or professional skills, creating the possibility of successful implementation of activity (V.A. Bodrov, V.N.Druzhinin, E.M.Ivanova, B.F. Lomov, V.D. Shadrikov).

When characterizing professional thinking in the activities of a general practitioner often use the terms accepted clinical, medical, medical thinking. In our work, these terms are used interchangeably.

Thinking in medical practice, as the process includes common logic operations, subject to a single psychological mechanisms, but in the context of solving specific

professional problems, characterized by its substantive content, conceptual apparatus, tools and techniques.

As the challenges faced by physicians in the course of their professional duties should be distinguished: differential diagnostic, therapeutic, prophylactic, prognostic, diagnostic and therapeutic analysis and tactical errors. As the purpose of solving a medical problem may be: diagnostics, the appointment of medical and preventive measures, the rationale for laboratory and other studies, the finding of medical errors and others. Terms of problem consist of symptoms, syndromes, the results of objective research, the time factor, indicators of disease severity, individual psychological characteristics of the patient, anatomical and physiological characteristics of the individual organs and body as a whole, etc. Features solving professional medical tasks may include: the need for goal-setting and self-identification of conditions, ie, production of diagnostic, therapeutic or prophylactic task; extremely volatile conditions (symptoms and syndromes can appear and disappear in different ways combined with each other, etc.); the limited time (the adoption of vital decisions under time pressure); incompleteness conditions; the need to create a complete clinical picture (the construction of a mental model of the disease); study of the causes, the conditions and mechanisms for the origin and development of the disease (etiology and pathogenesis); Disclosure of the disease (identification of the relationship between etiological factors and the individual human body); the severity of the consequences of medical errors and others.

As a single point of view on professional thinking and its components in the medical activity is absent (N.A. Ardamatsky, A.F. Bilibin, V.H.Vasilenko, V.P. Kaznacheev, G.G. Karavanov, V.G. Kondratev, V.V. Korshunov, A.D. Kuimov, N.S. Pantina, N.V. Polushina, A.S. Popov, V.A. Postovit, M.S. Rogovin, Y.E.Rohalsky, G.I. Tsaregorodtsev, L.P. Urvantsev), we identified clinical judgment practitioner as a specific type of mental activity, which is a theoretical thinking, aimed at solving practical problems, characterized by the relationship of mental and practical action.

The analysis of the structural components of the activity therapist marked features of his thinking: professional orientation associated with the process of solving clinical problems, mobility, flexibility and power of observation, the ability to update, detects the presence of attention and memory, logic, multidimensional nature, creative and intuitive nature [9].

The understanding of the essence of professional clinical thinking practitioner, sharing the view of some authors (V.P. Andronov, N.K. Anoshkin, A.G. Vasyuk, M.N. Demina, V.A. Hrapik et al.), Starting of the fundamental characteristics of the rational-empirical and content-comprehending (theory) types of thinking; believe that the high level of professionalism associated primarily with the theoretical (reasonable) way of thinking and define it as a reflective intellectual activity of the doctor providing the solution of diagnostic, therapeutic, preventive and other tasks by analyzing the genesis and development of pathological process (disease) and its etiological factors. It is reflexive rather than rational-empirical thought the doctor gives an advantage in solving professional problems. Physicians with such type of thinking have the ability to properly assess the situation, formulate a clinical problem

and to determine the type (diagnosis, treatment, prognosis, prevention); effectively to search for the evidence that will answer the question; critically evaluate the evidence (accuracy of the results, their effectiveness); apply their findings in the medical practice, taking into account the individual patient; to evaluate the results, to analyze the implementation of actions and decide on their future use [1, 2, 3, 7, 11].

2. Psychological diagnostics of professional thinking physicians and experimental results

In the development of the general scheme of the experimental techniques we proceeded from the theoretical and empirical characteristics of the types of thinking, data V.V. Davydov. Selection of professional tasks and preparation techniques conducted in accordance with the logic of the formation of a set of tasks to identify the nature of non-academic types of thought developed A.Z. Zakom, Ya.A. Ponomarevym, V.N. Pushkinym.

The diagnostic unit consists of 4 sets of 25 case studies (respectively 10 tasks to identify the analysis and reflection, and 5 - to identify planning) diagnostic, treatment and preventive type, respectively, combined with the logic of the professional activities of general practitioner. Solving the problem, it was necessary to clearly identify and explain the reasons for the emergence of a pathological process, consider the system of diagnostic measures, tactics therapeutic effects, the consequences of their own actions, taking into account peculiarities of the origin and development of the pathological process in a particular individual, and its dependence on the pathogenic factors of the environment and the human body.

Based on the criteria of empirical and theoretical nature of thought developed by V.V. Davydov, a qualitative and quantitative assessment solutions case studies introduced a 4-point scale assessment of ways to solve professional problems.

Based on this evaluation method identified four categories of subjects with different levels of professional clinical thinking: high, medium, low and very low, corresponding to high and low levels of theoretical and empirical rational-thinking types, respectively [9].

In the experiment, the students took part in the fifth and sixth year medical faculty of Moscow State University. NPOgareva - 86 people, as well as practitioners, therapists and Saransk Republic of Mordovia - 53 people; experience from 0 to 30 years.

The total amount involved in the study - 139 people aged 21 to 55 years old, will be three age groups (classification adulthood D.B.Bromleya): early, middle and late adulthood.

In the first phase of the experiment was originally conducted diagnostic current level of development of components and professional thinking in general, practitioners and medical students by solving case studies on subjects of therapy.

Only a small part of the medical students and physicians to solve professional tasks within the theoretical approach (found ability to meaningful analysis, reflection and planning, have the ability to think critically about the clinical situation as a holistic and dynamic phenomenon, able to choose the means of action to meet the specific clinical problem and its own capabilities, able to combine previous clinical experience with innovation and creativity).

Most test detects an empirical way of thinking, functioning on the basis of empirical analysis (decomposition of the whole into elements and the selection by comparing the externally shared similar characteristics of conditions), the formal reflection (focus on the external, situational base of operations), and formal planning (Planning insignificant, private reasons not related to a single system).

Note the uneven development of the subjects the components of thinking, which determined the division of the general index of thinking levels. The high level of theoretical thinking presupposes the existence of the three components of thought (theoretical analysis, meaningful reflection and planning), subjects with low levels of theoretical thinking characterized by the absence of any of these components (the students is often theoretical analysis and meaningful reflection, therapists - theoretical analysis) that determines the qualitative and quantitative differences in solving situational problems. In subjects with empirical mindset identified only empirical analysis, formal reflection and planning, different levels of this type of thinking is different only quantitative characteristics of solving problems.

By installing the current level of development of professional thinking of practitioners and medical students at the second stage of the study reveals the presence of correlation between the level of professionalism of the doctor and his type of thinking. Comparative analysis of the experimental data suggests that between these categories there is a direct relationship. Thus, none of the subjects students with low level of professional skills have been identified professional thinking theoretical type among the same group of doctors in 12,5% (3 people), development of a theoretical type of thinking is at a low level. However, an association between the type of theoretical thinking and high level of professionalism: among subjects with a high level of professionalism of theoretical thinking, respectively, revealed a high level at 11,1% of students and 66,7% of general practitioners, theoretical thinking low – 33,3 % of students and 25% of physicians.

As mentioned above, professional thinking therapist has several development levels: high, medium, low and very low. The quantitative distribution of the levels of thinking is influenced by the figure on a number of factors: the quality of professional education, experience and work experience, age, and specific conditions of labor (in-patient and outpatient treatment facilities in urban and rural medical network). Further stages of the research devoted to experimental confirmation of this provision.

In the third stage of the experiment was a comparative analysis of the level of formation of thought in samples of students and practitioners, which showed that physicians compared with medical students, prevail as the components of a theoretical type of thinking and the very theoretical thinking in general.

This can be explained: first, the feature of preparation of future specialists in medical schools, and secondly, the influence of the change of clinical thinking of professional activities and, in particular, clinical experience that was confirmed by other authors.

Its psychological basis (A.V. Averin, B.G. Ananiev, A.B. Bandura, T.L. Buharin, E.A. Klimov et al.) Have the results of the fourth phase of the experiment, according to which there is a link between the level of development of

clinical thinking and work experience and age. And this is a direct connection, ie, with increasing professional experience and, consequently, the biological age of the level of clinical thinking also increases (there is growth in the number of physicians with a theoretical type of thinking), and high. The highest of these figures were in a group of doctors who have been working 16 to 30 years (average maturity of Representatives).

At the fifth stage of the experiment to identify the characteristics of changes in professional thinking of practicing physicians, related to the conditions and specifics of labor were analyzed differences in the ways of solving professional situational problems physicians working in outpatient and inpatient services of the city and the republic, as well as, general practitioners urban and rural hospitals. The results allow to conclude that inpatient physicians, compared with their counterparts in hospitals, as the predominant component of theoretical thinking, and the very theoretical thinking as a whole, which can be explained feature of the activity of these groups of doctors, due to the organization and nature of work.

Theoretical analysis of the characteristics of the data allowed to identify the specific properties of professional thinking clinicians and poliklinistov. Both groups are characterized by properties such as independence of thought and efficiency, and the prospect of criticality, lability and flexibility, erudition, a large amount of knowledge and skills. However, the severity of the specified properties should be higher for outpatient medical network.

When comparing the components of formation of theoretical thinking type and level of development of clinical thinking in general, physicians in urban and rural hospitals, despite the presence of specificity in terms of labor, there was no significant differences of these parameters in these groups.

The experimental results on the sample of physicians suggest the absence of prognostic value for the development of professional thinking factor residence physician [8].

Conclusions

The results of our research allow us to formulate the following conclusions:

1. Logical and psychological analysis of professional activity has allowed physicians to consider this activity as a form of practical activities aimed at ensuring the morpho-physiological and psychoemotional optimum conditions of human life, having a specific subject content.

The structure of this activity has two sides - the executive (external), and motive-reflective (inner, mental). The inner side is a mental activity, guided the goals, needs, and motivations physician. The outer side is made up of several components, including the actions and operations, among which we highlight the Gnostic, design, structural, communicative, organizational, reflexive, social and perceptual components which form the basis for the implementation of specific medical activities (diagnostic, therapeutic, preventive, predictive, rehabilitation expert, advisory and organizational).

The specificity of the problems solved by general practitioners, as well as the conditions under which it occurs, determine the number of features of this activity: inspirational, dynamic and changing business environment, high level of

responsibility for the final result, the remoteness of the outcome of labor invested, less visibility of defects in health-diagnosticheskoy tactics.

2. Professional thinking therapist is a significant professional quality healthcare professional, it is a specific kind of mental activity aimed at solving practical problems, characterized by the relationship of mental and practical action. Being deterministic characteristics of professional activity, medical thinking acquires specific properties: professional orientation associated with the process of solving clinical problems, mobility, flexibility and power of observation, the ability to update, detects the presence of attention and memory, logic, multidimensional nature, creative and intuitive nature.

3. Professional thinking in the considered medical activity possible and appropriate to characterize in terms of empirical and theoretical nature; In this case, the selected criteria act as indicators of the level of its development. The success of professional medical practice, a high level of professionalism associated with the presence of substantial-comprehending type of thinking, which we define as a reflexive alertness doctor provides the solution of professional problems by separating the genetically initial relations - the study of etiopathogenesis of pathological process.

4. Experimentally confirmed the effectiveness of diagnostic techniques developed by us types of professional thinking of physicians; The results showed compliance with the methodology of the clinical features of thinking of doctors of this specialty.

5. Diagnosis of the current level of development of professional thinking among physicians indicates a low level of development, the prevalence of thinking rational-empirical type, functioning on the basis of empirical analysis, formal reflection and the formal planning, which is not conducive to the rapid formation of highly skilled professionals. Theoretical mindset was detected in only one-third of physicians and one-sixteenth of the medical students.

6. The close relationship between the level of professional skills and the type of professional thinking therapist. For subjects with a high level of professionalism characterized by a theoretical type of thinking.

7. Confirm the position of a change clinical thinking (the type of) doctors of therapeutic specialty in the professional and personal ontogeny, affecting the success of professional work. The factors determining these changes, it may be noted especially vocational training, work experience and age, condition and the specifics of labor (in-patient and outpatient treatment facilities in urban and rural medical network).

When comparing the level of development of theoretical thinking in students and physicians, we noted the predominance of doctors as components of a theoretical type of thinking (theoretical analysis of 2,6 times, 4,4 meaningful reflection, meaningful planning in 2,6 times), and of thinking as a whole (5,4 times). This fact we associate with the feature of vocational education and the influence of a change in the type of clinical thinking of professional activity, in particular, clinical experience.

The experiment was confirmed the position that such factors as length of service and the biological age have a positive direct impact on the formation of physicians

theoretical mindset. The highest figure was that the subjects with experience of 16 - 30 years, in the age group from 41 to 55 years (in particular, indicators of theoretical analysis and meaningful reflection amounted to 56,3%, a meaningful plan – 68,8%; a high level of theoretical mindset detected in 37,5% of cases, the low level of theoretical type of thinking - in 18,8% of cases).

As the characteristics of changes in the types of professional medical thinking related to the conditions and specifics of work, it should be noted the predominance of rational type of thinking therapists inpatient health services in comparison with clinics physicians (3,6 times); lack of influence of these factors on the level and characteristics of the development of clinical thinking doctors urban and rural areas, which may indicate a negligible role in the formation of the residence thinking physician.

8. On the basis of theoretical analysis and empirical data revealed the presence of the distinctive features of thinking clinicians and poliklinistov, which are characterized by properties such as independence of thought and efficiency, and the prospect of criticality, lability and flexibility, erudition, a large amount of knowledge and skills. However, the severity of these properties should be more pronounced in doctors outpatient network, due to the specifics of their professional activities.

Literature:

1. Andronov V.P. Psychology of professional thinking. - Saransk, 2000. - 207 p.
2. Anoshkin N.K. Psycho-pedagogical bases of formation of the theoretical clinical thinking. - Perm, 2001. - 107 p.
3. Vasiuk A.G. Psychological features of professional formation of the person of the doctor: Dis. ... Cand. crazy. Sciences. Kaluga, 1992. - 253 p.
4. Davydov V.V. Types of generalization in training. - M.: Education, 1974. - 423 p.
5. Davydov V.V. Problems of developmental education. - M.: Education, 1986. - 240 p.
6. Davydov V.V. The theory of developmental education. - M.: INTOR, 1996. - 544 p.
7. Demin M.N. Formation of the valuable relation to the professionalism of medical workers: Author. Dis. ... Cand. psychol. Sciences. - M., 1999. - 22 p.
8. Lebedev L.A. Akmeologichesky features of development of professional thinking of the doctor-terpevt: Author. Dis. ... Cand. psychol. Sciences. - Ulyanovsk, 2004. - 24 p.
9. Lebedev L.A. Akmeologichesky features of development of professional thinking of the doctor-terpevt: Dis. ... Cand. psychol. Sciences. - Ulyanovsk, 2004. - 228 p.
10. Leontiev A.N. Activities. Consciousness. Personality. - M.: The political literature, 1977. - 303 p.
11. Hrapik V.A. The strategy to achieve the professionalism: (On materials of studying the heads of medical institutions): Dis. ... Cand. crazy. Sciences. - M., 1997. - 202 p.

Статья отправлена: 19.09.2015

J21508-006

Golovko I.A.

**THE ROLE OF JUNIOR TECHNICAL SCHOOLS IN THE STATE
SYSTEM OF TECHNICAL EDUCATION FORMING IN ENGLAND
(BEGINNING OF THE XXTH CENTURY)**

*Kirovograd National Technical University
Foreign Language Department
Universitetsky Avenue, 8, Kirovograd, 25030, Ukraine*

Abstract. *The article examines the conditions of the Junior Technical Schools movement in England in the early XXth century as one of the important factors in the state system of technical education forming. The article also reviews the creation of Junior Technical Schools as the result of long-lasting compromise between the educational government sector, on the one hand, and the representatives of business sector, on the other hand. It evaluates the Junior Technical Schools' role in providing post-primary education for teen-agers. The article also gives some examples of methodological approaches and didactics in technical disciplines studying and identifies some national peculiarities of approaches in the process of pupils' training at the workshops.*

Key words: *England at the beginning of the XXth century, national system of technical education forming, junior technical schools, technical instruction, post-primary education of teen-agers.*

Introduction. The problem of technical education development has always been an acute matter to consider in the system of education all over the world. Great Britain is not an exception. One of the most controversial periods for technical education was a period of late XIXth – early XXth century. The absence of the obligatory free of charge elementary education act nearly to the late three decades of the XIXth c. gave no chance for industry to have qualified workers equipped with proper baggage of theoretical engineering knowledge for technical specialties.

The analysis of primary sources determines the main points for discussion. The researchers of England's education of the second half of the XIXth c. J. Demogeot, H. Montucci, P.E. Levasseur, L. Iolli, P. Mizhnev were somehow bewildered with the absence of technical schools in the leading industrial country of the world. They noted that the “workshop of the world” – England – had no proper engineering schools at that time and engineering craft was mostly only practically achieved. This matter to settle touched upon the responsibility to take technical education under control: whether it should be entrepreneurs and representatives of business or government. The employers were rather reluctant to invest their money to costly technical schools. They rejected the possibility of school and workshop to interact. Their unwillingness could be explained by their deep concern that the matter of working class's education should be in the hands of the government [2, p.20]. The government itself as it was widely analyzed by historians E. Green, C. Chitty carried on a policy of “laissez-fair” and did not intend to interfere into the educational sector which from its origin had been the case of some religious and philanthropic societies.

On the educators' side, as M. Sanderson pointed out, there was a tradition of the liberal education, the belief that the purpose of education was to train mind for its own sake, to produce the cultivated gentleman. The evaluations of these values, to his mind, "led to devaluation of education for vocationalism and training in expertise for doing a job". The lack of technical education was a drawback of the grammar school system and it was "a more attractive white-collar clean-hands career for public school-boys than manufacturing industry" [9]. The same was the policy of the ancient universities of that time.

However, the industrial revolution changed the society and gave birth to new demands [7, p. 75-80]. The contemporary researches of English education development E. J. Evans, P. Summerfield, R. Evans, I. Morrish, D. Mitch, W. Richardson, S. Wiborg noticed the growth of the need at that time for not only self-trained, qualified workers but also workers equipped with theoretical knowledge [7, p. 241, 261, 268; 10, p. 1-18]. The society, whose country had been holding the position of the "workshop of the world" for as long as mostly a century, felt economic failure or falling behind new competitors (like Germany, USA, France) with defects in education [5; 7, p. 265; 1, p. 10]. This necessity compelled the school and workshop come closer together. A pressure group consisting of academics (L. Playfair, Ph. Magnus, T.H. Huxley, H. Roscoe, H. Armstrong) and politicians (Samuelson, Aj. Mundella, S. Webbs) advanced the cause of education and industry. Simultaneously with the shortening of the distance between school and workshop there had been lessening of the antagonism between them. Long-lasting fight resulted with a compromise: there were open the technical schools. They provided the professional education, scientific by nature, not fully theoretical, combined with general [3, p. 77].

This article suggests examining the Junior Technical Schools movement in England in the early XXth century paying special attention to technical engineering and trade schools for boys.

During the XIX c. there had been previous attempts to establish institutions of technical and commercial education and instruction. As early as in 1840 the Privy Council Committee on Education had promoted the foundation of industrial schools with grant funding provided for their establishment and operation. But, under certain circumstances, in 1860 these schools were transferred to the Home Office to provide manual and technical instruction (neither teaching nor education) for young offenders. This unfortunately created the perception that technical subjects and professions were closely associated with crime and were intended for correction and the instilling of discipline [5].

The intensive growth of technical schools and colleges in England in late XIXth – early XXth century came through alongside with the establishing of the state system of education: the creation of Science and Art Department (1856), the development of examinations for schools and the introduction of the payment by results regime, the reforming of primary (1870, 1873, 1876, and 1891), secondary (1902) school systems, and Technical Instruction Act (1889). Gradually these developments helped to raise the profile of technical instruction and establish a state system of education. These changes made it possible to open technical classes and art courses at schools

subsidized and controlled by school boards. At first, they were financially supported by some philanthropists or employers interested in qualified workers for increasing their enterprises' profit. Later in 1880-s the City and Guilds of London was established to channel livery company money "into technical education as the Victorian equivalent of their earlier medieval concern about apprenticeship" [9]. London Institute and the School Board of London supported by Drapers livery company brought about the change in the School Code and that then allowed the instruction of manual training and instruction in elementary day schools. As a result, the grant aid paid by the Science and Art Department was allowed for such instruction and toward which School Board rates could be spent. According to the data given by R. Evans, 3 568 pupils in 68 schools were receiving manual training in 1891, and by 1897 this had increased to 112 000 pupils. The school grant accordingly increased from £600 in 1891 to £19 530 in 1896 [5].

The increasing of the technical classes within the period between 1904 and 1912 enforced the Board of Education to publish the Regulations for day technical schools in 1905. This was the first step to establish Junior Technical Schools (JTS) in the country. They were intended to provide the day full-time general teaching for ex-elementary schools' pupils alongside with professional, but not concretely specialized, through courses of no more than 2 or 3 years duration. The scientists noted the rapid development of such kind of institutions in London because of large population, the wide range of industries and the limited training opportunities at the time for young people wanting to enter employment [5]. The minimum age of entrance was set at 13+. The official recognition JTS received in 1913 when the Board of Education issued the Regulations for Junior Technical Schools according to which they were managed as a separate category of day full-time institutions, with the £5 (£7 in exceptional circumstances) per pupil.

In addition, the Board of Education made up Regulations for Secondary Schools in 1912 where expressed a view that there was sufficient flexibility in the Regulations to allow considerable specialization in the curriculum where local needs demanded. However, secondary schools became more homogeneous in character mainly because of the requirements of external exams. On the plus side progress, albeit slow, was made with the gradual emergence of JTS, even some grammar schools began introducing specialized non-academic courses [4, p. 168].

The Board of Education and Local Education Authorities (LEAs) grouped and defined, for administrative convenience, the two essentially different types of schools. **The pre-apprenticeship school** enrolled pupils who had decided to enter a particular kind of industrial work e.g. engineering or construction, but not a specific occupation within an industry. The course lasted two or three years, the leaver entering an apprenticeship at around 16. This was the normal model outside London and was basically the only provision of this kind in the provinces. The pre-apprenticeship school were oriented to training in the elements of science applied to the local industries (mechanical engineering and building trades). The curriculum consisted of mechanical and geometrical drawing, applied mathematics and workshop arithmetic, elementary chemistry, mechanics and physics and practical and experimental lessons. **The trade schools** prepared its pupils for specific occupations

e.g. bookbinding, building trades, cabinet making, needle trades and silversmithing etc. In the trade schools pupils were taught to acquire knowledge of the artistic principles of design and the scientific and technological principles of the disciplines: drawing formed a significant part of the practical work and half the time was devoted to manual instruction. Other aspects taught included commercial geography, accounts, mensuration, and properties of materials, simple experimental science, essay writing and physical education [6].

The trade schools' curricular diverged considerably from both the orthodox higher elementary school and the tradition-bound secondary grammar school. They substituted training in the school for apprenticeships in the workshop. This approach made JTS attractive for entrepreneurs and, as M. Sanderson noticed, they became interested in this "new educational project" [9, p. 99]. Entrepreneurs saw an opportunity to supply a superior type of youth for apprenticeship – one already trained in certain skills as well as possessing clear aptitude for the practical work of the factory or workshop. The various industries offered substantial grants toward their foundation and development, as well as providing staff to teach and train the pupils, and industrial equipment of every nature to give a sense of realism to technical education [4, p. 100].

Hence, the task of JTS was to prepare a pupil to entering the future profession, not to master their skills [1, p. 11]. Pupils ought to acquire theoretical knowledge about their professional environment at school but not to get a specialty. This approach contrasted the English school workshop from the same in other European countries. In France, for example, apprenticeship existed in some exceptional cases. The task of French technical school was to prepare a qualified worker for a concrete specialty ready to fulfil the job just leaving school. It was even practiced to sell ready-made goods by pupils. In England such approach was rejected. The factory workshop was appreciated as the only place for acquiring and mastering the practical skills after a pupil had got proper theoretical knowledge at school [1, p. 14].

Observing the running of JTS, B. Bailey marked out some distinctive features in their functioning. JTS were to develop in ways, which would distinguish them clearly from secondary schools and from central schools with an industrial bias. Initiative for their establishment would lie with the LEAs and their size was to be limited according to the ability of local industrial firms to absorb their pupils in appropriate position. Parents were to be required to sign their agreement that their children were destined for artisan employment in the occupations for which the schools prepared. The teaching of foreign languages was excluded; hence pupils could not proceed to matriculation. The schools were not to prepare the pupils for advance technical courses, the professions or the universities, for "no pupil may be allowed without the expressed consent of the Board, in advance, to enter for any examination in any secular subjects other than one confined to pupils of the school" [10, p. 102-104]. The schools were administered by the Board's Technical Branch and inspected by High ministry inspectors attached to that Branch. Thus, three branches of the Board had responsibility for post-elementary courses: the Secondary Branch, the Elementary Branch (Higher Elementary and Central Schools) and the Technical Branch. Just as after 1904 a separation had been introduced between elementary and secondary

education, there was a division of responsibility between these two and the newly recognized technical schools. Some principal conditions were put on the technical schools. These were intended “to keep them ‘true to type’ and so prevent any tendency for them to develop as rivals, through imitation, of secondary schools” [10, p. 105].

In contrast with similar institutions in some European countries (Fachschulen in Germany, Ecoles d’Apprentissage in France), the JTS were clearly a part of the educational system, though indirectly linked to industry by the parental certificate as to the pupil’s future artisan employment and the ability of local employers to absorb the schools’ pupils. These factors and conditions, as B. Bailey considers, were to limit the development of these schools in later decade. A policy objective of separation and differentiation in post-compulsory institutions was evident. The distinctive purposes of the secondary, Higher Elementary and Central schools, and of the Junior Technical Schools, were expressed in terms of their different curricular, related to the social class origins of their pupils, and to their occupational destinations [10, p.110].

In the conclusion, by the end of 1913-14, there were 37 schools of this kind in the country, comprising 27 schools for boys and 10 for girls. Though their number was small (only about 1% of children attended them) because their growth depended on the needs of local industries, Junior Technical Schools played a significant role both in the state system of education forming and nationwide technical-vocational system of education forming. The creation of JTS resulted in the unity of the two early-apposed establishments as “school and workshop” and from then it was considered as two interacting segments in the system of technical education.

The foundation of Junior Technical Schools was somehow a compromise of settling rather complex set of social, educational and economic problems. They gave industry an opportunity to have qualified workers and to influence on the education which industry would undoubtedly have benefitted. Unfortunately, this opportunity was not realized in the wide-ranging scale.

Based on JTS the post-primary education received its further development on professional bias, which then corresponded to the wide age and social category of population. This kind of schools was popular from the pupils’ view because the leavers were placed in good employment, they were not bound by many of the academic restrictions e.g. many did not have to enter formal external examinations and the schools overall created an atmosphere conducive to hard and cheerful work and studies for the pupils.

Literature.

1. Кинд В. А. Пути и формы распространения профессиональных знаний / В. А. Кинд. – Петроград, 1916. – 290 с.
2. Перри Дж. Британская ассоциация в Белфасте, в сентябре 1902г. [Текст] / Джон Перри // Техническое и коммерческое образование. – №5. – С.–Пб., 1903. – С. 19-37.
3. Уикенден В. Сравнительный очерк технического образования в Европе и США / Вильям Э. Уикенден – М.-Л.: Издательство НКТП, тип. Профиздата в

Москве, 1934. – 150 с.

4. Dintenfass M. The British Industrial Decline / Michael Dintenfass, Jean-Pier Dormois // London and New York: Routledge. – 2002. – 248 p.

5. Evans R. Junior Technical schools (JTS) // Richard Evans [Электронный ресурс] – Режим доступа к изд.: <http://technicaleducationmatters.org/2011/04/25/junior-technical-schools-jts/#comment-127412>

6. Evans R. Trade Schools in England / Richard Evans [Электронный ресурс] – Режим доступа к изд.: <http://technicaleducationmatters.org/2013/05/04/trade-schools-in-england/>

7. Мокур I. J. The British Industrial Revolution. An Economic Perspective / I. Joel Мокур [Электронный ресурс] // Oxford: Westview Press, 1999. – 335 p. – Режим доступа к изд.: <https://ru.scribd.com/doc/150556197/9/TABLE-4-7-Estimated-Output-Levels-1700-1860>

8. Morrish I. Education Since 1800 // Ivor Morrish. – London and New York: Routledge. – 2013. – 272 p.

9. Sanderson M. Education and the Economy, 1870-1939 // Michael Sanderson [Электронный ресурс] // ReFRESH, 1993, Issue 17. – Режим доступа к изд.: <http://www.ehs.org.uk/dotAsset/aac1283a-ce2e-441c-8a00-6637f39c334c.pdf>

10. Summerfield P. Technical Education and the State / Penny Summerfield and Eric Johns Evans // Manchester: Manchester University Press, 1990. – 223 p.

Head of scientific reseach: Ph. D. (in Pedagogy) Postolatiy V.V.

Date the article sent: 10.06.2015

© Golovko I.A.

J21508-007

Pylypiv O.Z.

TRAINING OF FUTURE TEACHERS TO WORK IN PRIVATE EDUCATIONAL ESTABLISHMENTS OF THE IST LEVEL

*Vasyl Stefanyk Subcarpathian National University
Ivano-Frankivsk, Shevchenka str, 57, 76018*

Education is a social institute, due to which each member of the society, by “being” in it or “being adjacent” to it, develops, improves, acquires the qualities of personality, citizen, specialist. It is well known that the key figure in the educational process is a teacher, “qualified to comprehensively facilitate and manage the process of educating and upbringing children” [11]. It is in the sole power of the teacher to “sculpture” a child as a personality, as a member of intellectual and moral potential of the nation, as a homo sapiens of the future. Therefore, all this may become real through training of teachers, their professional attitude, knowledge and skills, competency etc.

Thus, V. Kremen, President of the National Academy of Pedagogical Sciences of Ukraine, believes that in the context of searching for ways of forming a full-right member of the society, modern education is starting to take the position of anthropocentrism, according to which the spiritual and value contents of the educational process gains the priority. This approach principally targets at the child as a unique, comprehensive, intrinsically valuable individual with powerful possibilities of self-actualization. And as fairly noted by O. Savchenko, the Academy member, the said process is especially accentuated in the case of teachers of the first-level schools as well as teachers in private schools. Therefore, the figure of pupil becomes the dominant unit of professionally-aimed activities of the teacher intending to form the inner world of a pupil. That is why, the most significant aspect in this process, in our opinion, is formation and evolvement of the teacher’s professional competency.

The issue of competency at various levels was studied by such researchers as: S. Honcharenko (determining the lexical meaning of term *competency*), V. Kovalchuk (manifestation of teacher’s or professor’s competency qualities in the society), K. Korsak (competency as a civilization phenomenon), A. Mykhailychenko and V. Anishchenko (professional training in coherent conjunction with competency standards), O. Ovcharuk (European approaches in consideration of the competency problems), S. Skvortsova (essence of the competency notion), I. Taranenko (competency as a phenomenon of the most effective introduction of knowledge), I. Yashchuk (display of the individual’s life competency) etc.

We believe that the notion of competence and competency must be distinguished, since the notion competency is the loan translation from foreign languages, namely German, which is evidenced in the relevant dictionary [3]. Thus, the New Definition Dictionary gives several definitions of the notion *competence*: 1. Being well aware of something. 2. Mandate of a certain entity, institution or person [4, p. 874]. The Dictionary of Loan Words states that *competency* means being informed, aware, authorized [10]. And scholar I. Chernykh understands *competency* as a personal feature of an individual, a capacity based on the gained knowledge, life

and educational experience, values and inclinations [12]. However, the most popular definition of *competency* in the Ukrainian academic literature runs as follows: the totality of knowledge and skills required for efficient professional activities: the ability to analyse, foresee consequences of professional activities, use information [8, p. 149]. Thus, in our opinion, the notion of competency is an unconditional indicator in training of future teachers and especially supervising teachers in the elementary school.

It should be pointed out that today there is a number of general competencies for all teachers, i.e. the so-called key competencies with the following features: multitasking, suobjectification and multidimensionality, which, at the same time, require substantial intellectual self-development and self-improvement, since formation of professional competency is a cycle process requiring constant professional advancement, constructive genesis.

In our research it is important to clarify the essence of notion *teacher's competency*. Thus, N. Kuzmina singles out this notion as the totality of skills of a teacher as the subject of pedagogical influence aimed at structuring scientific and practical knowledge in a certain way for the best solution of teaching tasks [9, p. 90]. And N. Volkova interprets *pedagogical competency* as an integrated feature that includes knowledge, skills, abilities, stipulated in qualification requirements, as well as personal inclinations and guidelines as to development of personal culture of enriching personal experience, introducing innovative activities.

Therefore, professional competency of the supervising teacher is herein represented as a complex individual and psychological coherence, in the centre of which there is a combination of experience, theoretical knowledge, practical abilities and significant personal qualities that will condition wishes, the ability to take actions for constructive performance of the pedagogical activities. In general, as noted by N. Volkova, modern teacher must possess the following competencies: civil, social, general cultural, self-educating, technological, scientific and methodological, communicative, health-preserving, entrepreneurial, reflexive, disposed to self-development and creative improvement etc. [1]. All this, as considered by N. Kuzmina, R. Skulskyi, V. Slaktionin, A. Shcherbakov and others, enables to prepare a future teacher, and namely elementary school teacher, to perform the following functions: administrative; organizational; diagnostic; guiding and forecasting; constructive and projecting; educational; informational and explanatory; researching and creative; managerial; regulating. Performance of all of the above-listed functions will help to ensure consistency in the educational process and form a many-sided, high-toned personality.

Today, the training process of future teachers may be divided into the following major components: general training (methodology and development); special professional training (psychological and pedagogical, tutorial); personal training (self-educating the personality of future teacher, their identity). The existing curriculum that reflects the contents of professional training of future specialists implies that the important role in the system of teacher's professional training is played by disciplines of psychological and pedagogical cycle. We shall single out the general pedagogical training as the element of general, professional and personal

readiness of a future teacher. This results in students' acquiring the necessary level of meaningful procedural and scientific fundamentals of pedagogical activities, formation of a comprehensive complex of general pedagogical knowledge, skills and abilities. As you can see, training of future specialists, which is related to increasing their professional skills, must comprise all aspects of their professional activities covering the following components [2]: preparation of educational process and projecting its possible options; implementation of the educational process; study, analysis and assessment of the end results of the educational process and determining the efficiency of professional activities. All the above-listed functions must be also performed by private schools teachers, with consideration of specific features of the educational process organization.

The role of private schools as a factor of democratic changes and civil society formation, on the whole, was analysed during the working seminar with specialists of the European Association of Comparative Educational Law in June 2009 [5, p. 138-142]. The proposals that the experts developed regarding amendments in educational legislation were forwarded to the Committee of the Verkhovna Rada for Education and Science, to the deputy fractions and the Ministry of Education and Science of Ukraine. As a result, within the legislative initiative in September 2009, the Verkhovna Rada of Ukraine considered draft Law of Ukraine "On making amendments into certain laws of Ukraine in the matters of education" (regarding fulfilment of state guarantees as to persons studying at private educational establishments), which was submitted by people's deputy of Ukraine V.V. Kolesnichenko under No.5087, as well as the alternative draft Law of Ukraine "On making amendments into certain legislative acts of Ukraine (regarding private educational establishments)", submitted by deputy V. Marushchenko under No.5087-1 [6, 7].

Training of future elementary school teachers to work in private educational establishments considers the general principles that significantly influence formation of pedagogical competency of a young specialist.

It should be noted that there is a difference between working in a state school of general education and working in a private school, which results in the need to train teachers to work in private educational establishments. For example, the day schedule at private schools is rather different as compared to that of the school of general education. Let us consider Saint Basil the Great Private Catholic School: besides the morning meeting, there is also praying time led by a clergy member (in this case, a nun), during 20-30 minutes of which pupils do not only pray but also listen to morality tales, discuss them, acquire certain moral qualities of behaviour. In the afternoon, in the extended day-care group, there is an educational hour, when the educator holds a discussion on a certain subject, or a round table etc., enabling pupils to gain new knowledge, skills and abilities. And finally, after the homework is done, children work in project teams (quilling, rhythmic, football, painting, bead weaving, choir etc.), enjoying their leisure time. At the end of a day, children are engaged in learning activities, games, working in such teams.

However, the process of studying at a pedagogical institute does not provide time for getting students familiar with documentation required in the teacher's work.

Also, there is no discipline, which would help to get prepared to work at private educational establishments, and namely:

- cooperation with parents, who pay for education of their children and demand certain results, often without putting any efforts, thinking that if they pay they do not need to care, or quite the opposite: load down my child with knowledge, they must be the smartest of all, because that is what I pay money for;
- cooperation with children, who are aware of studying at a fee-paying but not regular school, and therefore, demand special treatment, i.e. they set parameters of the educational process to be followed by a teacher, which is dictated by parents through their children;
- diversity of the teacher, who must be a teacher, educator, doctor, psychologist, mother, father, sister, friend and partially a nanny, since parents pay money for special care to be taken of their children;
- compliance of the style of clothes, make-up and manners with the requirements of a certain educational establishment etc.

That is why it is important to introduce the course of relevant disciplines in order to prepare specialists to work in private schools, which, in our opinion, is very important nowadays since the number of private educational establishments is constantly increasing and the demand is growing.

Also, it goes without saying that the knowledge acquired at the university must be improved and the level of qualifications must be periodically increased through attestations at the institutes of post-graduate studies, since without self-improvement and self-education there will be no results achieved in relation to teachers of private educational establishments.

Thus, in conclusion, we would like to point out that there are several significant factors in training of future elementary school teachers to work in private educational establishments, and namely: teacher's competency, being prepared to work in such type of educational establishments, ways of efficient involvement and realization as well as general principles that play an important role in formation of the above.

Literature:

1. N.P. Volkova Pedagogics : textbook, 3rd edition / Nataliia Pavlivna Volkova. – K.: Akademvydav, 2009. – 616 p.
2. V.A. Karpovych. Modern teacher's activities / V.A. Karpovych. – K., 2004. – 121 p.
3. German-Russian Dictionary / edited by V.V. Rudash – M. : OGIZ, 1947. – 608 p.
4. New Definition Dictionary of the Ukrainian Language: in 3 v. / [compiled by V.V. Yaremenko, O.M. Slipushko]. – K. : Askonit, 2007.–V. 1. – 2007. – P. 874.
5. L.I. Parashchenko Private schools as a factor of democratization of the Ukrainian education / L.I. Parashchenko // Education and management (Academic and research magazine). – 2009. – V. 12. – No.2. – P. 138-142.
6. Draft Law of Ukraine “On making amendments into certain laws of Ukraine in the matters of education (regarding fulfilment of state guarantees as to persons studying at private educational establishments)”, submitted by people's deputy of

Ukraine V. Kolesnichenko on September 2, 2009 under No.5087 [E-resource]. – Access mode : http://gska2.rada.gov.ua/pls/zweb_n/webproc4_1?id=&pf3511=35988

7. Draft Law of Ukraine “On making amendments into certain legislative acts of Ukraine (regarding private educational establishments)”, submitted by people’s deputy of Ukraine V. Marushchenko on September 16, 2009 under No.5087-1 [E-resource]. – Access mode : http://gska2.rada.gov.ua/pls/zweb_n/webproc4_1?id=&pf3511=36146

8. Professional education: Dictionary: Textbook / Compiled by S.U. Honcharenko and others; Edited by N.H. Nychkalo. – K. : Vyscha Shkola, 2000. – P. 149.

9. Professionalism of the personality of teacher and master of vocational training. – M. : Vysshaya Shkola, 1990. – P. 90.

10. Dictionary of Loan Words // Edited by O.S. Melnychuk – K.: Main Editorial Office of the Ukrainian Soviet Encyclopaedia of the AS of the USSR, 1975. – 775 p.

11. M.M. Chepil. Pedagogical technologies: textbook / M.M. Chepil, N.Z. Dudnyk. –K.: Akademydav, 2012. – 224 p.

12. I.O. Chernykh. Linguo-didactic conditions of development of speech competency of future doctors: author’s summary of the Candidate of Pedagogical Sciences Thesis: speciality. 13.00.02 “Teaching theories and methods (Ukrainian language)» / Iryna Oleksandrivna Chernykh. – Kyiv, 2012. – 20 p.

J21508-008**Ovcharov S.M.****THE MAIN COMPONENTS OF CONTINUOUS PROFESSIONAL EDUCATION FOR IT TEACHERS***Poltava National Pedagogical University named after V.G. Korolenko
Poltava, Ostrogradskogo 2, 36000*

Nowadays one of the most spread educational ideas, proposed to help modernize educational system, is the concept of learning during the whole person's life. A man is supposed to be continuously occupied with a job and develop an active social stand. It also means that people will be able to gain such information blocks, which are necessary for reaching high levels of their proficiency.

While forming educational policy, it is traditional to take into consideration compulsory education only, at the end of which a person is given a Certificate of Completed Secondary Education. Today, when we talk about education, we think about both informal and nonformal education. Nonformal education involves being educated in an educational institution, one of the public organizations or with the help of a tutor. Such kind of education does not result in a degree certificate. Informal education is a general term for education outside of a standard school setting, which implies individual cognitive activity in human's everyday life and is not necessarily focused on a certain occupation.

In our days, we should consider professional training of a teacher, namely, a teacher of Computer Studies in the context of continuous pedagogical education. Various aspects of the given problem have been analyzed in the studies of G.O. Ball, E.P. Belozertsev, Z.M. Godnyk, M.V. Hrynyova, I.Ya. Zyazyun, V.G. Kremin, L.B. Lukyanova, S.D. Maksymenko, V.M. Nikandrov, N.G. Nychkalo, P.S. Perepelutsya, S.O. Sysoeva, V.O. Slastyonin, L.O.Homych, etc.

Today, it is very essential to adjust professional training to the modern problems of an individual and the society. Thus, it is especially important to rise the effectiveness of the professional training, innovating development of booklore and modern technology; improve teachers' knowledge during their professional career. It is not about theoretical aspect of the received knowledge only. This can be solved by setting the stable interconnection between schools and pedagogical institutions or by a proper system of teachers' further training. We mean assimilating and understanding ideas [4], that is, constant pedagogical education.

Lifelong education is a focused systematic cognitive activity, aimed at acquiring and improving skills and knowledge, received both at schools or special institutions and through self-education. In other words, this is the lifelong education, which serves as a tool for adapting to the rapidly changing environment [2]. Being a part of continuous study, lifelong education is intrinsically a system of training pedagogues for any kind of educational institution. It implicates the unity of three stages: pre-university training, fundamental university training and post-graduate education of the prospective pedagogical employee [3].

Without a doubt, professional training of the modern teachers should be constantly implemented throughout their careers. As for the Computer Studies

teachers, their training lies in creating the integral system of educational process, starting at school or even elementary-school age.

Let us consider some basic components, which must be represented in the system of Computer Studies teachers' lifelong education.

1. Propaedeutic training, which means that prospective teachers of Computer Studies will have an advanced curriculum in Informatics at secondary and vocational schools. This stage we account to be the first one in developing person's awareness of his or her future pedagogical career and realizing the significance of pedagogics as a whole.

G.O. Ball and P.S. Perepelytsya think that the subcomponents of the system, developed for preparing youth to choosing their profession must be as follows: the system of educational guidance and a special pre-professional training, which involves engaging students into the activity, finally leading to studying at university [1]. When defining stages of pre-professional education, these scientists assume that the process of training represents a complicated way of transiting from non-grading to professional education.

Taking into account the fact that in Ukrainian secondary schools Computer Studies as a subject appear in the second form, we reckon that it is reasonable to start propaedeutic training of future Math teachers at this very age. We suppose that this age favours forming and developing of children's creative potential. They also accumulate new knowledge with enthusiasm and work on evolvement of their creativity. Therefore, shaping of motivation to study Computer Science at an advanced level is better to start at this time.

2. Basic professional training of prospective Computer Studies teachers in high schools should be grounded on the principles of combining theoretical and practical skills, whilst forming a teacher and developing his or her creativity. The education must be organized in a way, so that future teachers will become aware of their own abilities to carry out innovative research in their further pedagogical activity.

Professional education of future Computer Studies teachers for comprehensive and profession-oriented schools ought to be implemented on the basic and advanced levels of complexity. By doing so, skills and knowledge must evolve during learning vocational subjects, complementary professional drill and optional courses. The class-list of specialized subjects for Computer Studies teachers is specified by a certain pedagogical institute or university, depending on specialization of the future teacher.

As for the theoretical and methodological aspects, telling how to teach prospective teachers of Computer Studies, such education has to be carried out basing on general-purposed and methodological aspects of teaching. The general-purposed education should be similar for those, going to teach in comprehensive and profession oriented schools. The methodology, in its turn, should be taught on a case-by-case basis, because it supposes studying some certain sections of school course on Informatics. The choice of these sections depends on the future teacher's specialization. All the additional knowledge can be received while doing optional courses.

3. Post-graduate education has to rely on andragogical principles. It allows

cyclical further training of Computer Studies teachers at post-graduate institutions. This stage is considered to be the most prolonged and oriented at implementing the idea of lifelong professional education. At this stage, the person polishes up his professional set of values, shows his creativity and analyses the real needs of educational system.

The general purpose of further education courses for Computer Studies teachers must be as follows: perfecting of teachers' knowledge about scientific and theoretical aspects of school subject, getting to know how to teach the subject according to the profession-oriented curricula; improving of teachers' method competence, especially of those, working in profession-oriented classes; studying new pedagogical and innovative technologies of productive teaching and examining the possibility of integrating them into school bringing-up process.

Apart from this, we ought to consider the importance of Computer Studies teachers' self-education. The fact that they occasionally improve their skills in terms of post-graduate pedagogical education does not mean that their knowledge of the subject is updated in time, as progress in science and technology is rather rapid nowadays. That is why one of the most important tasks of continuous study system is to develop the habits of self-education among the teachers. This will make it possible to freshen their theoretical knowledge and to amend practical teaching skills on their subject. Moreover, professional education of the teachers should be proactive. In case an educator was trained this way, he will be able to adapt to the changes in concept or content of the school course, to new textbooks, methodological notes, etc.

4. Nonformal and informal education, not necessarily systematic and organized, can be realized beyond the system of traditional school and university study and riches out to people of different ages. This section is the most popular field for testing new teaching methods and introducing innovative working strategies. It is especially true for Computer Studies teachers, because they have access to modern information technologies and are interested in their wide implementation. Thus, they can freely make use of the possibilities, presented by nonformal and informal education.

In Ukraine nonformal education embraces following fields: alternative out-of-school education, post-graduate and adult education; civic education (various activities of civic groups); school and university governance (as a chance to gain managerial, organizational and communicative skills); educational initiatives, directed at developing extra skills (computer and language courses, different clubs, etc.). Lately it has become popular in Ukraine to join Universities of the Third Age, which provide education to older people.

Nonformal education can be adapted to any environment (educational institution, church, family, community, etc.); at any age (from birth to death). This just speaks to the fact that nonformal education really exists and makes up an integral part of lifelong education, no matter if it is represented in individual or group form. Nonformal education can both complete and strengthen formal one and disagree with it, being at the same time a very important component that needs thorough consideration, examination, and implementation in the modern world in order to provide a proper level of education for Ukrainians.

Consequently, it is especially essential to solve the problems, connected with

reforming and developing our national system of lifelong professional education for teachers, namely teachers of Computer Studies. This system must be focused on meeting the challenges, rising from the task of developing pedagogues' professional qualities and evolving their personal characters, taking into account that their areas of responsibility are constantly varying owing to "flexibility" of such science as "Informatics".

Literature:

1. Ball G.O. Psychological and pedagogical fundamentals of organizing profession-oriented education for schoolchildren / G.O. Ball, P.S. Perepelytsya // Pedagogics and psychology of professional education. – 1998. – № 5. – P. 149-159.
2. Encyclopaedia of education / Ukrainian Academy of Pedagogical Science: chief editor V.G. Kremen. – K.: Yurinkom Inter, 2008. – 1040 p.
3. Kravchenko L.M. Lifelong pedagogical education of the educational manager: [monograph] / L.M. Kravchenko. – Poltava: Tehservis, 2006. – 420 p.
4. Lifelong professional education: philosophy, pedagogical paradigms, forecast: monograph / V.P. Andruschenko, I.Ya. Zyazyun, V.G. Kremin, S.D. Maksymenko, N.G. Nychkalo, S.O. Sysoeva, Ya.V. Tsehmistr, O.V. Chaly; edited by V.G. Kremin. – K.: Naukova dumka, 2003. – 853 p.

J21508-009

Radchenko O.O.

**CULTURAL-HISTORICAL AND SOCIO-POLITICAL FACTORS
FORMATION UKRAINIAN MUSICAL EDUCATION***Uman state university called Pavlo Tychyna, Sadova Street 2, Uman,*

Summary. *The article is concerns the problem of cultural and historical background of music education and educational thought in Ukraine in the nineteenth - early twentieth century. The peculiarities of a system of education in the socio-political and socio-cultural changes that took place over a century was based on historical and pedagogical analysis of the features of the organization of special musical institutions that have played an important role in strengthening the national focus of national musical education.*

Keywords. *Teachers- musicians, musical education, teaching experience, pedagogical ideas, music.*

Set of the problem. Socio-economic and cultural transformations which are taking place at the present stage of development of the state can cause a radical renewal of Ukrainian society, his spiritual rebirth. It actualizes the problem of building a single artistic vision of the future teachers of music as an integral basis of further artistic and educational activities that determine its subject content and value-semantic orientation.

In the State National Program "The Education" (Ukraine XXI century), the necessity of practical implementation as personality oriented educational systems is stressed in the National Doctrine of education development in the XXI century Ukraine . In the field of art education to solving these problems contribute to the revival and the introduction of advanced ideas accumulated in music teaching practice of prominent Ukrainian teachers musicians, studying their professional experiences that promote the formation of a new generation of spiritually rich and highly creative young people and will be the basis for further development of national music education.

Accordingly, one of the priority directions of development of music education is the search by scientists and educators some pathways of generations valuable spiritual experience, centered in music (V. Butenko, IA Zyazyun, L. Masol, G. Padalka, O. Rostov, A. Rudnytska, B . Sukhomlinsky, T. Tan'ko, A. Shchelokova). Therefore the special understanding the experience of music education in Ukraine as a whole and its individual regions in the late XIX - early XX century has been occurred.

In particular the development of Ukrainian culture period paid significant attention D. Antonovich, V. Vynnychenko, M. Hrushevsky, Ivan Krypyakevych, King James I., O. Subtelny, M. Semchyshyn and others. The Authors of scientific papers on the history of National Education L. Wolf, S. Gorbenko, OO Dubasenyuk, M. Zavaloka, M. Zagaykevych, N. Kalenychenko, A. Lavrinenko, V. Maiboroda, A. Mickle, S. Siropolko, M. Yarmachenko highlighted some important aspects of music formation and aesthetic education in Ukraine. However, outside the research there is still the problem of cultural-historical and socio-political factors of education and the

educational sector, which is today the undergoing complex processes of transformation, the music education is of great social importance.

Purpose of the article to reveal the characteristics of music education and educational thought in Ukraine in the nineteenth century, to determine the socio-political and socio-cultural factors that contributed to the development of music education and educational thought in Ukraine in the nineteenth century on the basis of historical and pedagogical analysis. To find out the particular organization of professional music education in Ukraine in the study period, identify the main pedagogical principles and achievements that contributed to update the content of musical and educational sector, improving vocational and educational training of music teachers in music and teaching faculties of Ukraine at its appointed time.

At the beginning of the XIX century Ukraine was directly depend on the internal state of the Russian Empire. Hetman Cancellation and then the enslavement of the peasants had led to the decline of education and culture. The Russian government was introducing increasingly stronger russifying policy. Ukrainian government was applied a separate school system policies, especially for old school, returning them only the spiritual (Kyiv Academy) and new schools (in addition to the Right Bank 1831) and they had become exclusively Russian. Throughout Russia there was officially a school organization, controlled by the Ministry of Education, formed in 1802. Ukrainian territory was divided in two school districts: Kharkiv and Kyiv (Volyn credited to Vylensky districts). Schools in province cities in 1804 turned into a four-year high school in the county established a two-year county school ("County Schools), the initial annual called "Church - parish" and the the last ones were subordinated to "caretaker" county schools and county - Director schools, high schools and universities [11, p.46].

On the Right Bank the educational activities were conducting by outstanding Polish educational activist, curator T. Chatsky school district, worked in the Polish Lyceum Kremenec (from 1819) and Basilian gymnasium in Uman. All Education was held in Polish.

The Secondary education was provided by private school and boarding for children of the nobility. Colleges and high schools represented schools with an expanded program. In Ukraine, there was a large number of special secondary schools, seminaries and cadet corps.

In the nineteenth century humanitarian character of education in secondary and higher education predicted the cycle of teaching art, music training, choirs and orchestras functioning [10, p. 20].

In the teachers 'seminaries and institutes of teachers' vocal and choral training was an integral part of training future teachers. In high school choral singing was provided for forming aesthetic taste. Often the curriculum of schools administered playing musical instruments that contributed to the creation of various orchestras (such as the 1st Kyiv gymnasium at one time acted Symphony Orchestra) [12, p. 3]. In the same period teaching music and singing was implemented and female educational institutions, including boarding schools, Kiev Institute for Noble Maidens (founded in 1836), where he taught music throughout the studying period (6 years) in a special program of Empress Maria, according to which the preparation of pupils

was expected to master basic music knowledge.

About circumstantiality music education the number of sessions that were distributed as follows is showed by choral singing for 6 hours per week, church singing for 2 hours and instrumental game for 4 hours [7, p. 48].

More than ten cities in Dnieper Ukraine the branches of the Imperial Russian Musical Society (IRMT), Galicia (Lviv) acted "Galician Musical Society" (GMT) were revealed. On their base music schools, colleges, conservatories, whose purpose was to prepare orchestral performers virtuosos on instruments, concert singers, dramas and opera singers, conductors, composers and music teachers were organized. Particular attention was paid to learning of playing musical instruments that make up the orchestra (bow, wind, percussion); piano, organ, singing, music theory, music history, art history, aesthetics, scenic game, recitation, dance and more.

The disadvantage of institutions IRMT and HMT was that sufficient attention had not been paid to the education of Ukrainian professional musicians. Arrogant attitude to national culture as a whole was supports. Therefore unordinary phenomenon of that time was the establishment of institutions that prepared domestic staff and learning process at the national material and teaching methods. It was a music and drama schools named after M. Lysenko in Kiev and Higher Music Institute named after M. Lysenko in Lviv, where a significant contribution to the development of Ukrainian music education and pedagogy should be noted [4, p.18].

So, late XIX th – the beginning XX th century the music education was clearly divided into general and professional. The general becomes an integral component of education and training in educational institutions of different levels (although its long items relating to optional), and professional acquires the features of a sustainable continuous education system.

The Government conducted the policy of class education: high school intended exclusively for the nobility, the seminary - for clergy, county ("uezdnye") schools - for the middle class, merchants, nobles and senior officers, and for farmers, townspeople and artisans - parochial ("pryhodskye") school. in 30 - 40 XIX century for noble children and military officers was opened a military school (cadet corps) in Kyiv and Poltava, for noble girls children the maiden institutions were opened in Kiev (1837), later in Kharkov, Poltava - with French, dancing, music.

The reasons that prevented the development of music education in schools should be indentified: lack of qualified teachers (isolated availability of regents, most teachers - ordinary teachers, cantors, priests or even strangers); lack of institutions that would prepare appropriate specialists, low prestige singing teacher positions because of low wages; complex financial status of schools, lack of appropriate teaching aids, notes [2, p. 917].

In the field of music education and training the progress was taken place and traced typical trends: musical discipline cycle were regulated by state regulations, but steady growth of interest of students for classes music caused the necessity to introduce the subject. Attention was paid to the training of teachers, their methods and principles of operation; organizing courses for teachers of singing.

Singing and playing musical instruments were an integral part of the educational process in women's educational institutions. The high level of teaching was the fact

that many of the graduates replenish the ranks of the local teachers-musicians. There time limit (singing) and after school (instrumental game, vocal and instrumental ensembles) forms of music education. Pupils acquire knowledge of music theory, harmony and were learned to work with the choir.

Therefore it is necessary to emphasize that in the second half of the nineteenth century in Ukraine there was a tendency for the organization of special music schools. However, these institutions were different sorts of obstacles according to Ukrainian music. It was so obvious that even in one of the Soviet period research stated that: "Not enough attention was paid to education and national professional staff such as performers and composers [9 p. 206]. In fact, a long traditions of Ukrainian music education in a certain period were almost entirely offset.

In connection with public schools the teaching schools stand together for the teachers preparation. The first such school was The temporary Pedagogical School" in Kiev (1862). In 1872 the preparation of the teachers for the city and county primary schools and universities has began. So later three years and four-year teachers' institutes were set up [10, p.17]. At the end of the 70 th of XIX century public schools - Teacher Seminary first three years, later - four year were in charge of the Ministry of Education.

In the Teaching Seminary, according to the contest, 15 years at the end of two-year school were taken.

The seminary had secondary school program, but to prevent future teachers of the university, the course excluded other languages and trigonometry. The teacher training was provided well (pedagogy, didactics, methods of different disciplines, music and singing).

Except the seminaries, there were two-year teachers courses, which took four classes after school, or higher primary schools. These courses also were produced by well-trained teachers. For teacher training church schools so-called second-class school teachers with a three-year period of training was existed, which entered composite after school program, below the four-classroom school. There were also church – teachers' schools with four-year program and the type of teachers' seminaries which were controlled by the Synod.

Most teachers' schools, regardless of which department they were, were inherent to Ukrainian national sentiment. This is because there were mostly young people related to the Ukrainian village, which were firmly kept their language and traditions. Ukrainian national teachers' forcefully turned up after 1905. In journals that were published by students of seminaries and church-teachers' schools, there were articles and stories in Ukrainian, students spoke Ukrainian and performed Ukrainian songs.

For teacher training organized short-term courses were organized, which often were called the leaders of outstanding teachers. In addition, at the end of the XIX century were organized in Kiev frebelivski courses to prepare teachers. All this contributed to the fact that among primary school teachers there were also many good teachers who could teach in high school education. But public school in the Ukraine didn't give much to people.

Teaching in secondary schools was at a very low methodological level, because their teachers for the most part did not have pedagogical education (they

were prepared by universities which hadn't pedagogical training but they were only at religious academies). In most secondary schools cold formalism was prevailed that often led to intense enmity between teachers and students. Most teachers of secondary schools were government officials who were deprived of love for children and consciousness of great responsibility for their future, though there were in Ukraine such talented personalities as Muzichenko A. and V. Naumenko. But they were exceptions. Formalism in education, low level of technology education turned up that in secondary schools, particularly schools was a very large percentage of "drop-out" students and second year.

The revolutionary events of late 1917 and the war with Moscow since the beginning of 1918 restrained the normal development of Ukrainian cultural life. During the ruins of the 1919 – 1920 were killed almost all the achievements of the previous two years, an independent Ukrainian state. Do not have to plan and implement single school. However, even under the influence of Russia the content and methods of teaching in Ukrainian schools for some time remained unchanged.

In the summer of 1919, General Mai Mayevski issued an order under which all schools in Ukraine with instruction in Ukrainian were deprived of state maintenance. Then work of education took over cooperation. The funds of the Union of Consumer Societies were organized by the Union of Ukrainian Culture which took over the maintenance of Ukrainian schools. Soon it turned out that the school would only win, because keeping them was better than schools with Russian as the language of instruction that they kept Deniking government.

Thus, the Ukrainian musical culture pushed beyond the cultural zone despite the fact that in large Ukrainian cities formed the musical culture of a sufficiently high level. Contributed to this and the Russian Musical Society, formed in 1859 under the patronage of Grand Duchess Elena Pavlovna (1863 in Kyiv was established its branch) it was the promoter of Russian and European music. Educated people of Kiev had the opportunity to hear works that were the part of the European repertoire, as well as Ukraine toured Russian and foreign conductors.

Extremely positive in those days was to spread this phenomenon as the activities of itinerant music teachers, who undoubtedly and faithfully continued the case which was initiated by their predecessors - wandering clerks. And, unfortunately, in primary schools the musical training process was not systematic.

Finally, we can conclude that the national education system in the late nineteenth century was destroyed completely. The tsarist government pursued a deliberate policy of destruction of Ukrainian art education. In this way, in Ukraine, in fact, remained outstanding scientific, cultural centers for arts centers outside Ukraine, and gained talented Ukrainian art education in St. Petersburg and Moscow conservatories.

School of Music, and since 1913 and Conservatory, organized educational process according to programs Petersburg and Moscow conservatories. These special schools taught artistic subjects (play on different instruments, singing, special music theory) were required art objects (ear training, elementary music theory, harmony, instrumentation, history of music, choral singing, orchestral play, ensemble) and secondary (items on the program schools Ministry of Education). Student's of both

sexes and all classes without age restrictions were taken to establishments.

After graduation, students received certificates of I - II degree for performers and music teachers. The Certificate II Degree was given the rights to be music teachers, heads of choirs and certificate and degree as to allow the parish to be teachers of public schools. Thus, subjects of musical aesthetic cycle in the early twentieth century are becoming an integral component of education.

Therefore, the problem needs further development of cultural, historical studies and socio-political factors of Ukrainian music education. In this connection, the potential for future research is opened that would impact on some features that are associated with cultural and educational figures of Ukrainian establishment and development of a national system of music education.

Contents

1. Arhimovych LB Essays on the history of Ukrainian music: [in 2 hours.] LB Arhimovych, T. Karysheva, T. Schiffer - C.: Arts, 1964.
2. Beletsky L. Entsyklopediya Ukrainian. Chapeau (EC-I). - Munich, New York, 1949. - T. 3. - 934s.
3. History of Ukrainian music: the 6-t. / USSR. Institute of Art Studies, Folklore and Ethnography. MT Rila; [redkol.: MM Gordiychuk et al.]. - K.: Science. opinion, 1989. - T. 2.: Second floor. Nineteenth century. - 1969 - 458, [2] p.
4. M. Kostomarov history of Ukraine in the biographies of prominent figures / Nikolai Kostomarov. - Lviv: sciences. the islands named. TH Shevchenko, 1918. - 493 p.
5. Krypiakevych I. History of Ukraine for the people / Ivan Krypiakevych. - Lviv: Cover Stock -Uchytysya, my brothers ... -, 1929 - 144, [4] p.
- 6 King James I. Ukrainian culture: a brief history of the cultural life of the Ukrainian people. - K.: The company -Dovidka-, 1992. - 140, [4] p. S. 107.
- 7 Orekhov LF Organization of music education in Ukraine first half of the nineteenth - early twentieth century. / LF Smith / Coll. Science. pr. Berdyansk state. ped. Univ. Avg. Ped. Science. - 2006. - №2. - P. 183-186.
8. Regulation of the first Education Congress (20-23 September 1917) // Free Ukrainian school. - 1917. - №1. - P. 44-45.
9. H. Titov old higher education in Kiev Ukraine XI - beginning XIX century ... / Min. Titov. - K.: UAS, 1924. - 433, [2] p.
- 10 S. Tsybulskyy Music and singing in grammar school / S.Tsybulskyy // Magazine of the Ministry of National Enlightenment. - 1891. - №3. - P. 1-17.

J21508-010

Slatvinska O.A.

**USIND SIMULATION AND GAMING TRAINING OF STUDENTS
IN AGRICULTURAL VOCATION SCHOOLS***Institute of Vocational Education NAPS Ukraine,
Kiev, Chapaevske shosse 98, 03045*

Abstract. *The article is about of simulation-games, training methods in vocational schools . The focus is on the interaction of teachers and students in the learning process. The game - one of the naturally-relaxed for child processes activity, seems useless and yet necessary and instructive. Learning methods are playing relaxed rapport between teacher and students. They made a habit focused, thoughtful work independently, developing attention, memory, interest in knowledge during the game. The student is able to imagine what is available in the surrounding reality, and delighted not notice that learns - learns new stores, oriented in different situations deepens previously acquired experience, compares stock ideas , concepts, develops imagination for activity in the game. This methods in teaching of a number of subjects enhance cognitive interest in learning of vocational school's students.*

Keywords. *Interactive teaching methods: group, collective, collective group, simulation-game methods, vocational schools.*

Introduction. Vocational agricultural training organically connected with social production and reproduction of works in the workforce of the country, the level of development of a socially-economic status of industries and services. It aims to provide fundamental, scientific, cultural prepare students for future life. Vocational education provides no easy mastery students a certain amount of knowledge, education and active life, humane and directed citizens of Ukraine who have in their life guided by national and international spiritual values. This goal is possible achieving in the conditions of formation of all activity levels, first of all, communicative activity of students, because it is communication as interaction aimed formation of future skilled workers [1].

Problem. In terms of European integration, special attention is paid to the quality of training skilled workers. The task of developing of new techniques to improve the formation of creative and inventive skilled workers who combine deep theoretical knowledge and practical training is so urgent . The great importance is the education of graduates in vocational schools in relation to their future participation in the development of post-industrial society and implementing their new production technologies.

Unfortunately, the practice of modern vocational schools formation of their knowledge, skills and productive communication, the development of interest and demand for it, dominates traditional teaching with established forms of work. Formation of active vital position of students requires specially designed and scientifically based system simulation games, which will allow for the introduction of targeted educational influence on the level of communicative activity of the individual in the learning process.

Analysis of current research. Analysis of pedagogical theory suggests that the

problem of improving the forms of the educational process attracts by many researchers. Primary place among types of innovative training takes simulation games. A significant contribution to the development problems of the game in terms of psychology did by authoritative scientists D. El'konin and S. Rubinstein [5]. .

You can not leave aside the fact that recently dominated the number of works that examine the phenomenon in preparing students (A. Kapska, V. Rohynskiy, O. Khomenko). L.Kondrashov approach to defining the essence of simulation-game training and implementation process of learning it in high school.

A considerable amount of research on this issue is related to various aspects of improving the efficiency and effectiveness of learning through individual types of games and their complexes (A. Verbitsky, A. Zhornik, A. Matyushkina, P. Pidkasystyi, P. Shmakov, O. Yankovska) ; the organization and conduct educational game reflected in the works of N. Akhmetov, L. Baikova, P. Kolosov, V. Platov, V. Semenov, E. Hrutskiy and other, but position of formation of active communicative is not given a proper place [1,2, 3].

It is very important to search for effective ways and means of the individual student's education. This problem contributes to the implementation in teaching practice playing techniques that are designed to activate the students. That is why the study of teaching methods gaming is an urgent problem today.

The aim of the article is illuminated with the idea of using interactive teaching methods ,such as in the training of future skilled workers in vocational schools.

The main material. The game is a natural activity of the child, in which he gets ample opportunity to identify personal activity, creativity, and demonstrate his potential. It is in game the child realizes own "I" ,takes the role of "anybody", changing its position on the individual child and specifically for the new adult position. In the process of communication through curiosity and admiration child tends to affirmation.

Throughout the history of mankind , game phenomenon attracted the attention of many famous psychologists of the XX century – L.S .Vygotsky, A.N .Leontiev, S.L.Rubinshteyna, D.B. Elkonin, V.V. Zenkovsky, A.V. Zaporozhets, et al. [5,7,10]. These scientists developed theoretical foundations of the historical origins of the game, its social nature and psychological mechanism. Fruitful thought about playing as a method of training and education of students of different ages find in the scientific legacy of outstanding teachers working in different historical and social conditions : K.D. Ushinskiy,P.F. Kaptereva, P.P. Blonskii, V.K. Soroka-Rosinski], M.I.Demkova, A.S. Makarenko, V.A Sukhomlynsky, S. Rubinstein, D. Elkonin and others. They concluded the exceptional value to the child and the need purposeful use in school,6].

Didactic games take special place in the development of cognitive activity of students assigned. They combine elements of a complex educational process for children with interesting gaming activities. Didactic game has a structure that distinguishes it from other types of adolescents. Modern didactics game uses a range of teaching methods, because it is in tandem effective interaction between teacher and students, productive forms of communication with their inherent elements of competition, possible immediacy successful learning.

One of the major problems of modern pedagogical science is the search for effective ways and means of individual students, including vocational schools. The current educational process inherent prevalence of verbal communication techniques, underestimation of the importance of interactive communication, absence of interesting forms of educational activities and more. This problem contributes to the implementation in teaching practice playing techniques that are designed to activate the students [4,7,8].

Learning Game is a system of interrelated elements that are complex electoral involvement components. Didactic games have special place in the development of cognitive activity of students assigned. They combine elements of a complex educational process for children with interesting gaming activities. Didactic game has a structure that distinguishes it from other types of adolescents.

The game - one of the naturally-relaxed for child processes activity seems useless and yet necessary and instructive. Involuntarily charming and engaging as the phenomenon of life itself, the game is rather serious and difficult problem for science. Game as a teaching method, transfer of experience of older generations younger people used since ancient times. Wide application finds the game in the popular pedagogy in preschool and after-school facilities. In today's schools, including vocational schools that are trying to activate and intensify the learning process, teaching methods used gaming as a separate item, a small part of the lesson. Clearly, educational process depends on the effectiveness of teacher's skill. The function of the game is diverse utility. Each type of game has its own utility., The game can be made with one student, a group or the whole class .It depends on the specific educational objectives of the lesson, its contents, individual psychological personalities of students and their level of development.

In the application of game methods of training ,many students increases interest in the educational process. These games fully implement training students to practice, produce their stance, accustomed to collective forms of work. Game initiates spontaneous cooperation between teacher and students. During the game they made a habit of focus, work carefully, independently, developing attention, memory, interest in knowledge. Satisfying their natural need for activity, during the game the student is able to imagine what is available in the surrounding reality, and to capture not notice that learns - learns new stores, oriented in different situations deepens previously acquired experience compares stock ideas , concepts, develops imagination.

Educational methods are: business games, educational games, racing games. Modifications business game can be considered a blitz game, game-exercise, role, operating, simulation games, etc. [9,10].

Didactic game as a teaching method, has its own definition. In the dictionary sources concept of "didactic game" is considered as a kind specially designed or adults inherited from previous generations of games used in the classroom under the direct supervision of the teacher. The main feature is the presence of didactic games, in addition to playing (for students), didactic clearly defined goal (for the teacher), regulation of gaming activities specially defined rules and game plan and game actions help maintain high activity and independence of children, filling teaching intelligent joyful positive emotions .

Business game today is simulation of professional activity. Characteristic features of business games the following: issue, goal, objectives; reduction of time; distribution and playing of roles; availability situations consistently solved, several situations several stages of the game; students forming their own decisions; a system of incentives; consideration of possible obstacles; objectivity of the results of the game; implementation.

In general, the business game play is defined as a method of social content and objective professional activity, modeling of relationships characteristic of this type of practice [3,9]. The development of cognitive abilities of students stimulates creative processes of their activity, relieves fatigue, creates a favorable atmosphere of training activities, increases interest in the learning process.

Business games encompass solving practical problems and have the following classification: research business games used in scientific research, the economy and production management as an effective method of experimentation; certification business games used for certification of personnel, to identify their jurisdiction; Training and educational games - a group of games, exercises to develop optimal solutions, using educational methods and techniques in conditions that created real circumstances in the classroom. The purpose of teaching Games - equip future teachers the ability to combine theoretical knowledge with practical activities.

Business game in vocational schools used to solve complex problems mastering new fastening material, cognitive activity students create a common educational skills of creativity, the formation of professional skills, education professionally important qualities of the individual, increased motivation, training in communication skills and more. Educational Game is a specific way to manage teaching and learning activities of students in vocational schools.

There are certain business features games that emphasize its relevance:

1. The use of business game enables to bring the learning process to the actual professional activity through role modeling functions as a professional activity.

2. Business game creates conditions for deep and full of learning based on systematic use of 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. Business game recreates the actual processes of professional activity by running a role that contains a set of rules that determine how content and orientation, character action game.

5. Business is a two-dimensional game activities 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 future skilled workers.

6. Business game generates interest and emotional and value attitude to student academic and future professional activities.

7. Role play encourages the development of personal potential student, his self-realization and self-affirmation in situations gaming interaction.

8. Business game performs diagnostic function allows student to identify

creative and professional abilities realize their potential.

CONCLUSIONS. Business games in condition rapid growth of information are the most effective means to achieve more quality processing and mastering vocational knowledge, skills and abilities them. They not only arm of future skilled workers of scientific knowledge, but also form independent, develop and improve the capacity for creativity. Thus, the simulation-training game activates, motivates agricultural vocation students acquire innovative technologies, intensifying the process of perception and learning.

REFERENCES:

1. Beh I.D. Communication as general psychological basis of personality education / I.D. Beh // The moral and spiritual development of the individual in modern conditions (Theoretical and methodological problems of education of children and youth): Coll. Science. works. - K.: opinion Educational, 2000. - P. 10-17.
2. Vyhotsky Y. / Y. Vyhotsky // Coll. In Vol.: 6 v. - M.: Pedagogika, 1984. - T. 4. - P. 244-263.
3. Druz Z.V. Cognitive interest formation simulation-gaming facilities / Z.V. Druz // Problem simulation-game approach to the educational process in high school. - Krivoy Rog: KSPU, 2001. - P. 109-111.
4. Zhornik O. Formation of cognitive activity of students in the joint of play / Elena Zhornik // Mother School. - 2000. - № 1. - P. 27-29.
5. Zymnyaya I. Educational psychology / I.A. Zymnyaya. - Rostov-on-Don: Phoenix, 1997. - 478 p.
6. Kavtaradze D. Simulation games in ecological education / D. Kavtaradze // Biology in school. - 1990. - № 3. - P. 46-50.
7. Klaryn M.V. Game in educational process / M.V. Klaryn // Sovetskaya pedagogy. - 1985. - № 6. - P. 57-61.
8. Kondrashov L.V. Game approach for students learning culture communication / L.V. Kondrashov // The problem of simulation-game approach to the educational process in high school - Krivoy Rog: KSPU, 2001. - P. 3-9.
9. Leontiev A.A. Psychology of communication / A.A. Leontiev. - 2nd ed., Corr. and add. - Moscow: Meaning, 1997. - 365 p.
10. Pometun A.I. Current lesson. Interactive learning technologies, scientific-method. manual / O.I. Pometun, L.V. Pyrozhenko. - K: ASK Publishing, 2004. - 192 p.

Article sent: 12/06/2015

J21508-011

Kravchuk N.P.

THE STRUCTURAL COMPONENTS OF HEALTH-PRESERVING COMPETENCE FORMATION OF FUTURE PRE-SCHOOL TEACHERS IN THE PROCESS OF PROFESSIONAL TRAINING

Uman state university called Pavlo Tychyna, Sadova Street 2, Uman,

Summary. *The article defines the structural components (cognitive-intellectual, motivational-valued and practical-active), the main parameters of formation of health-preserving competence of future pre-school teachers according to three levels.*

Key-words: *structural components, parameters, health-preserving competence, professional training, future pre-school teachers.*

The modern system of education in Ukraine needs to update the content and improve the approaches to solving the problem of high-quality professional training of higher school students. In the course of their training it is important to form life orientations, humanistic values, to develop intelligence and spirituality that are inseparably linked with the formation of health-preserving competence and ability of future teachers to organize health-preserving activities.

The raised issue is very topical at the present stage of development of Ukrainian society and has unquestionable practical value.

In modern pedagogical studies (D. Voronin, V. Bobrytska, O. Shukatka, N. Soloviov, N. Belikov etc.) special attention is given to theoretical and practical aspects of forming health-preserving competence in the process of training university students.

But structural components of forming health-preserving competence of future teachers of preschool educational institutions in the process of professional training were beyond the study.

The aim of the article is to specify structural components, parameters and levels of health-preserving competence of future teachers of preschool educational institutions in the course of professional training.

Analyzing the key educational competences and aiming to form health-preserving competence of a higher school student, V. Bobrytska selects such components of readiness to healthy way of life: motivational (the formation of self-regulation, the ability to build and implement individual program of preserving and strengthening health of a future pre-school teacher himself and of others); cognitive (obtaining information concerning the health formation, preserving and strengthening); active behavior (mastering skills in selecting and using health-preserving activities); vocational and technological (ability to organize health-preserving activities in the educational process) [2; 239].

D. Voronin defines the following components in the process of forming health-preserving competence of students: axiological (characterizes the formation of the needs and values of students aimed at preserving and strengthening health); informational (acquisition of knowledge and skills for maintaining and strengthening health in the process of everyday life and for self-improvement); physical (deliberate use of specially selected facilities of physical education to achieve the optimum level

of physical fitness and morpho-functional status); and creative (focuses on the active involvement of students in various types and forms of meaningful for them health-preserving activities that develop their cognitive activity and independence) [3; 85].

Y. Dragniev, researching the formation of health culture of students in conditions of computerization of study, identifies three structural components: informative (modern system of knowledge in the sphere of formation, preservation and strengthening of health in all its aspects); motivational (ideological content of health culture of the student's individual; characterizes the degree of spirituality, humanistic orientation of a student in their integrity); practical (the results of mastering skills necessary for performing health-preserving technologies aimed at improving the health culture, taking into account age, gender, individual characteristics) [4; 32].

Based on the above mentioned approaches, formation of health-preserving competence and readiness of future educators for health-preserving activities is considered by us as an integrative formation of personality, consisting of the following structural components: cognitive-intellectual, motivational-valued and practical-active.

1. Cognitive-intellectual component of forming health-preserving competence of a future teacher is defined by us as a system of knowledge about preservation, strengthening and renewal of health, both his own and of other people; providing dialectical approach to cognitive and practical activities of health preservation, the desire to get new knowledge in this sphere. Being proficient in this sphere means to facilitate the development of personal and professional qualities reflected in the forms of behavior and in everyday life and to provide the ability to operate effectively.

In our view it is a key component, since no activity is possible without knowledge .

2. Motivational valued component of forming health-preserving competence of a future teacher is defined by us as a system of awareness of his needs, interests, goals, motivations, the importance of values of a healthy lifestyle, motivation to observe the norms according to the requirements of society and the collective that enables to solve certain problems; understanding and evaluation of conditions under which future actions will take place; actualization of experience with the implementation of tasks and requirements of this kind; positive attitude to health-preserving activity and to future profession.

Student's motivated actions are aimed at achieving positive results through activity, initiative, persistence in achieving goals, identifying ways to overcome obstacles, and the ability to give preference to non-standard tasks, the need to achieve positive results; and the student's personality is characterized by firm determination in non-standard situations, willingness to take responsibility, adequate self-esteem.

Focus on value is a certain relationship of a man to external guidelines, norms and customs. Values determine the attitudes of the student to life through awareness of the value of his own life for himself and for society as a whole; they form an internal component of human consciousness and identity; they play a very active role in defining the tendencies of personal moral activity .

3. Practical - active component of forming health-preserving competence of a future teacher is defined by us as an attempt, intention, effort and willingness to act. Parameters of a practical-active component form a system of motives, intentions, inclinations and preparedness for the implementation of health-preserving activity, mastering the skills how to use the received information and internal actions towards himself that is attitude to himself, confidence (rejecting doubts), self-acceptance (trust and approval of himself), self-knowledge (self-personality and self-activity). These phenomena are associated with the behavior of an individual, that is behavior that is regulated by interior norms and values of appropriate health-preserving behavior, manifested through health-preserving activity and participation in sports groups, clubs, events etc.

Creativity of a future educator can be formed only when he is actually faced with unforeseen situations that require creative solutions, the use of alternative approaches to health-preserving activity, conversion and change of scientific reflection that is needed to understand his own experience of maintenance of health.

But mastering any ready-made knowledge and the development of relevant skills is not enough. That is why the need of new forms and methods of training the future teacher for independent health-preserving activity arises and thus it is necessary to form creative direction of health-preserving activities.

All considered components are interconnected and interdependent.

There are three levels of formation of health-preserving competence of a future teacher (high, intermediate, low) that reflect the parameters of each component.

High level of health-preserving competence is as follows:

- The student has sufficient information competence regarding valeological knowledge, methods of health-preserving activities, peculiarities of using health-preserving technologies in pre-school educational institutions; can successfully operate the necessary information to enhance health; value orientations to a healthy lifestyle are formed; the link between high levels of health and professional development is set;

- The student has systemic, effective knowledge; reveals extraordinary creativity of valeological type; uses a wide arsenal of means to prove his opinion; solves the complex problem tasks; is inclined to systemic and scientific analysis and prediction of phenomena in preserving, strengthening and maintenance of health, fundamentals of healthy life; knows how to pose and solve problems, independently acquire and use information (scientific literature, newspaper and magazine publications, Internet, mass media applications, etc.), reveals his own attitude to it; independently performs scientific research concerning the modeling and the use of various forms and methods of health-preservation; develops his talents and inclinations towards health-preserving activity and conducts systemic analysis and self-assessment of own health-preserving activities;

- The student has a high level of value attitude to both his own health and the health of people around him; leads a healthy lifestyle; attends classes, sections and groups in physical education; does a lot of physical exercises;

- Student's behavior is governed by interior norms and values of health-preserving behavior, manifested through health-preserving activities;

- The student is able to effectively use the knowledge in unconventional situations; can identify trends and contradictions of health-preserving processes; critically assesses the facts, events, ideas, theories of health-preservation; determines the goals of formation of health-preserving competence.

Intermediate level of health-preserving competence is as follows:

- The student does not clearly identify foundations of a healthy lifestyle; has unstructured knowledge of valeological character; analyzes, compares information and draws conclusions;

- The student has insufficient value attitude to his own health, but has cognitive interest to scientific and practical information of health-preserving type; applies knowledge in a slightly altered situations; can analyze and organize information; expresses standard arguments in assessing the actions, processes, phenomena of health care;

- The student has the average level of awareness on healthy lifestyles, ways of health-preserving activity and demonstrates the ability to use health-preserving technologies;

- The student performs practical tasks mainly on productive-reproductive level, showing practical skills and abilities in physical education as a means of formation of health-preserving competence; attends classes, sections and clubs of physical education, independently doing physical exercises; periodically doing physical exercises does not think of an individual health preserving program; the problem of creating his own model of healthy future is not the subject of student's thinking and is not determined as the sense of life; has quite expressed modeling and performing abilities and skills to implement health-preserving activities; demonstrates moderate creativity in self-education and self-development; applies his skills and knowledge in standard conditions and situations, or slightly altered situations.

Low level of health-preserving competence is as follows:

- The student has a low level of valeological knowledge; is not interested in literature on preserving health; can not select the content of the required information; does not establish the link between high level of health and professional development;

- The student cannot see the need to maintain, strengthen and restore his health; there are no grounds of healthy lifestyle and value attitude to his own health; often skips classes in physical education;

- The student does not develop or use tools, methods and techniques of non-standard training; demonstrates partial abilities for health-preserving activities; does not analyze and estimate his own health-preserving activity; has significant difficulties with generalization and formulation of conclusions; does not substantiate, analyze and compare information; does not show independence of thinking, his own position to preservation and maintenance of health. The student's vitality is not marked by health-preserving character;

- The student never conducts his own analysis and self-estimation of health-preserving activity; has a lack of creativity and capacity for self-education to implement effectively health-preservation; does not use forms and methods of maintaining health; does not bind health-preserving activity with future professional

activity .

So the study of the problem of forming health-preserving competence of a future pre-school teacher and determination of its structure allowed us to give concrete meaning to each criteria: cognitive, motivational and evaluative, connotative and creative. The content of each criterion of formation of health-preserving competence of a future pre-school teacher is established according to three levels: high, intermediate and low. Justification of structural components, criteria and levels of health-preserving competence of a future educator needs experimental verification in practice that will be done during the molding phase of the study.

REFERENCES:

1. Bobrytska I.V. Formation of youth health: global update retroexperience in modern university education: monograph / I.V.Bobrytska. - Poltava: IPE DL, 2010. - 200 p.
2. Bobrytska I.V. Health Promotion of future teachers: Monograph. - Poltava: LLC "Printing Center "Skaytek ", 2006. - 432 p.
3. Voronin D. Formation of health-preserving competence of university students by means of physical education: Dis ... candidate. ped. Sciences: 13.00.07 / Kherson State. Univ. - Kherson, 2006. – 222p .: Table. - Ref .: pp. 174-193.
4. Dragniev Y. Building health culture of students in conditions of computerization of education: monograph / Yuri Dragniev; State educational establishment "Lugansk Taras Shevchenko national university " - Lugansk: "LNU", 2009. – 272p.

J21508-012

Sevastyanova E.V., Shabanova M.V.

JUSTIFICATION THE POSSIBILITY OF USING COMPUTER GAMES FOR VISUALLY IMPAIRED PRESCHOOLERS*Northern (Arctic) Federal University named after M.V. Lomonosov**Institute of mathematics, information and space technologies**Arkhangelsk, Naberejnaya Severnoy Dviny, 17, 163002*

Abstract. *The article reveals the role of computer games for visually impaired preschoolers.*

Key words: *visually impaired children, digital native generation, computer games, applying of information and communication technologies in teaching, correctional pedagogics.*

Introduction. Nowadays one the main issue of education is how to use Information Technologies for intellectual development of visually impaired preschoolers. It is needless to say we should give children with visual disabilities the chance and we should provide access to multimedia space.

The field of our personal research interests is computer educational games in math for visually impaired preschoolers. So this article deals with the relevance of our research «Computer educational games in math for visually impaired preschoolers in primary school».

Summary of the basic material. Currently available in Russia there are the conditions and opportunities for longlife education of each person, including disabled people. The first stage of General education is a preschool level. The teaching process focuses on the development of children at this stage which is regulated by the Russian standard of preschool education [7].

It is to be noted that in the standard there is no fixed knowledge of children and subject-centred training in preschool. At the same time, there are five educational areas. One of them is the formation of primary concepts about the objects of the surrounding world. According to it children get knowledge about colors, shapes, sizes, quantity, part and the whole, time and space, cause and effect. The content of this area allows preparing preschool children to learn mathematics [4].

This area can be implemented in various children's activities. For example, it may include: communication, games, educational and research activities. The applying of information and communication technologies is method of implementation of these activities. One of IT- technologies is computer educational games [6].

Firstly, we would say a few words about the importance of games for preschoolers. Now it is generally accepted that learning through playing is an effective way for a child to develop. There's been a lot of scientific evidence. For example, according to the eminent researchers L.S. Vigodskiy, A.A. Leontyev and others, we can consider that playing contributes to brain development. In fact, play is so important for a child from birth to age six, that the United Nations has recognized it as a specific right for all children [3].

Secondary, the preschool kids today are digital native: They are familiar with

tablets, touch screens and etc. Some people claim that the current generation was born with a computer mouse in a hand. It goes without saying and nobody would deny the fact that computer is one of the most popular toy in the contemporary childhood. «Computer games have become an important part in child and youth culture, and most children, in developed countries, have a considerable experience of such games» [1]. Children of preschool age are developmentally ready to learn the computer. Some researchers have shown that children who use computers from an early age have several advantages during the primary education period. That's why the main question of educators is how to use these technologies for good development of our children. This especially applies to children with different disabilities, for example, visually impaired children.

According to the World Health Organization, 285 million people worldwide have some degree of visual impairment, including 19 million children. Many people with visual impairment have some sight, but others cannot see at all. Child who cannot use the ordinary graphical interface, because they are totally blind or because they have a severe visual impairment, do not have access or have very restricted access to this important part of the youth culture. This fact is distressing. It must be admitted that, technological tools enables preschoolers with visually impaired in a lot of situations in their daily lives in mobility at nursery schools as well as at home. That's why it seems important that children get used to using technology as early as possible [2]. «To give kids with visual disabilities the chance to have access to multimedia games should be seen as an important issue for better inclusion and participation in society» [1].

Thirdly, on the one hand, computer educational games are very beneficial learning tools. Computer games can be great fun for preschoolers. And can be educational, on the other hand. These games help preschoolers form many of the skills needed throughout their education in order to be successful in school later. They help to prepare children for future computer use; to introduce of educational skills; to improve long-term memory, thinking, attention, imagination and manual dexterity; to motivate teaching. So S.W. Haugland confidently asserts about the benefits of using computer games: «The potential gains for kindergarten and primary children are tremendous, including improved motor skills, enhanced mathematical thinking, increased creativity, higher scores on tests of critical thinking and problem solving, higher levels of effectance motivation (the belief that they can change or affect their environment), and increased scores on standardized language assessments. In addition, computers enhance children's self-concept, and children demonstrate increasing levels of spoken communication and cooperation. Children share leadership roles more frequently and develop positive attitudes toward learning» [8, 9].

On the other hand, one should, nevertheless, consider the issue of computer games that work for visually impaired children from another angle. Designing these games is quite a challenging job since the main feedback channel in games is usually visual. «Indeed even if audio is more and more used in mainstream games, it has only a complementary role in a huge majority of cases. It improves the experience of the player but it is often not bringing necessary pieces of information that the player

would not get visually. For instance most of these games can be played efficiently with sound switched off. This is probably the reason why very few computer games are accessible and even very few have been developed for them» [1].

And finally, by the time a child reaches preschool, he/she is usually able to understand an array of math concepts, from counting and basic addition and subtraction to measurement and time. The researches of experts in correctional pedagogics show that the use of computer technology, especially educational games, is the perspective in the education of preschool age children with visual impairments, especially in math area particularly [5]. Because those games provide the ability not only visual representation of information, but use different types of analyzers for the perception of information.

Vision is usually the primary sense children use to learn different concepts, but for visually impaired children, the other senses play an especially useful role. As with all children, visually impaired preschoolers learn best by utilizing all of their senses to take the information about the world around them. Although hearing does not replace vision, auditory cues are essential to a visually impaired child's ability to gather information about his/her environment. This fact is very important for education of visual disability preschoolers. And also one mustn't lose sight of the fact that handicapped children can benefit a lot from the use of computer games for their psychomotor and cognitive development.

Conclusion. All the facts we mentioned in the paper determine the relevance of the theme of our research work «Computer educational games in math for visually impaired preschoolers in primary school». It is to be mentioned the most important cause for concern in contemporary correctional pedagogics is inclusion challenges and socialization of disabled children.

References

1. Archambault D., Ossmann R., Gaudy T., Miesenberger K.: Computer Games and Visually Impaired People. - UPGRADE (European Journal for the Informatics Professional) VIII(2) - 2007. - (http://www.academia.edu/9498530/Computer_Games_and_Visually_Impaired_People)
2. Buaud A., Svensson H., Archambault D., Burger D. Multimedia games for visually impaired children. - In Miesenberger, K., Klaus, J., and Zagler, W., editors, Proc. ICCHP 2002 (International Conference on Computers Helping People with Special Needs), volume 2398 of LNCS. - 2002- P. 173 – 180.
3. «Конвенция о правах ребенка» ООН от 2 сентября 1990 г. (вступила в силу для СССР 15 сентября 1990 г.)
4. Концепция развития математического образования в Российской Федерации (распоряжение правительства РФ от 24.12.2013 г. № 2506-р)
5. Мёдова Н. А. Овладение элементарной компьютерной грамотностью детьми с глубоким нарушением зрения: метод. пособие / Н. А. Мёдова; Томская обл. науч. б-ка им. А. С. Пушкина, отдел организации обслуживания инвалидов по зрению; Центр мед. профилактики. – Томск, 2010. - 38 с.
6. Роберт И.В. Современные информационные технологии в образовании:

дидактические проблемы; перспективы использования / И.В. Роберт. – М.: ИИО РАО, 2010. – 140 с.

7. ФГОС ДО. Приказ МОиН РФ от 17.10.2013 № 1155.

8. Haugland S.W. The effect of computer software on preschool children's developmental gains. JOURNAL OF COMPUTING IN CHILDHOOD EDUCATION, 3(1) – 1992. – 15-30.

9. Haugland S.W. What role should technology play in young children's Learning? Part 2 – Early childhood classrooms in the 21st century: Using computers to maximize learning. Young Children 55(1). – 2000. – P. 12-18.

Advisor: Elukova Zh.A., Ph.D in philology, associate professor of the Department of English for engineering Northern (Arctic) Federal University

Article posted: 08.12.2014г.

© Sevastyanova E.V., Shabanova M.V.

J21508-013

Pereima V.V, Ivanenko Y.I., Kysel'ov O.V.
THE ESSENCE AND THE REASONS FOR MALADAPTATION
AMONG MODERN TEENAGERS.

Public higher educational institution
“Donbass State Teachers’ Training University”
Slaviansk, Street H.Batiuka 19, 84116

Introduction. Adolescence is the most difficult time among all age periods. It is also called transitional age because during this period there happens a particular transition from childhood to manhood, from maturity to immaturity, which penetrates into all the spheres of child’s development: anatomic-physiological constitution, intellectual and moral development as well as different ways of his activity. This age of child’s activity approximately corresponds to the age from 10-11 to 14-15 years generally coinciding with comprehensive school learning. The conditions of teenage living and activity change seriously at adolescence, which, in its turn, leads to psyche transformations and the appearance of new forms of interaction between the children of the same age. The social status, position and place in the community of a teenager alter; adults begin to make more serious demands. That is why we face the largest amount of the so called “difficult” children at this age.

Main body. The analysis of the scientific literature [1; 2; 3; 8] has allowed to establish the fact that the researchers, depending on the nature, character and level, point out pathogenic, psychosocial and social maladjustment of children and adolescents.

Pathogenic maladjustment is caused by abnormalities, disorders and neuropsychiatric diseases, which are based on the functional-organic lesions of the Central nervous system. This means that in one case pathogenic maladjustment can be expressed in different degrees and depth of neuropsychiatric diseases, in other case - in varying degrees of severity of mental retardation. Pathogenic maladjustment, according to the degree and depth of its manifestation, can bare sustainable chronic character (psychoses, phobias, obsessive bad habit of psychopathy, organic brain damage, mental retardation, analyzers’ defects) [1].

Psychosocial maladjustment is connected with sex- and age-related, individual psychological characteristics of a child, which condition his particular originality and naughtiness requiring individual pedagogical approach and, in some cases, special psychological and pedagogical correction programs that can be implemented in terms of educational, rehabilitation, social institutions.

We are talking about some personal psychological characteristics that impede social adaptation of children and adolescents. The following points can be attributed to sustainable forms of psychosocial maladjustment: character accentuations, adverse and individual psychological peculiarities of emotional and volitional, motivational and cognitive areas, including defects such as reduced empathy, indifference to the interests of low cognitive activity. The following points can be attributed to the temporary unstable forms: psycho-physiological age- and sex-related peculiarities of specific crisis periods of the adolescent’s development and different manifestations of

uneven mental development, which may be expressed in the retardation or forestall of the development of individual cognitive processes [2].

Social maladjustment is manifested in the violation of morality and law, in antisocial behavior and deformation of the system of internal regulation, reference and value orientations and social attitudes. Social maladjustment is the violation of social development, socialization of the individual, when there is a violation of both functional and content side of socialization. At the same time violations of socialization can be caused by the direct desocialization effects, when the closest environment demonstrates samples of asocial, antisocial behavior, beliefs, attitudes, as well as indirect desocialization effects when the decreasing of the referent importance of the leading institutions of socialization (family and school) takes place.

The generalization of the given in the socio-pedagogical literature [1; 2; 3; 8] interpretations of social maladjustment of a person have allowed to make the definition of this concept, according to which social exclusion of the teenager is understood to be a violated interaction of a teenager with the environment, which is characterized by the impossibility of its implementation of its positive social role in specific micro-social conditions.

Continuing the consideration of the problem of teenage maladjustment, we proceed to take up the causes of maladjustment which condition the occurrence of a specified negative psychological and socio-pedagogical phenomenon among adolescents. The analysis of the research works of domestic and foreign pedagogues and psychologists [4; 5; 6] has allowed to identify the main causes of social maladjustment in adolescence:

1) individual causes operate on the level of psychobiological prerequisites for asocial behavior that impede social adaptation of adolescents; it is expressed in the existence of adverse physiological or anatomical features of a child organism. These include inherited genetic peculiarities; physiological characteristics connected with the impact of physiological stress on the child's body, conflict situations, chemical composition of the environment, new kinds of energy, resulting in various physical, allergic, toxic disorders; physiological features, including the speech defects, external unattractiveness, the shortcomings of constitutional and somatic peculiarities of a child, which in most cases cause negative attitude from others, which leads to the distortion of the system of interpersonal relations of adolescents among their peers, community;

2) psycho-pedagogical causes are expressed in defects of school and family education, and characterized by the presence of a child's psychopathology or accentuation of individual traits;

3) socio-psychological causes reveal adverse peculiarities of interaction between a teenager and his family, outdoors and in the educational community. The basis of this factor lies in sex- and age-related as well as individual peculiarities of the child development, leading to deviations in the early socialization of a child during childhood with the accumulation of negative experience;

4) personal causes are manifested in the selective attitude of the individual to the reference environment, to the norms and values of his environment, to the pedagogical influence of the family, school, community, as well as personal value

orientations and personal ability to self-regulate his behavior;

5) social causes are determined by social and socio-economic conditions of existence of society; they contain social inequality of society stratification into rich and poor, widespread impoverishment, limitation of socially acceptable ways of getting a decent income, unemployment, inflation, and, as a result, social tensions.

6) moral and ethical causes are determined by low moral standards of contemporary society, the destruction of values and neutral attitudes towards adolescent manifestations of socio-maladjusted behavior.

Conclusions. So, the analysis of the nature, causes and manifestations of maladjustment among modern teenagers gives the opportunity to make some general conclusions.

1. Social maladjustment of a teenager is understood as the initiated interaction of a teenager with the environment, which is characterized by the impossibility of its implementation in specific micro-social conditions of its positive social role. From our viewpoint, the social maladjustment is the main type of adolescent maladjustment.

2. The main causes of maladjustment of adolescents are as follows: individual, psychological-pedagogical, social-psychological, personal, social, moral and ethical. The above mentioned reasons can, under certain conditions, affect the emergence and intensification of adolescent maladjustment.

3. The generalization of the causes and manifestations of teenage maladjustment has allowed to offer our own system of differentiation of adolescent children according to the levels of manifestation of their social maladjustment: the groups of teenagers with "situational social maladjustment" (the group of pupils of the borderline case, they reveal only the first signs of social maladjustment, which can develop into a persistent maladjustment without systematic and purposeful help and support of such adolescents); the adolescents with unstable social maladjustment" (they periodically show the manifestations of negativism and rejection of social norms of behavior; the teenagers can easily give way to negative influence; the pupils are characterized by the lack of patience and self-control, by hot temper, anger, malevolence); adolescents with "stable social maladjustment" (their failures at school are combined with antisocial behavior: brutality, rowdy tricks, demonstrative behavior, runaways, truancy, aggression, frequent conflicts with others, drinking of alcohol, the use of toxic or narcotic substances).

References

1. Історія, теорія і практика соціальної роботи в Україні : [навчальний посібник для студентів вищих навчальних закладів] / упорядники: С. Я. Харченко, М. С. Кратінов, Л. Ц. Ваховський, О. П. Песоцька та ін. – Луганськ : Альма-матер, 2005. – 408 с.

2. Словник-довідник для соціальних працівників та соціальних педагогів / За ред. А.Й. Капської, І.М. Пінчук. – К.: ІДЦССМ, 2000. – 260 с.

3. Соціально-педагогічні технології : навч.-метод. посіб./ С. Я. Харченко, Н. П. Краснова, Л. П. Харченко. – Луганськ : Альма-матер, 2005. – 552 с.

4. Докторович М. О. Формування соціальної компетентності старшого

підлітка з неповної сім'ї : автореф. дис. на здобуття наук. ступеня канд. пед. наук : спец. 13.00.05 „Соціальна педагогіка” / М. О. Докторович. – К., 2007. – 19 с.

5. Клейберг Ю. А. Психология девиантного поведения : [учебное пособие для вузов] / Ю. А. Клейберг. – М. : ТЦ Сфера, 2003. – 160 с.

6. Коношенко С. В. Теоретико-методичні основи реабілітаційної роботи з соціально дезадаптованими підлітками в умовах індустріального регіону: дис. ... доктора пед. наук : 13.00.05 / Коношенко Сергій Володимирович. – Луганськ, 2010. – 495 с.

7. Оржеховська В. М. Соціально-педагогічні основи профілактики правопорушень важковиховуваних учнів : дис. ... доктора пед. наук : 13.00.01 / Оржеховська Валентина Михайлівна. – К., 1995. – 440 с.

8. Сабанадзе І. О. Соціально-психологічні фактори дезадаптивності та її корекція у підлітків : автореф. дис. на здобуття наук. ступеня канд. психол. наук : спец. 19.00.07 “Педагогічна та вікова психологія” / І. О. Сабанадзе. – К. : НПУ ім. М. П. Драгоманова, 1997. – 22 с.

J21508-014

N.V. Yarovaya, O.V. Vorkunova, T.O. Korobko
PSYCHOLOGICAL, PEDAGOGICAL AND SOCIAL ASPECTS OF
TEACHING AT HIGHER SCHOOLS

Odessa National Maritime University
Odessa, 34 Mechnikov St., 65029

This article reviews the primary issues of informatization which need to be solved so as to upgrade education at higher schools. The new educational information technology, i.e. educational computer technology, involves design and implementation of various training and monitoring software and combining those with ordinary training techniques and means to end up with integration effect, or implementation of web-based remote training technology.

Key words: didactics, psychological and pedagogical aspects, teaching at higher schools, computer technology, multimedia systems, remote training, web-based technology.

Problem definition. From pedagogical viewpoint, first of all, education is to serve as basis for further general and specific development of personality.

The subject of didactics incorporates the variety of important relations maintained during activities of and communication between teachers and students. To evaluate the efficiency of the training process following implementation of an educational book, manual, or other training techniques, we have to set the goal of researching any of the relations, place it in the spotlight but take into account all other relations as well. Therefore, the subject of our study shall be the training process [5].

The psychological aspect of communication is both a conscience-developing tool which is technically dialogical. A person using a computer does not deal with an object but deals with various forms of objects' simulative images. So, in the end, the person gets no object at all or distorted concept thereof which disintegrate his or her conscience and personality.

The review of latest studies and publications. Notwithstanding the countless training techniques, there is no single technique which would be good for anyone. However, various types of educational informatization has not been having small share both in education and guidance lately.

For instance, Holt's method [2]. Holt's method was implemented at US universities, and, after little modification, it became known as the audiovisual technique and completely superseded the traditional reading-and-translation technique. Easy-to-see devices, drawings and gestures came to replace the translation.

Nowadays, the situation is somewhat different. The psychology of educational informatization features a new theory known as monitoring model which says that the two processes are totally different, i.e. the first one is sense-bearing observation, and the second process is organized analysis. The first process has been named acquiring, and the second one – learning [3]. In studies [6, 7] the author reviewed some didactic methods in the context of computerizing the research thereof and prospects for further development.

A promising way of using the information technology to improve the

professional training of students offered by the system of education is remote training. The thesis prepared by the researcher I.B. Dobrodeyev [4] reviewed the efficiency of pedagogical support for students during the remote training which is based on computer technologies and has some advantages over the conventional training patterns.

The study task. This article aims to scientifically justify the idea of understanding the psychological and pedagogical issues of informatization for students at the stage of training the soon-to-be experts as the most important method of arranging interactive education.

Primary research data. The informatization is a social process enhancing the prestige of the information science and distribution of practical information techniques.

The organizational, social, economical, scientific and technical process creating the best environment to satisfy information needs and enforce the rights of citizens, government authorities, local authorities, agencies, civil groups through formation and usage of information resources [8].

That is the definition of Informatization offered by the Dictionary of Pedagogical Terminology. The term *information* also includes retrieving information from the environment by various means i.e. sense organs. Those include our sight (visual perception), hearing (audio) and touch. So, there are lots of ways to fill up one's imagination with information. And they all should be used during education so as to improve the result. And it would be great to design a technique incorporating all the above means.

Every teaching method is based on psychology principles. These principles come from the philosophy of psychology and cover the goal of education in general and people's abilities to achieve it in particular. Different methods emphasize different aspects of a language: some go for speaking skills, some stress reading, and others prefer translation. Some linguists totally disregard practical or communicative aspect of languages, so they offer their students the very structure including combination models and rules, and put away the real-life language for later [3].

The psychology of educational informatization features a new theory known as monitoring model which says that the two processes are totally different, i.e. the first one is sense-bearing observation, and the second process is organized analysis. [3].

Those who follow the monitoring model reasonably argue that as a child grows older he or she develops analytical skills which enable to observe specific events.

Thus, we can say that informatization interferes with the training process at different stages and in different manners, often using language skills from the acquiring period, and the important part here is the speaker's psychological state and social environment. So the informatization process needs something else, namely psychic and social factors influencing the training process.

The informatization of education in arts involves the solution of many social, methodological, psychological, linguistic and logical problems, which are mostly about the emerging human-factor aspect and the affect of computers on people's health and mind [10].

Then we also have to elaborate on methodological solutions for information-

related problem in arts. Can an arts-minded person benefit from a computer to analyze and evaluate data, search for required documents, various facts, in other words to enhance his or her intellectual activities, to push the arts education closer to more precise and objective findings?

In this case the computer's relevance, on the one part, depends on features of the subject (e.g., history, literature, native or foreign language) and principles of the training process, and, on the other part, it relies on the computer's functionality and the didactic options it employs. So, the question should be: what are the computer's advantages over conventional teaching techniques.

The new information technology now requires totally new structures of the educational process which have added a lot to the theory of education – didactics. The principles of didactics are implemented in the computer technology at a more advanced level and rely on the cybernetic approach to management of a training process, which means further comprehensive implementation of all didactic means. The comprehensive implementation of these means of training-oriented computer technology requires to design and implement various educational and monitoring software, and to combine the same with educational technique and means to end up with integration effect [7].

Whenever the training process uses didactic means, students tend to have higher grades. The implementation of the above means allows to maximize the use of pedagogical effect available in the new training-oriented information technology, optimize the training process, improve the means providing students educational information, promote students' cognitive activities, develop their abilities to resolve certain educational issues.

However, irrespective of the foregoing, in the coming years we have to deal with the research of consequences of computer-aided education. The emerging multimedia means require a different approach to the educational system in general, so the capabilities of the educational process have to be unlimited.

Thus, a modern multimedia computer class has to be absolutely different, which, with the right software, may be used for both lectures and practical training in all subjects [9].

Multimedia Systems Company has been giving particular emphasis to educational institutions from the date of establishment. In 1996, the Ukrainian educational system implemented TopSchool system (Kyiv State Linguistic University), which was the first product of the Taiwanese corporation IkonNet Technologies, a vigorous operator in the global market of networking technology. The system's hardware and software enables remote management of the educational process in computer-aided classrooms utilizing DOS and Windows 3.11 operating systems. Currently, 19 educational institutions located in 11 Ukrainian cities benefit from inestimable advantages offered by over 30 multimedia networking systems of HiClass series. Employees of the company's service center are sure that HiClass II educational systems can change our views of the current system of education [9].

The remote training is a new scientific educational facility which not only shapes individual education through state-of-the-art information technology, but can also satisfy the students' needs for educational services. Thus, the pedagogical

support during remote training is of great importance.

In case of remote training, the teacher has to arrange students' independent activities so as to enable them acquire knowledge on their own and implement it in real life. Therefore, the development of pedagogical technology first of all relies on new information technology.

The remote training based on computer technology offers advantages over conventional forms of training. It solves students' psychological problems, removes the time and space constraints separating students from their teachers and colleges, helps disabled people study, eliminates conflicts possible during classroom instruction, and widens the students' communication area [1].

To ensure pedagogical support during the remote training the following criteria are important: students' motivation, psychological aspects of studying a subject, interactivity principle; psychological feature of information perception by students, etc. In case of remote training the educational process is based on students' independent, intense, goal-oriented and monitored work [4].

The efficiency of remote training relies on the following conditions: students' computer-literacy with due account for the psychological ability to perceive, memory, thinking, attention, students' age-related, individual and personal details, teacher's ability to communicate through information technology, find individual approach to students, students' specifically arranged self-supervision and teacher's regular supervision over digestion of knowledge, students' skills required for independent work, efficient interaction of all elements of the remote training system.

Conclusion. The application of remote training is quite broad – from learning certain subjects to having a system of remote training. The remote training is needed by students who face difficulties with conventional classroom instruction like those with “shut-in” personalities or specific psychological makeup, as well as computer-oriented students [1].

Nowadays, the most promising way to benefit from the information technology and improve the quality of college education is remote training. The informatization of society runs way too fast and requires universities to make their graduates flexible and able to adapt to any real-life situation, to develop independent, creative and critical thinking, to generate new ideas, to process information, to be sociable, and to enhance their intellectual and cultural level independently [4].

The remote training offers several various techniques to be used for teaching. The basic remote training technique relies on the Internet. The remote training benefits from all means offered by the Internet. The television and satellite techniques which rely on interactive TV are less popular. The widespread one is the case technology of remote training. It is more similar to what we normally call extra-mural education. Finally, it is worth to mention that the web-based remote training technology drives out all other remote training techniques.

References

1. G.A. Andrianova. Arrangement of Remote Students' Creative Activities: PhD thesis in Education: 13.00.01.— Moscow, 2000. — 212 pages.
2. O.I. Bakhtina. Computer Functionality for Education Purposes.//Issues of

Education and Guidance. – 1996. - №11. – Page 306.

3. O.M. Belyayeva. Intense Education Concept.// Ukrainian Language and Literature at School. – 1991. – No. 6. – Page 151.

4. I.B. Dobrodeyev. Pedagogical Support for Remote Training of University Students: PhD thesis in Education: 13.00.01. — Shuya, 2006. — 180 pages.

5. R.A. Kizima. The Method Evaluating the Efficiency of New Education Techniques // New Educational Information Technologies at Ukrainian Educational Institutions: Collected Book – Odessa, 2001. – Pages 123-125.

6. I.I. Markhel. Dynamic Means in the Environment of Computer-Aided Education // New Educational Information Technologies at Ukrainian Educational Institutions: Collected Book – Odessa, 1996. – Pages 75-82.

7. I.I. Markhel. Computer-Aided Educational Techniques: Problems and Prospects of Development // New Educational Information Technologies at Ukrainian Educational Institutions: Collected Book – Odessa, 2001. – Pages 3-7.

8. Dictionary of Pedagogical Terminology. – Kyiv, 1993. – 183 pages.

9. V.V. Targonskaya. New Computer Technologies in Education: HiClass II Multimedia Networking System // New Educational Information Technologies at Ukrainian Educational Institutions: Collected Book – Odessa, 2001. – Page. 111-118.

10. A.F. Shyshuk. Using Dynamic Tables to Enhance Students' Thinking Activity. // Ukrainian Language and Literature at School. – 1997. – No. 4. – Page 51.

Статья отправлена: 10.05.2015

© Воркунова О.В., Яровая Н.В., Коробко Т.А.

J21508-015

Koren E.V.

THE APPLICATION OF SOFTWARE ELECTRONICS WORKBENCH IN THE STUDY OF ELECTRICAL ENGINEERING IN HIGHER SCHOOL

*Kherson State Agrarian University,
Kherson, R.Luxembourg 23, 73006*

Abstract. The paper considers the possibility of system of circuit simulation Electronics Workbench (EWB); substantiated the use of this system in the study of higher education students of electrical engineering.

Key words: program Electronics Workbench (EWB), model, physical modeling, mathematical modeling, computing equipment.

Introduction. The modern period of development of our society is characterized by the increasing importance of education informatization. One of the priorities of information engineering education is the use of new computer technologies in the formation of specific professional competencies. It determines the need to use modern information technologies in the training of university students in Ukraine.

No one doubts the importance of experimental research in the study of electrical engineering. However, the organization of experimental studies cause serious difficulties (especially now). Good training laboratory should have modern measuring equipment and qualified personnel capable of maintaining it in working order. Even if the content of an educational institution for such a laboratory is currently challenging the decision of a problem of an individual user at all, however.

At the beginning 70s the most common tool in the hands of developers is the slide rule. Already in the late 70s, she has been actively forced out the calculators and minicomputers. In the mid 80s it became obvious that the latter come to replace personal computers (PCs) with ever increasing computing power and capacity. Development of PC software applied to the analysis of electronic circuits was going in the direction of development of numerical analysis methods and algorithms for calculating and creating a user-friendly interface allows you to create a virtual environment for easy experimentation with a wide class of circuits (analogue, digital, digital-to-analogue, pulse and so on).

It should be noted that the achievements in the field of user interface PCs are so impressive that they significantly alter the methodical approach to the study of schemes.

Using a personal computer creates an affordable alternative to a university laboratory - a virtual laboratory, which is essentially a program of numerical calculation schemes with an interface that simulates the activities of a researcher in a real lab [1]. With the help of numerical methods of calculation at a high speed and large memory capacity of modern personal computers can be investigated models of varying complexity, which is useful for teaching students in higher educational institutions. For this purpose, you can use the system modeling and analysis of electrical circuits Electronics Workbench (EWB).

The purpose of research - to explore the possibilities of the program Electronics Workbench and identify the area of its application in teaching higher

school students in electrical engineering.

The main part. Develop any electronic device is accompanied by physical or mathematical modeling. Physical modeling is associated with high material costs, as it requires the production of layouts and time-consuming research. Often physical modeling simply impossible because of the extreme complexity of the device, for example, the development of large and very large scale integrated circuits. In this case, resort to mathematical modeling using the means and methods of computing.

For example, the famous P-CAD package comprises a logic simulation of digital devices, but for beginners, including for students, it is quite difficult to master. No fewer difficulties encountered when using the system DesignLab. As the analysis of the state of circuit simulation software, in primary development of computer-aided design methods and stages of prospecting and research work it is advisable to consider the use of these programs, such as Electronics Workbench - EWB.

The system of circuit simulation Electronics Workbench is designed for modeling and analysis of electrical circuits (Fig.1.). Correctly say the system modeling and analysis of electrical circuits Electronics Workbench, but for brevity here and we will call it a program [2].

The program Electronics Workbench allows you to simulate analog, digital and digital-to-analog circuitry large degree of difficulty. Existing program libraries include a large set of common electronic components. There is an opportunity to connect and create new component libraries.

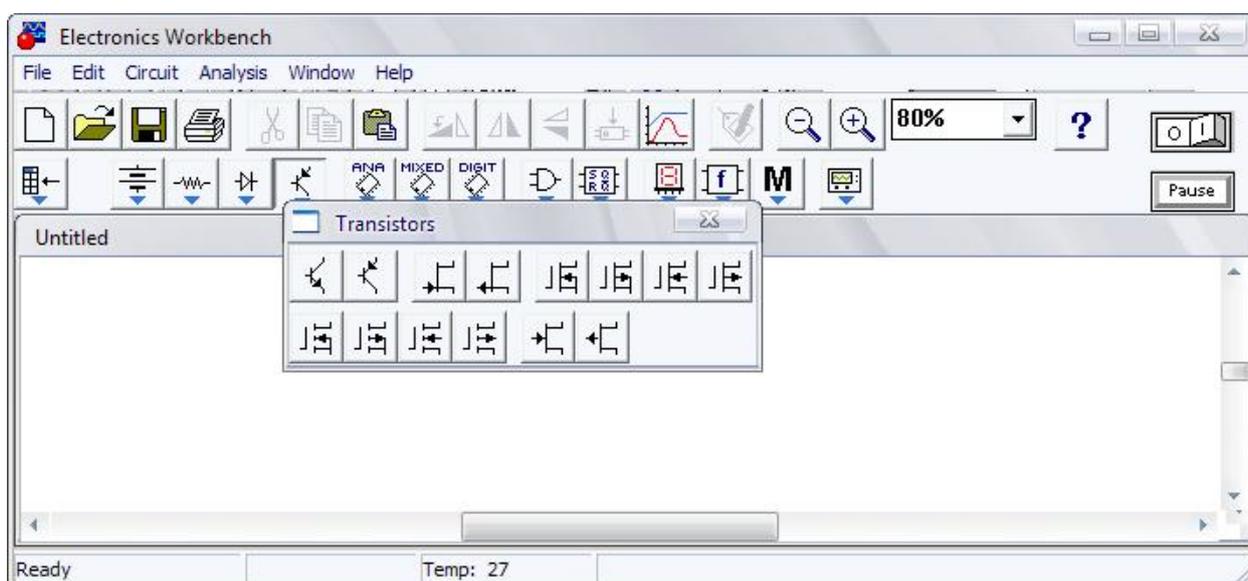


Fig. 1. The view of software window Electronics Workbench

Parameters components can be varied over a wide range. Simple components described by a set of parameters whose values can be changed directly from the keyboard, the active elements - a model that represents a set of parameters and describing the specific element or a perfect representation [1].

The model is chosen from a list of component libraries, model parameters can also be changed by the user. A wide range of devices allows you to make measurements of different quantities, set input action build schedules. All devices are

displayed in a form as close to real, so working with them is simple and convenient.

The simulation results can be output to a printer or to import a text or graphic editor for further processing. The program Electronics Workbench is compatible with the program P-SPICE, i.e. provides the ability to export and import schemes and measurement results in its various versions.

The main advantages of the program [1]:

1. Saving time. Working in a real lab requires a lot of time spent on the preparation of the experiment. Now, with the advent of Electronics Workbench, electronic laboratory will always be close at hand, allowing you to make the study of electrical circuits more affordable.

2. Reliability of the measurements. In nature there are no two exactly the same elements, that is, all the real items have a large range of values, which leads to errors in the course of the experiment. The Electronics Workbench are described all the elements strictly defined parameters, so every time during the experiment will be repeated the result is determined only by the parameters of the elements and the calculation algorithm.

3. Ease of measurement. Education is not possible without errors and errors in the real lab sometimes very costly to the experimenter. Working with Electronics Workbench, the experimenter is safe from accidental shock, and devices do not come out of the system due to improperly assembled circuit. Through this program available to the user has a wide range of devices, which is unlikely to be available in real life. Thus, the experimenter is always a unique opportunity to plan and conduct a wide range of studies of electronic circuits with minimal time.

4. The graphics capabilities. Complicated circuits occupy a lot of space, the image thus trying to make more compact, which often leads to errors in connecting the conductors to the circuit elements. Electronics Workbench allows you to put the scheme in such a way that clearly shows all the elements of the compound and at the same time the whole scheme as a whole.

5. Intuitive and simple interface makes the program available to anyone who is familiar with the basics of using Windows. Compatible with the P-SPICE. The program Electronics Workbench is based on standard elements of the program SPICE. This allows you to export various items and models to treat the results of using the extra capabilities of different versions of P-SPICE.

Components and conducting experiments. The library program components include passive components, transistors, controlled sources operated keys, hybrid elements, indicators, logical elements, trigger devices, digital and analog components, special combinational and sequential circuitry.

Active elements can be represented by models as ideal and real elements. You can also create their own models of elements and add them to the library elements. The program uses a range of instruments for the measurement: ammeter, voltmeter, an oscilloscope, multimeter, Bode-plotter (plotter frequency characteristics of the circuit), function generator, generator of words, logic analyzer and a logic inverter.

Analysis of circuits. Electronics Workbench can analyze circuits on constant and variable currents. When analyzing the DC operating point is determined at steady state operation. Results of this assay are not reflected on the devices, they are used for

further analysis of the circuit. Analysis AC uses results of the analysis at constant current for linearized models of nonlinear components.

Analysis circuits (analogue) may be carried out in both the time and frequency domains. The program also allows the analysis of digital-to-analog and digital circuits. The Electronics Workbench can be investigated under the influence of transients on the input circuit of various shapes.

Thus, the study of electrical engineering in high school, you can use the program Electronics Workbench for any laboratory work, to solve practical problems; sufficient mastery of theoretical material and acquisition of skills to use the program increases and stimulates cognitive interest to the study of the subject. Therefore, these virtual labs have a high didactic potential and can be varied and effectively used in educational work, as well as in the student's scientific and practical activities.

Successfully meet the challenges of vocational education allows computer modeling of physical, electrical processes in laboratory studies. Setting a virtual laboratory practical work in conjunction with field experiments contributes the most to realize a deeper assimilation of physical knowledge and the positive assessment of the practical significance of this knowledge. In modern conditions the high computerization universities may exercise any virtual physical processes without the use of expensive experimental base [3].

Computer lab and perform settlement and graphic works, first of all, contributes to a better assimilation of the students the essence of the process, phenomenon or law; secondly, it saves time calculations; thirdly, improving the ability to communicate with computer hardware, in particular in the acquisition of skills plotting functional dependencies of several variables, and, fourthly, contributes to a better assimilation of educational material, the consolidation of physical, electrical knowledge in general, the development of thinking and even, possible scientific intuition [1].

The process of modeling the physical, electrical processes contribute to the formation of such terms of information competence as the ability to navigate in the information flow, the ability to use rational methods for the preparation and transformation of information, updating its skills in creativity, mastery of new multimedia technologies [4].

Conclusions. After examining the functionality of the system modeling and analysis of electrical circuits Electronics Workbench, it can be argued that training in electrical engineering higher educational institutions must be accompanied by the use of this program and in laboratory practice and to solve problems.

Development of electronic devices requires high precision and deep analysis. Therefore, Electronics Workbench can be used both in the enterprises involved in the development of electrical circuits and the universities involved in the study and development of electronic devices.

Electronics Workbench is used in the majority of higher education institutions in the world [1].

Electronics Workbench can be used as a replacement for expensive equipment.

Electronics Workbench can produce a large number of analyzes of electronic devices that occupy a lot of time in the development of standard methods.

Electronics Workbench includes a large number of models of electronic devices most famous manufacturers like Motorola.

Electronics Workbench is easy to handle and does not require deep knowledge in computer technology.

Interface Electronics Workbench, you can master the in just a few hours.

Electronics Workbench can work with a large number of computer peripherals, as well as to simulate its work.

Electronics Workbench can currently has no analogs in the simplicity of the interface and the number of functions performed [1].

Studying the experience of learning science and technical disciplines of students of technical colleges in the conditions of information of modern education leads to the conclusion that the necessary quality of training in higher education can be achieved, including with the use of virtual laboratory model. However, this model is recommended to be used in conjunction with field experiments. Consequently, those labs, schemes which can be implemented in a university laboratory, ie material-technical base of the university allows you to do this, you need to perform with the equipment, the so-called natural (not virtual). Rationally also in this case, parallel to study the operation of the circuit and using Electronics Workbench. This approach to the study of the material makes it possible to better understand the essence of the processes, and also causes cognitive interest, accompanied by creative activity (own model scheme). Then, in the study of material more complex level, students are guided easily in the program EWB.

References:

1. Карлащук В.И. Электронная лаборатория на IBM PC. Программа Electronics Workbench и ее применение. – М.: Солон-Р, 1999. – 512 с.
2. Панфилов Д.И. и др. Электротехника и электроника в экспериментах и упражнениях: Практикум на Electronics Workbench: В 2 т. Electronics Workbench / Под общ. ред. Д.И. Панфилова. – М.: ДОДЭКА, 2000. – 288 с.
3. Якимова Л.Г. Теория и методика профессионального образования. Кандидатская диссертация. СПб., 2012.
4. Абросимов А.Г. Информационно-образовательная среда учебного процесса в вузе. М.: Образование и информатика, 2004. - 256 с.

J21508-016

Tselyutina T.V., Malkov E.V.

EVENT MARKETING IN RUSSIA: TRENDS AND PROSPECTS*Belgorod National Research University*

Abstract. The active usage of marketing tools is a necessary condition for effective business. It is even more relevant in the current transition period of national economic model to import-substituting technologies in strategically important industries. Event marketing appeared as an instrument of short term sales promotion, and social marketing has involved it into a long term market strategy. Using social marketing, companies get the rare opportunity of building long-term and strong relationships with customers.

Keywords: marketing technologies, event marketing, client (consumer), brand, communication, important data

Introduction. Due to the information revolution and globalization process in the economy modern man is living in interesting times - an era of rapid change. In place of a person's economic and social standing comes information and self-fulfillment. Globalization is throwing the biggest companies in the history of business challenge, requiring them to be flexible and to have the ability to respond instantly to the slightest changes in public life, and most importantly - non-standard solutions that can attract potential customers. Under these conditions, it is becoming harder to grab the attention of customers; and as the old marketing tools eventually lose their effectiveness, the participants of the advertising business have to invent new concepts to fully meet the requirements of a modern audience. It becomes apparent that the traditional ATL (above-the-line)-technologies will not be enough, so modern advertising companies are increasingly turning to additional BTL (below-the-line)-technologies aimed at stimulating sales [1]. One of the tools to maintain and enhance the effect of classical Gross Rating Points is event marketing, which is a way of promotion that includes a set of active devices namely PR and BTL that would be carried out in the framework of an event.

Event marketing can effectively build a close emotional bond between consumer and a brand in a relatively short period of time. However, do not forget that the choice of measures depends on the objectives of the advertiser. Therefore, the event-activities can be subdivided into several groups:

- workers, where the aim is to exchange of information (conferences, exhibitions, conferences);
- informative, aimed at the transfer of information in the form of entertainment (movie premiere, performance trends, corporate events, birthday of the company);
- leisure-oriented, which is to target the leisure time of the audience (competitions, concerts, festivals and tours) [2].

Each of the above special events has a tremendous emotional impact on the targeted audience, mainly due to the fact that the event enables a person to "feel" the brand and get a real experience of communicating with that brand. Most importantly, this communication must take place in an unobtrusive way, and as a result the consumer has a feeling of his own choice; in contrast, for example, television

advertising, which irritates the majority of viewers. Event marketing has a strong social orientation. The process of organizing event-actions suggests that an event will be organized not only under a certain brand, but may be in the nature of a major project, where several brands are involved as partners, sponsors, etc. If the event is organized correctly, with and appropriate audience, the effect you want to obtain will not be long in coming. With the help of well-conducted activities can enhance the brand awareness by more than 30%; but will also instill a brand loyalty from the audience. Do not forget that, as a rule, consumer loyalty to the brand is manifested in the successful use of a mix of ATL and BTL technologies. However, in the world there are many examples when event-marketing has helped create a positive image of the company and contributed to increased product sales.

One of the first to use event marketing is McDonald's, which linked the image of the fast food chain with Ronald McDonald Children's Home and regular special events by using the image of the clown Ronald McDonald. Such tactics helped the company not only to attract a family audience (children and their parents) but also to create a positive, bright and memorable image that would distract the attention of the targeted audience of the scandals related to the quality of the food at McDonald's. McDonald's also uses various charity events to attract stars, which helps to contribute to the creation of a favorable image and expansion of the target audience.

Another striking example is the company Avon Cosmetics, it holds annual events that make up the Avon Running Global Women's Circuit. This circuit is made up of multiple races each 10 kilometers long. The aim of this campaign is to raise awareness to women who do not have time for fitness, a healthy lifestyle, or useful and effective pastime activities. This program encourages women around the world to realize their full potential and to meet other women with similar interests. An American representative of Sony Ericsson Mobile Communications invented a more sophisticated method called "guerrilla marketing". They staged an unusual advertising campaign first, using mobile phone T68i equipped with a digital camera. In one of the shares, dubbed "Lzheturist" sixty professional actors participated.

They were split into groups of two or three people and pretended they were sightseeing in America and asked passers-by to take pictures of them with the device. In another action sixty actresses and models were sent to trendy nightclubs. Each of the women spoke to strangers and the conversation was interrupted by a call on her mobile phone, the screen displayed an image of a man wanting to speak with her. The result exceeded all expectations of the campaign: sales increased by several times, thus increasing brand awareness. This fusion of marketing and PR and advertising in the event marketing can lead to a huge success. You can give many examples of effective use of event-marketing practices abroad, but now let's exam the analysis of the Russian market. In general, event marketing for Russia is a relatively new phenomenon. The frequency of the use of this method of moving goods has increased over the last ten years.

According to RACA, for the period from 2009 to 2011 event-marketing volume has increased by 25%. In 2009 it was \$100 million and in 2011 it was already \$125 million [3]. The above figures show that the event marketing in the Russian BTL industry grows and more and more companies are using the event-marketing as a

powerful weapon in the struggle for recognition.

Event Marketing in Russia has a number of features that can be easily determined using the matrix SWOT analysis (Fig. 1):

<p>Strengths</p> <ul style="list-style-type: none"> - has long-term effects; - unobtrusive, there is an element of fun; - minimizing the costs of the company through cooperation with other companies; - save up to 30% of the budget; - increased susceptibility audience; - products associated with the social phenomenon and get a competitive advantage 	<p>Weaknesses</p> <ul style="list-style-type: none"> - ignorance in this area-about because few professionals; - large-scale national advertising campaign is less - productive than local events; - high labor costs (the physical, organizational, creative)
<p>Threats</p> <ul style="list-style-type: none"> - lack of professionalism in the organization and preparation of events, there is a risk to get bored quickly target audience; - target audience mismatch activities; - lack of marketing stratum-gies; - decrease in the number of activities which do not involve activity audience) 	<p>Opportunities</p> <ul style="list-style-type: none"> effectively builds affective-functional relationship between the brand and the consumer; allows for maximum involvement of participants in the process of events that will cause their loyalty in the future; involves the use of other elements of mass communication such as advertising, PR and BTL

Fig. 1. Event Marketing in Russia has a number: features and possibilities

Each event project contains a strong news component. If there is an event the maximum number of journalists and other media representatives, the event acquires a powerful PR-support in the form of the following media publications and reports. Event marketing has a long-term effect, because it begins long before the event in announcements, posters, press conferences and continues in subsequent performances, tours and publications in the media. Among other advantages, event-marketing can allocate one more very important detail a savings of money. Compared to traditional advertising, event marketing allows a savings up to 30% of the total budget. Efficiency is achieved through a well-planned and original advertising campaign. In addition, event marketing gives you the opportunity to make direct sales by tying them to the event, but the event is not always intended to include the sale of products. But there is also a lot of disadvantages and threats that may affect event-marketing in the future. For example, the fact that not all advertising agencies know the principles of the events. There are not very many experts in this field today, therefore Russia, "kalkiruya" tactics of the western market, can only make the situation worse, not adapting to the event-marketing conditions in Russia. Quality problems, the cost of services, qualified service call into question the credibility of corporate clients to agencies offering services in organizing events. Of course, we can find a lot of creative ideas in the field of event marketing, but unfortunately, most

companies can only think about the primary stage of brand promotion, and further marketing strategy is simply absent, which leads to the "decay" of the brand.

It should be noted that large-scale national advertising campaign is less productive than local events. This is due to the fact that Russia has a very low level of consumer confidence and loyalty to the manufacturer. Global marketing strategy is much more difficult to convey, however activities at the local level make it possible to reach out to individual customers. Nevertheless, local marketing programs must be included in the global strategy of product promotion in order to ensure its effectiveness and sustainability. Despite all the shortcomings and non-perfection of the Russian event advertisers are happy to include it in the list of mandatory items to promote their brand, they are ready to create a holiday event to organize and finance the event.

The most popular event activities in Russia are considered holidays. Participation in the festivities is a great opportunity to circumvent some of the problems. Companies whose activities are subject to the law "On Advertising" (manufacturers and suppliers of alcohol or tobacco products) event marketing provides almost unlimited opportunities to promote their products. A very creative approach to organizing events differs. Among the activities carried out by "Autoradio" motorist Day, participation in the presidential administration and projects (a celebration of the arrival of the main Santa Claus country championship race) "Formula Autoradio", as well as the championship in mini-football, dedicated to the 70th anniversary of the traffic police. Their greatest successful project was "Disco 80". This project, through which the "Autoradio" began to speak not only of the people but also in the media. A similar example is in regard to the radio station "Silver Rain", which annually conducts an outrageous award known as "Silver Shoe", where awards are given to show business stars. Another radio station "Europe +", began in the summer of 2010. The first of a series in Moscow beach parties giving prizes for contests and performances by popular musicians. As for the sponsorship of music concerts, it is considered ineffective because it was limited mainly to the sponsor's logo on posters, tickets, flyers, etc. An angle view of a man is only 3-5 degrees, so small logos of sponsors were lost on a large poster. No one will look into the lower edge of the large sheet to consider who sponsored the event [4].

Most beneficial events for Russia are sporting events. These events to a greater extent than the mass celebrations, concerts and entertainment events, allow the impact on the audience of the second level (for those who watch television broadcasts of events). Viewing sporting events suggests involvement in action. Such activities will always attract visitors, as they are held in a relaxed form, visitors can participate in competitions, and most importantly, the spirit of rivalry and competition among the participants creates a single emotional atmosphere.

There have been some events that have not been an entirely successful investment in sporting events. We can recall the support of "Ladoga" "The Show Arabian horses" (2009) in St. Petersburg. Equestrians considered to be elitist, were chosen to promote the line of vodkas in the premium segment. It was written "We were disappointed with the results" of this experience. Connick Petersburg and viewers refused to support the competition the following year.

There is another very interesting way to promote its activities in shopping center. It can be used as promotional activities of any brand, and to promote the mall itself. For example, the shopping center "Mega" extensive use of event-marketing for their own promotion, themed nights of live music, children's matinees, fashion shows, etc. This approach is good because there is no age limit for any event. Because the immediate target audience has had a good experience they will tell friends and family about the mall.

There are many benefits of "hyped" big events: first, it covers a lot of people, and secondly, it is repeated after some period of time. But it has its drawbacks, one being the use of the same time of event by a competitor. Therefore manufacturing companies are inventing ever more ingenious ways to promote their brands, for example they are using the so-called "teaser" advertising with the effect of surprise which constantly keeps the audience in the dark and in suspense.

Another non-standard action was carried out in Europe's largest dealer of Nissan namely autofocus "Pelican Auto". The campaign was aimed at increasing its recognition, all dealers have used the same type of campaign. First, in the capital's billboards appeared a pelican in a captain's cap, happily winking to the citizens: "You zapelikanili?". This has contributed to the emergence of mass discussions on the Internet. Next thousands of motorists suddenly began to find on the hood of their car round magnetic stickers with the image of the pelican and the inscription "zapelikanili you!" and signed a "Pelican Captain." A week later the first witness claimed that with his own eyes he saw on the streets of Moscow a group of 15 celebrated wedding pelicans. Within three weeks, people could see the "crazy" birds on the street, but any questions they might think of have not been answered. In a short period of time eye witnesses saw three Nissan cars moving about in the city with painted airbrushed scenes from "pelicans" life.

Then, the second phase called, "Follow the pelican." It consisted of Nissan cars driven by pelicans with megaphones inviting people to take test drives from "Pelican Auto". As a result, three times a day a convoy of 15-20 vehicles appeared with the dealerships logo giving free test drives to people.

This type of provocative marketing is not effective because sometimes people feel cheated. Therefore teaser activities must be extremely careful: they must be supported by a sufficiently powerful set of detail marketing activities to promote the brand.

Summary and Conclusion. In the last decade the demand for event marketing has increased. This is due primarily to the fact that it meets the needs of the people and the people always want to get a new experience and become a part of any unique event. In this sense, event marketing is one of the most effective. Event marketing appeared as an instrument of short term sales promotion, and social marketing has involved it into a long term market strategy. Using social marketing, companies get the rare opportunity of building long-term and strong relationships with customers.

Already, in Russia there are more than a hundred advertising agencies involved in event marketing. As the examples show, special activities not only promote sales, but also enhance customer loyalty to the brand. However, event marketing is considered an innovation rather than commonplace, in Russia. Unfortunately, in order

to compete with world markets, the industry is still very weak. But on the other hand, the Russian advertising market is growing, which makes this innovation an excellent opportunity to find its niche in the advertising business. At the moment, event-marketing is gaining momentum and is a very profitable business.

References

1. Alekhina, E.S., Skrynnikova, I.A., 2013. 'Formirovanie ponyatiya i sodержaniya marketingovykh tekhnologiy', *Sovremennye problem ehkonomiki i upravleniya* 1(03), 24-29. (In Russian)
2. Chesnokova, M.S., 2013. *Novye marketingovye tekhnologii lateralnyj podhod. Marketing MBA.* [Online] Available: <http://marketing-mba.ru>. (In Russian)
3. Sinyaeva, I.M., 2014. 'Marketingovye tekhnologii kak instrument vyvoda novinki na rynek', *Ehkonomika i upravlenie v mashinostroenii* 2, 32-39. (In Russian)
4. Kaptyukhin, R.V., 2013. *Analiz sostoyaniya rynka marketingovykh internet-kommunikatsii v mire i Rossii // Internet-zhurnal «NAUKOVEDENIE»* 5, 54-59. (In Russian)

Article sent: 28.09.2015 г.

© Tselyutina T.V.

J21508-017

Kotova S.S., Hasanova I.I.

THE PROBLEM OF USING INNOVATIVE TECHNOLOGIES IN PROFESSIONAL SELF-DETERMINATION OF YOUTH*Russian state vocational and pedagogical University,
Ekaterinburg, Mashinostroiteley, 11, 620012*

Abstract: *This paper considers the problem of using innovative technologies in professional self-determination of youth. Analyzed the basic functions, theoretical principles and approaches of psychological and pedagogical assistance professional self-determination of youth. Based on the theoretical-methodological analysis of the definition of career guidance technologies.*

Keywords: *the professional self-determination of youth, career guidance, innovative technology, innovative technologies in professional self-determination.*

In terms of socio-economic transformation of society complicated the process of interaction between man and the profession. Professional life in modern conditions of high dynamism associated with the emergence of new professions and a significant complication of labor content in traditional activities. The changing attitude to the profession, the meaning of work and its results. The main direction of these changes has been the increased freedom and the need of self-selection. In addition, new values of society has resulted in the professional world feels the need to professionally mobile specialists who are able effectively and successfully realize themselves in a changing environment.

In modern socio-economic conditions characterized by uncertainty, instability, dynamism, urgent professional identity throughout their professional life. The profession is viewed as a semantic factor in the quality of human life, as a means of finding their place in society. But unfortunately, and as noted by most researchers (S.A. Ivanushkina, N. With. Pryazhnikov, E.Y. Pryazhnikova, G.A. Pyatnitskaya, S.N. Chistyakova etc.) the youth has not formed the motives of choice of profession; lack of labor motivation, awareness of the value of an honest socially useful work; most students do not know how to navigate in the world of professional work; they have no knowledge about choosing priorities, and there is no willingness and ability to harmonize your professional goals with other important life goals (leisure, personal, family, spiritual). This raises the problem of formation of readiness for various options of self-determination and design your professional future.

The formation of an active position-determined person is only possible when using innovative methods, forms and technologies of self-determination.

Noteworthy is the fact that at the present time in the theory and practice of vocational guidance presents the Bank is quite diverse active methods and forms of vocational guidance. So in the author's classification of N. With. Pryazhnikova and E.Yu. Parnikovoy selected group of methods based on objectives of career guidance:

1. Information and referral, outreach methods: professiogram, reference books, information retrieval system, professional advertising and promotion, excursions, meetings with experts on time-personal professions, informative and educational lectures, career guidance lessons, educational films and videos, using the media,

various "fair of professions" and their modifications.

2. Methods of professional psychodiagnostics: a conversation-interview, questionnaires of professional motivation, professional abilities questionnaires, personality questionnaires, projective personality tests, the method of observation, gathering indirect information, psychophysiological examination, "professional samples", using different game situations, training simulators to predict willingness to master new professional activities.

3. Methods of moral and emotional support: groups ("clubs job seekers" and their various modifications), training, communication, complex techniques of individual and group psychotherapy, vocational and preconsultation activating methods (games) with elements of psychological training, various successful examples of self-determination, "labor holidays".

4. Methods to assist in the specific selection and decision making: building a "chain" of basic moves, building a system of different variants of the client's actions, the use of different alternative selection schemes from the already existing options of vocational choice [1, 183-184].

Thus, in this classification, methods are essentially de-La, research and practice by means of guidance. By analyzing the various methods, means, forms of professional orientation of youth, we come to the conclusion that currently it is necessary to speak about the technology of vocational guidance.

Technology is a body of knowledge about ways and means of carrying out any processes and also the processes themselves in which occurs a qualitative change of an object [2, 86].

At the present time in scientific and pedagogic literature uses the terms "educational technology" "learning technology", "technology education", "psycho", "innovative", "practical technology" "competence-oriented technologies", etc.

On the basis of the theoretical and methodological analysis, we define technology career guidance as a set of ways, methods, techniques, tools, and procedures to ensure productive interaction of subjects of the career guidance process, aimed at the achievement of planned results through personal development.

Much of the technology of vocational guidance are traditional and the other innovative under a methodological and theoretical justification development of specific procedures and techniques is being tested or improved.

Innovative technologies guidance focuses on subjectivization position self-defining person. In this regard, of great interest are technologies focused on the following objectives:

- updating personal and professional potential;
- formation netprofessional competences of personality (abilities, individual psychological characteristics that determine the success of implementation of the various activities);
- the formation of an active position-determined person;
- ensuring the subject-subject interaction of all participants of the career guidance process.

Innovative technologies guidance may overlap with pedagogical and psychological and personality-oriented, etc technologies.

The faculty of psychology and pedagogy, Russian state vocational pedagogical University in 2015 Yes a study was conducted to determine the composition and use of innovative technologies of vocational guidance in professional educational organizations.

The study was made by the faculty and staff of the methodical departments of career colleges of Yekaterinburg.

In-depth interviews with 180 respondents from "Ural College of construction, architecture and enterprise", "the Ekaterinburg machine-building College", "Yekaterinburg economic and technological College" and "Ural College of business, management and technology of beauty".

According to the survey, the majority of respondents demonstrated knowledge of both traditional and innovative technologies of vocational guidance in the following proportions: vocational trainings and lectures (23%), elective course (19%), web quests (8%) and the foresight session (4%), case study (7%), dialogue, problem and modular training, job fair (3%), and quest tasks, business games and professional samples with the use of computer technology (2% from number of respondents).

To the question, "What career guidance technologies You use in Your professional work?", we have received the following answers: 36% of respondents said lectures; 18% of respondents – training, talks; 12% of respondents said the tour and testing methods; and only 4 % of respondents indicated that in their professional activities active use of computer tests and programs, as well as contests and project plans.

Thus, the results show that the majority of respondents (86%) in his professional activity mainly uses the traditional technology of professional self-determination.

Based on the results of the study, we can conclude that the current career guidance system does not meet the needs of post-industrial society:

- formed in educational institutions and society at large on the organization of vocational guidance, is often only associated with the orientation and training of graduates for admission to higher educational institutions;
- the prevailing public opinion about the prestige (poor public image) of organizations of different levels of professional education lead to the imbalance of graduates of higher and vocational education;
- there is a low level of readiness of teachers to the organization of vocational work with youth in the conditions of innovative economy;
- underestimating the role of career guidance partnership with a range of modern markets: a market technology, market competence, market claims the youth market parent expectations and aspirations of different professional groups of regions;
- there is no coordinated system of quality management of the organization of vocational guidance work with young people.

One of the possible ways of solving the stated problem may be the use of the Internet to facilitate the individual in professional self-determination, namely, creating interactive professionalistic services whose activity is not limited to the search for "the best profession".

So, developed at the faculty of psychology and pedagogy, Russian state

vocational pedagogical University model professionalism interactive service involves the implementation of several activities (online information, online diagnosis, online counseling, online correction, online design, online education) in certain circumstances (the existence of a dedicated portal, providing technical support during the provision of virtual psychological help, a high level of computer literacy, professional competence and experience of psychologists proforientation) [3].

Network professionalistic Internet portals, curated by educational institutions, but available to external users, necessary forms, but underrepresented segment until the virtual professional space.

The use of interactive professionalism service will contribute to the solution of a wide range of issues of self-determination: teaching professional communication, self-organization leading activity, informed choice and vocational life strategy based on the analysis of event structure of individuals way of life and determinants of professional development.

Literature:

1. Professional pedagogy/ed. by S. Y. Batyshev. Moscow, 1998, p. 265.
2. Pryazhnikova E.J. career Guidance: proc. a manual for students. Institutions of higher. Professor of education /E. Y. Brazhnikova, N. S. Pryazhnikov. – 6-e Izd., erased. – M.:Publishing center "Academy", 2013. – 496 p.
3. Hasanova I.I., Kotova S.S. Opportunities interactive professionalism service in professional self-determination of personality // Professional education and labour market. – 2014. – № 3 (7). – S. 18-20.

J21508-018

O. V.Kubrak

THE IMPORTANCE OF EUROPEAN ETIQUETTE IN THE MIDDLE AGES IN THE FORMATION OF NEW RELATIONSHIPS

Sumy National Agrarian University
Sumy G. Kondratieva, 160, 40000

Abstract. *The article characterizes the formation of a new aristocracy in Europe in the Middle Ages. The genesis of ethical standards during this time was important for the development of social relations between the European nobility of that time.*

Key words: *etiquette, Knight, lineage, courtly love, "debt of honor", the principle of "fist law", trouvères, troubadours.*

Etiquette in the Middle Ages, most researchers of the cultural history define as existing regulatory system.

The hierarchy of medieval society of Western Europe was strictly regulated. Gradually the feudal class was enlarged by the Knights (non-honorable soldiers). Knighthood in the XII – XV centuries reached its peak. Knights saw themselves as a higher layer of society that created their lifestyle, their code of morals and customs. They formed the specific norms and values that allowed them to break away from non-noble commoners. At this time a knighthood is finally shaped out as a special condition, as a certain way of life and, finally, as a certain mentality and culture. The XIV – XV centuries are called the centuries of chivalry, and for that, really, there is reason.

Just in this period of the Middle Ages in the public mind the image of ideal knight and chivalrous code of honor are finally formed. The ideal behavior and lifestyle is the maximum approaching of personal example to these norms. So what was the image of this knight "without fear and reproach," what qualities should he possess.

The researcher of the era of chivalry M. Ossowska [3] emphasizes that Knight had to come from a good family, because sometimes the title of knight was given only for exceptional military acts of bravery. In addition, it was possible – and it happened more often in the development of cities and enhancement of their value – to buy this privilege.

One of the main attributes of nobility among secular lords was a long bloodline, which was conducted through the paternal line – «lineage». This led to the desire of each of them in any possible way and at every opportunity to praise the real and often fictitious valiances, moral dignities and deeds of their ancestors.

A Knight had to constantly worry about his glory. This was due to the fact that the culture of chivalry was an extremely important external side. The quantity and quality of wins over the others knights were for the knight very important because he always had to confirm his place in the hierarchy, which is often depended exactly on it.

A distinctive feature of the knight was an unconditional fidelity to his obligations in relation to peers, so in this environment were widely spread different knight's vows, oaths, agreements, accompanied by specific gestures. Moreover these

knights' oaths and promises had a nature of publicity. From knight was demanded courtesy, ability to make or even read poetry, play some musical instrument.

One of the unconditional requirements for knight was courage. Fear of being suspected of cowardice, lack of courage dictate the appropriate behavior rules of knight in battle: he had no right to retreat; could not kill the enemy behind; killing of an unarmed enemy covered the knight with disgrace; it was necessary to give the enemy, if possible, an equal chance (if the enemy fell down from his horse, knight also got off his horse), etc.

The main for Knight was not just the victory, but the behavior in combat, regardless of whether this battle was a real fight or just a knight tournament. All these rules are mandatory in battle, were dictated by respect for the opponent, pride, and finally humanity.

However, the ideals of chivalry does not correspond to the principles of humanism, equality to God, forgiveness, etc. which are preached by Christianity. Pride is often considered as the most important advantage of the knight, while when it is one of the worst sins in Christianity. Revenge for the insult was the law of their ethics. Knights valued human life very low, their own and especially their enemies. Disregard for others' lives complicated by the fact that their code of ethics knights considered necessary to carry out only within the social group to which they belonged.

Special was also the attitude of knight to his horse and, of course, to his arms, which, like clothes, was included in the ethical classification: depending on social status in the hierarchy was envisaged the wearing of various weapon. For example, saber and scramaseax (one-sided short sword) valued higher than a spear while bow and arrows – lower.

And finally, one of the most important duties of Knight was to worship beautiful lady. Love ministries, cult of a lady were a kind of religion of chivalry. Love was given utmost importance. It had to elevate Knight, inspire him to deeds. To win the favor of his lover, the knight had to show self-denial, devotion, dedication in service. He had to be able to control himself, to tame his impulses. But affection and adoration could relate only to the ladies of his condition. This type of love relationship to Beautiful Lady called «courtly love» (from old French *court* – «yard») – exquisitely polite, refined, kindly-courteous.

Courtly love, in fact, was some kind of a game in which participants had to strictly follow the rules and roles assigned to them. French historian Georges Duby describes a model of courtly love as such in the center of which is the woman, «the lady». Single man, «the young man» pays attention to her and lights up with a desire. From now, love struck, he thinks about how to capture this woman. To reach the purpose the man pretends to obey in everything to his beloved woman. The man strongly emphasizes his subordination. He is like a vassal, gets on his knees, he gives himself, his freedom and the gift to his darling. The woman may accept or reject the gift. If she allowing herself to admire the words accepts him, she is no longer can be free because according to the laws of that society, any gift can't be remained without compensation ... But the lady cannot dispose of her body on her own, it belongs to her husband. Everybody in the house watching her, and if she is seen in abuse of

rules of behavior, she is found guilty and could be subjected along with ally to the most severe punishment [1].

In the «Song of Roland», «Legend of the Cid» at first military prowess and physical strength are especially honored. Courage, bravery, contempt for death, military loyalty and luck – that are praised in folk tales about knights. Secular feudal-knight in France had to have seven chivalrous «virtues»: master spear, fence, hunt, ride a horse, swim and play chess, to be able to write poetry to beloved lady. Exactly these qualities of European knights instructive literature praises during XII–XIV centuries. Monarch persons also obeyed these rules: strictness of court etiquette in aristocratic Western Europe led to tragic-funny situations: once Louis XIII went to have a business talk with Cardinal Richelieu when he was sick and could not get up from the bed. Then Louis, whose royal dignity did not allow him to speak to lying subjects sitting or standing, lay next to him. And Philip III of Spain got poisoned with a carbon monoxide sitting in front of the fireplace, which fired up too much – and he did not want to damp it down by himself, because nearby there was no person responsible for the «court etiquette fire». During the Middle Ages special books were issued, in which rules of behavior in society were «canonized». In the second half of the XV century the master of ceremony of King Edward IV Olivier de la Marsh, who had served at the court of Charles the Bold, gave Edward IV treatise on the Burgundy court system (legislator etiquette in Europe), which was composed by himself, and in 1517 in Italy, the book Balthazar Castiglione "Courtier" in which good manners handled as good education and intellectual erudition. In Italy, in 1558, the book Giovanni de la Casa "Galatea, or book of good manners" was issued. [2].

Words, gestures, new behaviors, attitudes to relationships with equals and subordinates which were anchored in the chivalric code gradually penetrated into other sectors of society. It was formed a special type of public relations, which is characteristic for European society till present time. Today, despite of great changes in this area, the striking hallmark of European civilization is a tradition inherited from the time of the European Middle Ages.

Literature:

1. Dyuby J. History of France. Middle ages. / J.Dyuby. – M.: International relations, 2000. – 416 p.
2. Kubrak O.V. Etiquette. / O.V. Kubrak – Rostov n / D.: Phoenix, 2015.-316 p.
3. Ossowskaya M. Knight and bourgeois Investigation on history of morality: Transl. from Polish / M.Ossovskaya – M.: Progress, 1987. - 528 p.

J21508-019

Odynchenko L.K., Konyushenko I.A
INDEPENDENT WORK OF PUPILS AT THE LESSONS OF
GEOGRAPHY AT SPECIAL SCHOOLS

State Higher Educational Establishment "Donbass State Pedagogical University"

Introduction. Ukraine stands at present at the beginning of the cardinal changes in the educational policy concerning the children with certain peculiarities in their psycho-physical development. Thus, the most important task arises before a modern teacher that is: to upgrade the efficiency of a lesson, to activate the perceptual activities of schoolchildren on the basis of introduction of the innovational correction-pedagogical technologies into the sphere of education, taking into consideration at the same time the personality-oriented approach. The search of the efficient means on the way of developing the independent thinking and creative activities of children with the defects in their mental sphere in the process of teaching them geography actualizes the problem of organizing the independent educational activities.

Independent works in the process of learning geography is the integral element of any lesson at a special general-education school. Independent work of pupils is the means of organizing and conducting the pupils' educational activities, because the pupils solve the perceptual tasks independently. These tasks foresee the search of new information and knowledge, ways and skills and stimulation of the active usage of the different kinds of connections, proofs, etc. while teaching the pupils geography. During the period of studying the educational course of geography the pupils perform different kinds of independent work; they are aimed not only at the deepening of the educational knowledge and skills, but at the formation of their striving for the independent searching activities, their readiness to solve the tasks of the practical and creative character in their further adult life.

The aim of the article is to reveal the problems arising in the organization of independent work in the process of learning geography; we make our attempt to do it on the basis of the analysis of the pedagogical activities of the teachers-practitioners who work at the special educational establishments for the intellectually backward children.

The substantiation of the meaning, content and system in the organization of the independent works at the lessons of geography at a general-education school is traced in details in the publications of modern home investigators: S.G.Kobernik, R.R.Kovalenko, V.P.Korneev, L.I.Kruglik, G.O.Lamekina, O.F.Nadtoka, M.P.Otkalenko, L.B.Palamarchuk, L.P.Pas'ko, I.P.Polovyna, A.Yi.Syrotenko, O.Ya.Skuratovych, O.M.Topuzov, etc.

At a special general-education school for children with the defects in their mental development the school course of geography gives the teacher great potentialities for the development of the perceptual activities and self-reliance in the pupils. In the course of the Special Teaching Methods the independent work at the lessons of geography is considered to be the important means of the correction-

developing education. In the scientific works of the scientists-defectologists (T.M.Golovina, S.O.Dubovs'kyi, I.G.Eremenko, V.S.Lykyi, V.O.Lypa, O.I.Lypets'ka, L.K.Odynchenko, T.I.Porots'ka, V.M.Synjov and others) it is convincingly proved that the independent work in the process of learning geography contributes to the development of the mental abilities and perceptual interests of the intellectually backward pupils, correction of the defects of their thinking, sensory perception, attention, memory, imagination, space orientation, speech activities; it also positively influences the improvement of the important personal qualities – independence, creative thinking, initiative, purposefulness, persistence, curiosity, diligence, confidence in one's own possibilities.

The main text. The study of the state of the problem under investigation in school practice took place on the basis of observing the educational process at the geography lessons, analysis of the piecemeal plans, questioning the teachers who work at special general-education boarding schools for children suffering from the defects in their intellectual development in Dnipropetrovsk Region.

It's necessary to point out that all the teachers at the special general-education boarding schools justly acknowledge the importance of independent work at a lesson in the activization of the educational process, in the development of the perceptual activities of pupils as well as in the formation of the habits of applying this knowledge into practice by the pupils.

Observations during the lessons, analysis of the piecemeal plans and the results of questioning the teachers allow us to state that the existing traditional methods of teaching geography do not always provide for the qualitative acquiring the study material suggested by the Programme for the intellectually backward pupils. Even at schools in which the teachers put into practice different kinds of independent work this objectively effective pedagogical method doesn't influence enough the quality of knowledge acquired by children and doesn't contribute to the development of independent thinking. It is possible that the teachers of geography in their organizing and carrying out the independent work during the lessons make some mistakes thus reducing the correctional and educational influence over the mentally retarded children. We come to the conclusion that if we clear up and generalize these drawbacks it will help us to make more concrete the general demands to the organization of the independent work of pupils during the lessons of geography at special schools.

The teachers plan the lessons of geography in accordance with the distinctly worked out scheme: questioning, learning new material, fixing. The teachers during the lesson pay attention to the novelty of the content of the study material, to different kinds of perceptual tasks for the independent study by the pupils, to the formation of the motives of education and the problem approach in the process of learning the geography material. At the same time it is not always possible to observe the striving of teachers for the use of various kinds of independent works at different stages at the geography lessons. Independent works are foreseen mainly at the stage of fixing the material studied. It more often happens so that in the practice of teaching geography the intellectually backward pupils the teachers use the independent work of different kinds with the extracts from the textbook, contour maps, stationary

geographic study maps and to the less extent they use the technique of modeling the geography objects, independent works with the didactic material (questions, perceptual tasks, drawings, schemes, etc). Ascertaining relatively great variability of independent works with taking into account their unification with different methods of teaching the intellectually backward children geography, at the same time it is necessary to know the expressed uniformity of the tasks and the character of mental activity they involve.

In the organization of the independent perceptual activities of the mentally retarded children in the process of studying the subject “Physical Geography” (7th form) and “Geography of the World” (8th form) the teachers actively use the Work Copybooks on the printed base [1; 2]. These Copybooks comprise perceptual questions and tasks of different levels. The teachers consider that the Work Copybooks are important and necessary means both for the independent fixing, generalizing and controlling the pupils’ knowledge on the subject and for the successful realization of the idea of the individual and differential approach in the education of children with the defects in their mental development. Different variants of tasks give the intellectually backward children the possibilities to reveal in this or that way their independence: from the fulfillment of the tasks with the total detailed characteristics or commentary to the independent creative search carried out by them. Poly-variant tasks and means of their fulfillment allow the teacher to provide for the developing aspect of the personality of a pupil with intellectual disturbances.

Our observations carried out at the lessons, personal experience of teaching geography by the teachers of the auxiliary boarding schools convince us of the fact that the independent works are carried out successfully by the mentally retarded pupils and reach their aim only if the pupils understand the tasks well, imagine the main stages in their work, know the techniques they may use and master these techniques. The mentally retarded children form the techniques of educational work in the process of fulfilling by them the tasks only under the condition of active assistance from their teacher. It was noted by us that the teachers of geography at the special boarding schools do not pay attention enough for teaching their pupils the techniques of fulfilling the tasks, do not prepare them in a proper way for the independent work at the lesson. The majority of teachers mostly concentrate their attention at the independent fulfillment of the tasks by the intellectually deficient pupils; they attach less significant place in their educational work to teaching them the techniques of work, to the analysis of mistakes and to the fixing of the final result.

There is no single view-point among teachers of geography concerning the leading role of a teacher in the process of conducting the independent work at the lesson. Half of the teachers include to the independent work the tasks the children do themselves without any help from the teacher. In cases like these the mentally deficient schoolchildren experience significant difficulties in the process of independent fulfilling the tasks because they do not get any indirect, specifying help; it leads to serious mistakes in their work, prevents them from reaching their aim. The mistakes the pupils make in their independent works influence the quality of their knowledge and skills in geography if they are not corrected at the proper time.

On the other hand the tendency to extreme custody over the intellectually

backward children during the process of performing the independent work by them is typical enough. The teachers underestimate or simply ignore the potential possibilities of the pupils with the defects in their mental development. In cases like these even if the tasks are not difficult and easily understood for the independent fulfillment, we witness the innumerable intrusions into the course of the lesson and the use at all stages of teaching the maximally dismembered detailed instructions. And though the mistakes under such conditions are corrected in time, it is performed by the teacher as a rule without proper active attitude of children to their own mistakes, without any attempt to stimulate them for independent search of correct decisions.

The importance of realization of the principle of individual approach to the pupils in the process of correctional education is particularly stressed by the teachers. Almost all the teachers of geography confirm that they select the tasks for independent work individually. But in practice this individualization of the tasks reveals itself only in some reduction of the amount of tasks and in simplifying the content of the tasks proposed to separate pupils in the class.

The precondition of the differentiation of the tasks for independent work is rather important in teaching geography the mentally retarded pupils. Disregarding the differential approach in the selection of the perceptual tasks for the independent work of pupils in one class by the teacher and in some cases the absence of orientation for the dynamic changes and uprising the abilities is quite noticeable in the educational process.

Conclusions. The demands to the organization of pupils at the lessons of geography for independent work at a special school are defined on the basis of analysis of the scientific sources and the study of the experience of work of the teachers-practitioners, namely:

- the correspondence of the content of the study programs;
- the use of the pupils' independent works at all main stages of the lesson for reaching the concrete didactic purposes in the organic unity with different forms of education (visual, verbal, practical);
- the use of the distinct system of the perceptual tasks with their gradual complication;
- the presentation of the brief, distinct, laconic instruction to the pupils concerning the aim of the independent work and sequence of its fulfillment;
- the direct observation by the teacher of the course of independent work with rendering proper help to the intellectually backward children if they encounter some difficulties;
- the differentiation of the proposed tasks and providing for the organic unity of the individual approach to the pupils with the frontal work in the class;
- the evaluation of the results of independent work of the mentally retarded pupils with taking into account the level of their geographic competence.

Literature:

1. Odynchenko L.K. Geography: Manual for the 8th Form of the Auxiliary School / L.K.Odynchenko. – Kyiv: The Burning Bush, 2007. – 160 p.

2. Odynchenko L.K. Work Copybook in Geography for the 7th Form of the Auxiliary School / L.K.Odynchenko, L.S.Drobot. – Kyiv: REC Prose, 2006. – 64 p.

3. 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.

J21508-020

Shipelik O.V.

EXCLUSION IN EMPLOYMENT RUSSIA

*Southern Federal University,
Rostov-on-Don, Large gardens St., 105/42, 344006*

Abstract. *The paper deals with alienation in the sphere of employment and a derivative of it personal (physiological) consumption of modern Russia. It is shown that they are a consequence of the social stratification of society as a result of neo-liberal reforms.*

Key words: *alienation, labor, deindustrialization, deintellectualization, poverty, consumer basket.*

Introduction. Alienation is now one of the most important social problems. The study of alienation as a social phenomenon has a long history dating back to Plato. Alienation is now one of the most important social problems. The study of alienation as a social phenomenon has a long history dating back to Plato. With the emergence of capitalism alienated explore Hobbes, M-F. Rousseau, Kant, Hegel, Feuerbach in socioeconomic, political, legal, epistemological sense. Marx in his "Economic and Philosophic Manuscripts of 1844" examines in detail the problem of the alienation of labor in contemporary society in the aspects: the alienation of the worker from the product of labor activity, the generic nature of man, the alienation of man from man

Modern Russian researchers Y.I. Kuzminov, F.I. Minyushev, E.S. Nabiullina, V.V. Radaev, T.P. Subbotina consider the problem of exclusion in the economic, sociological and philosophical aspects. The author gives the following definition of alienation "alienation of labor exists, when in the process and as a result of its activities the worker reproduces the external, not controlled by their physical strength and relationships, which later confront him as strangers, to impose conditions of work and life" [1, 22]. F.I. Minyushev considering the types of alienation: the socio-economic exclusion, political, ethnic, alienation and self-alienation in the spiritual sphere. [2] Alienation is now rightly characterized as the main factor of modern capitalist society. Giants' commercial sphere are in the world more harm than good, increasing the alienation of man from society "[3, s. 12]. Up-to-date analysis is not only types, but types of exclusion, not only the study of alienation in production, but also in the fields of employment and consumption. Consider these types of alienation in the modern Russian society.

The reasons for these types of alienation lie in neoliberal reforms, which led to the regression of Russia, and since 2008 - to the crisis. The level of consumption of the gap between the richest and poorest regions of Russia is 30 times the amount. The population of the so-called "first Russia" has an estimated 15% and "accumulates in its hands around 85% of all savings, 57 - cash income, 92 - income from property and 96% of all funds spent on the purchase of foreign currency." [4, s. 3]. This circumstance was, in turn, start to exclusion in the field of employment and personal (physiological) consumption. Consider the alienation in the sphere of employment.

The alienation of labor implies massive cuts and layoffs of workers, but not in connection with the reorganization of production, and because of its bankruptcy or

stop. Alienation in the personal (physiological) consumption is a consequence of poverty or poverty, when a man on the verge of survival, denying themselves in the necessary foodstuffs, replacing them with substitutes.

In the course of reform, de-industrialization "contingent of industrial workers was halved to 10 million people. A large part of them sat down on the "social bottom" [5, s. 11]. Also in the 90s of the twentieth century. It was destroyed by collective and state farms.

Since 2013, in Russia, there are processes that can be called "de-intellectualization." The head of the Ministry of Education and Science Dmitry Livanov has a policy of reduction of (or optimization) academic staff. In higher education, developed a method of reducing the salary called "optimization". The universities of leadership increases the "throat" load, eliminating the rest. As a result, the number of hours a teacher is reduced and transferred to the share rate. The concept of the Federal target program of education development for 2016-2020 years. demands to close 40% of Russian and 80% of higher education institutions and their branches.

However, the sphere of education in the face of declining employment in other sectors would take on "the material is released from the part of workers, providing them with quality jobs" [6, s. 41]. Since the funds allocated by the Russian government, has been steadily declining, it inhibits the formation of human capital and, consequently, economic development. Lack of technological progress naturally leads to a reduction in living standards and the personal (physiological) consumption. For this reason, Russia's population is impoverished.

Money income of the first group of population (lowest income) in 1995 was 6.1% of revenue, in 2012. - Only 5.2%; The second group, respectively - 10.8% and 9.8%, the third group - 15.2% and 14.9%. Revenue growth was observed only in the fourth group of the population - from 21.6% to 22.5% respectively, and in the fifth group (with the highest incomes) 46.3%, and 47.%, respectively. Among poor families a high level of employees. "In 2003, the employed in the economy accounted for 58.2% of the poor".

What is alienation in the personal (physiological consumption)? According to the State policy of reducing poverty in Russia the poverty line is the level of the subsistence minimum. This criterion is certainly not perfect, but it is used in practice. Compare the consumer basket of basic food products in 1990 and 2015 in the city and relate them to the recommended standards of consumption. In 1990, the consumer basket in the year allowed the use of bread and bakery products 119 kg. per year, and in 2015 - 126.5 kg. The recommended intake of bread is 117 kg. In 1990, the potato could consume 106 kg per year, in 2015 the rate fell to 100.4 kg. It recommended the use of potato hole is the same as that of bread - 117 kg. in year. Therefore, we overeat breads, potatoes malnourished. It should be noted that the bread and its products are often no different quality (long-term storage, the presence of preservatives and many others.). Sugar and confectionery products in 1990 in the consumer basket was 47 kg. per year, while in 2015 only 23.8 kg. at a rate of 47 kg. In 1990, the meat in the consumer basket was 72 kg, in 2015 - only 58.6 kg. at the recommended rate of 78 kg. From these data it can be concluded that the diet of most

of the population does not meet the needs of biologically active substances. Simply put, people are malnourished, precisely because they are poor. Thus, the alienation of alienation in the work of the individual (physiological) consumption. The consumer basket does not include the power dependent family. Since almost every family has children (dependents), the alienation from personal consumption only increased. Consequently, standards of food consumption in Russia deteriorated, and given the growing unemployment (dismissal, "optimization") to further imbalance in power between the standard of consumption, real consumption and recommended consumption will only increase. Therefore, fair conclusion of the author that support the "made in Soviet times, quite an acceptable level of living of the population by the Russian state was not under force," [7, s. 18.]

Conclusions. The above kinds of alienation are, ultimately, the economic reasons. But we should not forget that the policy as a component of social consciousness is relatively independent and active influence on the economy. While Russia still bilayer economy, and it will remain subject to the liberal policy until will exist and develop, and alienation in work and in personal (physiological) consumption. Only one way out - the rejection of the policy, resulting in a society in a state of stagnation.

Literature:

1. Kuzminov Y.I, Nabiullina E.S, V.V. Radaev, Subbotina T.P. Alienated labor: past and present. - M.: Economics. 1989. - 287 s.
2. Minyushev F.I. Social exclusion: a new experience in reading // Sociological researches. - 2011. - № 4. – S. 3-13.
3. CIT: 313-0428 Chistov R.S. Alienation as a major factor of modern capitalist society // Collection of scientific works SWorld. - Volume 27 Issue 3 - Odessa: Kuprienko S.V, 2013. - S. 11-14.
4. Lions D. Russia's Development Strategy // The Economist. - 2007. - № 2. - S. 3-10.
5. Kara-Murza S.G. Russia: the crisis of the ideological foundations of society // Socially-humanitarian knowledge. - 2008. - № 5. - S.3-16.
6. Gardening E. New trends in social and labor sphere: the institutional aspect // World Economy and International Relations. - 2013. - № 11. - S. 29-43.
7. V. Roik Poverty: causes, effects and ways to overcome // Man and labor. - 2010. - № 1. S 17-21.

Article sent: 3.11.2015

© Shipelik O.V.

J21508-021

Shipelik O.V.

MAN IN FLEXIBLE FORMS OF WORK

*Southern Federal University,
Rostov-on-Don, Large gardens St., 105/42, 344006*

Abstract. *The work is devoted to study of work at the end of the beginning of the twenty-first century xx. - The emergence of flexible forms of work and their effects on humans. It is shown dehumanizing effects of new forms of labor rights, which manifests itself in unemployment, the absence of guarantees of permanent income, the reproduction of labor skills.*

Key words: *flexible forms of work, income volatility prekariat, employment, alienation.*

Introduction. Changes in employment were always in the history of mankind. Especially the global transformation taking place in the work of modern capitalist society. Flexible forms of work - a distinctive feature of modern society. This is a popular topic in the scientific world. Many authors have written about flexible forms of work. The difference lies in their assessment, nature, causes and consequences for human beings. Z.T. Toshchenko writes about new forms of work - the remote and home-based, linking them to a new type of worker 'associative man. "It is characterized by creative thinking, the ability to invent a new one. It is open at risk, seeking out the status of the hierarchy, for it is peculiar to manage his career [1].

R. Sennett in the evaluation of flexible forms of work is less optimistic. He noted that working in the "flex-time" worker even greater extent than in the industrial society is subject to the control, supervision, depending on the host [2]. Working in such a system, the person changes "one type of submission to authority exercised" face to face "a different kind of subordination, which is carried out by electronics" [ibid: 84]. Bauman also notes that workers in the short-term employment is deprived of clear prospects, uncertainty gets the possibility at any time, be dismissed. At the same time the person feels fear, anxiety, sadness [3].

Other authors of the essence of flexible forms of work associated with the transformations in technology innovation. According Tokarski and Karpikovoy one "of the main reasons for the transition to flexible employment patterns in the industrialized countries also become economic difficulties, namely the economic crisis of the late 70 - early 80-ies. XXcen." [4, s. 68]. They also referred to as reasons for the extension of services, expansion of small business, desktop virtualization, in connection with the computerization of industries [ibid s.95-96]. It should be added that the global economic crisis of 2008 led to a further spread of flexible forms of work to greater uncertainty about the future of the working people and the unemployed.

In Russia, the precarisation of employment is at counting 44% of researchers in 2008, 47% in 2011, 42% in 2013 [5, s. 51]. L.V. Sankova considering precarization as a form of flexibilisation and as a risk. Flexible forms of work are, in its view, ambivalent entities. The good thing about precarization is the demand for labor in an accelerating economy. Negative consequences include lack of guarantees of decent

work and unemployment in the long term.

The most detailed description of the new flexible forms of work and position of the person giving them Standing. The reasons for the emergence of new forms of work, for Standing, diverse: women's involvement in the production, the economic crisis, the shadow economy, increased global workforce. As well as customized solutions neoliberal economists to raise competitiveness and competition. If the labor market, according to the neo-liberal-minded economists "do not become more flexible, the labor costs will rise and corporations will transfer production and investments in places where such costs are less, rather than the "native " [6, s. 18] As a result of all these reasons, a new class of society - prekariat.

The term "prekariat" comes from the Latin word *precarium* - doubtful, insecure, unstable. Representatives prekariata main feature is the lack: permanent employment. Temporary workers cost less capital, they have fewer rights to benefits and other payments. Even if representatives prekariata temporary work (or work part-time), they have no guarantee of: workplace, employment, protection against accidents, the ability to acquire labor skills, income and confidence in the stability of income, stable life orientation, guarantees representation. Prekariatu not rely bonuses, medical insurance, day care, paid leave, various surcharges. They occupy less prestigious career positions. The instability of income - the main thing that distinguishes prekariat, so they are the first candidates for the unemployed.

Prekariat first appeared in Italy in 1989 in the city of Prato (near Florence). Chinese workers have migrated there from the underground factories. After 19 years, the Chinese workers were already one-fifth of the city population. Italian firms cannot compete, increased the level of temporary employment has increased the number of unemployed.

Total is currently the world's 47.8% have unstable employment. In Germany, millions of temporary workers. In Japan, by 2010 a third of the workers held temporary jobs. In the US on Employment of 30 million people, South Korea and Spain - half of employees in temporary jobs. Unemployment - part of life prekariata. Unemployment tends to rise. So in 2013 the world was 202 million. Unemployed, in 2014 - 205.2 million. By 2018, we expect that the unemployed will be 215 million. People. And youth unemployment is growing. In 2012, the unemployed 15 to 24 years was 73.5 million. Man in 2013 has been 1 million. People more. A lot of time at the prekariata goes in search of jobs. G. Standing prekariata this part of the activity calls the "work for work's sake.

These include standing in line, filling out various forms, answers to questions, order and receive various information, resume writing, establishing business contacts, familiarity with the provisions of professional ethics (which may or may not come in handy). Maybe even re-training, which is not always justified, because in today's society of knowledge obsolete in 3-4 years. Universal commodity form becomes the firm. The financial capital owns the firm, corporation. Shareholders "are not responsible for the crimes committed by the corporation, having the opportunity to dispose of property" [7, s. 13]. So life becomes unstable not only for prekariata, but also for people with permanent employment.

Conclusions. In modern manufacturing science is a productive force. Scientific

knowledge translated into a technique that does not work without human intervention. Scientific knowledge must now be embodied not only in technology but also in the skills, knowledge, abilities of workers. It is the content included in the concept of intellectual, human and social capital. But there is no guarantee of reproduction of labor skills through training and retraining in the specialty. Because the middle class is gradually transformed into the precariat, then it is also impossible to expect the formation of the intellectual, human and social capital. New forms of work can be qualified as new forms of alienation of late capitalism. In this case, capitalism is no more a resource for profit.

Literature:

1. Toshchenko Z.T. Sociology of work: a new reading experience. – M.: Thought. 2005. - 333 s.
2. R. Sennett. Corrosion character. - Novosibirsk - Moscow. 2004 N .: FSPI "Trends". - 296 s.
3. Z. Bauman Rise and Fall of labor // Sociological researches. - 2004. - № 5. - S. 77-86.
4. Tokarskaya N.M., Karpikova I.S. Labor Sociology: Textbook / Ed. MA Vinokourov. - M.: University Book. Logos. 2006. - 208 s.
5. Sankova L.V. Precarization of employment in today's economy: systemic risk or "special" form of flexibilisation // The standard of living of the population of regions of Russia. - 2014. - № 4 (194). - S. 44-53.
6. Standing G. Precariat: new dangerous class. - M.: Ad Marginem Press. 2014. - 238 p.
7. CIT: 313-0428 Tchistov R.S. Alienation as a major factor of modern capitalist society // Collection of scientific works SWorld. -Vypusk 3. Volume 27. - Odessa: Kuprienko S.V. 2013. - S. 11-14.

Article sent: 4.11.2015
© Shipelik O.V.

J21508-022

Shipelik O.V.

THE PROBLEM OF POVERTY AND ITS STEREOTYPE

*Southern Federal University,
Rostov-on-Don, Large gardens St., 105/42, 344006*

Abstract. *The paper deals with the problem of poverty in the world and in Russia. Are considered indicators and dynamics of poverty. It is shown that the worker receives the social benefit for themselves or a member of his family and retired - no dependents, they receive earnings*

Key words: *Poverty, poor "income" poor "to deprive" the cost of living, the stereotype of poverty.*

Introduction. Poverty is one of the global problems of humanity. As the concept of "poverty" reflects the level of satisfaction of minimum living standards. The global criterion of absolute poverty (poverty) until recently was \$ 1 a day or less. In 2015, the World Bank poverty line increased to 1.9 dollars. in a day.

The World Bank estimates that in recent years the average annual growth rate of the world's poor were equal to 2%. By the beginning of the century the poor accounted for one third of humanity, and in the cities, they often form the majority of the population, which poses a serious threat to the political regimes of many countries. In regard to age poverty is becoming more youthful, often turning into a reserve army of mafia and terrorism. Of course this situation is concerned not only nation states but also the international community, since the presence of the socio-economic "bottom" in different geographical regions is directly related to education in their areas of instability and could eventually become a threat to world peace. In analyzing the above global problem should be noted that it describes not only the contradictions of the modern world, but also acts as an "indicator" that characterizes the complexity of the dynamics of contemporary world development.

What is the poverty level for Russia? During the 90s of the twentieth century. as a result of the economic reforms came a decline in production and falling real incomes of 80% of the Russian population. During this period, Russia had created conditions for the establishment of the current resource-economy. The share of the population with incomes below the subsistence level skyrocketed in 1992, following years was kept stable at 25%. According to the State Statistics Committee, in 2002 incomes below the subsistence minimum in Russia had 25% of the population. In 2013, the average monthly income below the per capita income in the family has 23% of Russians. [1]

What are the causes and indicators of poverty in Russia, researchers estimate? Poverty is the subject of analysis V. Bobkov, M.K Gorshkov, A.N Rimashevskaya A. Speransky, N.E Tikhonova. All researchers note the specifics of Russian poverty - its "able-bodied person." V. Bobkov sees the causes of poverty in the low-wage workers and low wages caused, in turn, "peripheral" jobs in terms of quality and social protection. In addition, according to the author, should be "the dynamics of wages and labor productivity" [2, s. 9]. N.E. Tikhonova studied in detail poor "income" and the poor "of hardship" and concluded that the increase in low-paid jobs

was due to the process of de-industrialization. [3] N. Rimashevskaya asks whereby non-working pensioners survive in Russia? Answers it as follows - people exist because of food self-sufficiency. [4] But that was the situation in 2007. The situation has changed substantially in 2013. The analytical report of the Russian Academy of Sciences Institute of Sociology noted that the number of poor "income", with summer-garden plots decreased three times in the period 2003-2013. Had the land owned by the poorest 28% of income in 2003, while in 2013 only 20%.

In Russia, as in the original and most common method of assessment of needs in favor measuring income security of the population. But the application of this criterion and limited in heavily differentiated picture of regional disparities. Much more informative is the use of a systematic approach that takes into account not only the amount of the current income of the population, but also the specificity of its resource security as a whole. Under resource security is understood as the accumulated potential of the property (a house, cottage, land). Also, it is the ability to meet the requirements for the acquisition of durable goods (refrigerator, vacuum cleaner, washing machine, furniture set). By 2013, significantly expanded the range of durable goods of the poor, including as necessary the mobile phone, the computer, including a laptop, air conditioning, microwave. And between the property and the potential for poor durable goods observed a directly proportional relationship. "The process of building up their household goods from the poor accompanied by a reduction of volume of real estate" [1, s. 33].

The only type available for the poor significant assets that they have been privatized apartment or a house. However, 10 years have worsened the living conditions of the poor. In 2003, the absence of a separate housing was 17% of the poor "income," and in 2013 already 39% of the poor. Since the 90-ies of the XX century to the present, a growing gap between the rich strata of the population and the most deprived part: 4.5 times in 1991, 9 times in 1994, 13 times in 2000 and 20 times currently. Given the fact that most of the representatives of the wealthy strata of the population in surveys understate their income, the gap is still considerable.

The poor is a tendency of accumulation of debt, a third of the poor regularly borrows money (in 2003). And in 2013, the debts were at half of the poor. The acute shortage of material resources of the poor results in the fact that every second person is unable to use any paid services. In 2008, the number of people able to pay for medical care amounted to 31%, by 2013 - only 16%. human.

In modern social research was stereotyped statement about a group of poor in the Russian society as a large dependency burden on the income of employees. This fact is explained by socio-demographic characteristics of the group of the poor. Its inefficiency is associated with the presence of the family of pensioners, children, the disabled, the unemployed. This leads to a shift in the structure of the needy families in the direction of decreasing the role of wages and the increasing importance of social transfers (pensions, benefits, etc.).

Dependents are present in 81.7% of the poor families. But income from employment at high dependency burden is not enough to break out of poverty. In our opinion, the worker receives a social benefit for themselves or a family member, and retired - no dependents, they receive earnings. To prove this, consider the nature of

social benefits.

Social payments ensure reproduction of labor power. The cost of the reproduction of the worker and his family is determined for the entire life cycle. This means that compensation for the cost of reproduction of the worker must provide him the opportunity to not only eat, drink, dress, have housing, but also to receive education and special treatment, and support a family, and create conditions for living after the inevitable once the disability. The mechanisms of the realization of these imperatives can be different: in salary through the provision of free services, based on the activities of special public institutions.

Because of the nature of social benefits it shows that the owner of the funds for them, is not the state and not the employer and employees. The State shall ensure and monitor the mobilization of funds for sotsialnye needs and payment of these funds, but can not dispose of them at svoemu discretion. It should be taken into account: wages considerably less than the cost of reproduction of the employee (approximately 2-fold). In these conditions, pensions are very low. This means that the state underpaid citizens pension channel and tries to convince him (through publications in scientific and popular publications) that it dependent.

Conclusions. Due to the resource-based economy is not possible to increase the GDP. Since 1993, the growth of gas reserves began to lag behind its production, since reduced central funding exploration. And the oil industry suffered more than others in the course of privatization. Oil production declined by 1.5 times. Engineering can also give a pittance to increase GDP. Thus, the state of poverty in Russia in the near future can not be eliminated. The Russian government has entered into the International Monetary Fund and has pledged to implement programs, laws, codes, developed by experts only the United States, EU. Enter the external control of the Russian economy.

At present, the liquidation industry, agriculture, in all spheres of life support function only industries that supply the resources the United States, EU.

US, EU, Russia privatized oil industry, is-use of resources is almost free. US multinationals, the EU now sell Russian oil to Russian consumers at prices already higher than in the United States. Mechanisms for recovery of the US budget provided for social programs Russia is free pricing, entered the United States under the program. Replacing at the request of the US population in-kind benefits into cash, the Russian government thus sends the US, the EU budget money for social programs. Thus, globalization in Russia, flowing through the US scenario, contributes to the development of poverty in the near future will not disappear, the socio-economic stratification will increase. Russia should take into account the positive aspects of the development of various economic models, but its "task at the present stage of its evolution is a qualitative advancement in the direction of developing original, fully a synthesis path of development" [5, s. 59].

Most Russians believe that it is a mixed economy with a leading public sector must be at the heart of Russia. [6]. Only such drastic changes to help stop the growth of poverty.

Literature:

1. Poverty and inequality in modern Russia: 10 years later. Analytical report of

the Russian Academy of Sciences. Institute of Sociology / rukov. Issled. Acad. RAS MK Gorshkov. – M.: 2013. - 167 s.

2. V. Bobkov real poverty in Russia is much greater than is commonly believed // *Man and labor*. - 2007. - № 5. - S. 4-11.

3. Tihonova N.E Structural preconditions and the main types of poverty in Russia // *Social studies and the present*. - 2014. - № 2. - S. 5-16.

4. Rimashevskaya N. Abroad poverty // *Social security*. - 2002. № 6. - S. 3-7.

5. CIT: Larionov I.L Methodological base Russia's modernization strategy in the transition to the information society // *Collection of scientific works SWorld. Proceedings of the international scientific-practical conference "Modern problems and solutions in science, transport, manufacturing and Education 2012"*. - Volume 39 Issue 4 - Odessa: Kuprienko, 2012. - S. 48-60.

6. Gorshkov M.K Russia: twenty years later (some aspects of the sociological analysis of social reform) // *Power*. - 2011. - № 12. - S. 11-22.

Article sent: 5.11.2015

© Shipelik O.V.

J21508-023

**Marchenko D.D., Baranova O.V., Artyukh V.A., Korniychuk V.O.,
Bogomol V.I., Shushkevych V.D.**

**IMPROVING THE QUALITY OF ENGINEERING EDUCATION WITH
THE USE OF MODULAR TRAINING**

Mykolayiv National Agrarian University, Mykolayiv, Paryzka Komuna 9, 54020

Introduction. As a result of the Bologna Process to the Ukrainian system of higher engineering education face global challenges. The central idea of the reform of higher education Ukraine on the principles of the Bologna Convention reorientation of the educational process is the priority forms of innovative teaching, such as modular training. This focus should ensure the implementation of the task of higher education – education of future mechanical engineer, capable of continuous updating of scientific knowledge, professional mobility and quick adaptation to changes in the socio-economic sphere, the management system and the organization of work in a market economy.

In the universities of our country is an experimental work with the educational process with various options of modular training (A. Aleksyuk, A. Dubin, Y. Zhydetsky, M. Lazarev, K. Mikhailov, Mr. Sikorsky, A. Tamarkina, P. Yutsyavychyne etc.). In the literature, there are the following features of modular training:

- a) construction of modular training course content and organization of its study;
- b) the emphasis on independent work of students;
- c) the presence of clear criteria for evaluation of different learning activities and their results;
- d) continuous monitoring and self-monitoring results of training activities.

Given these conceptual ideas, we believe actual implementation of model improvement of the quality of the design of training future mechanical engineers in agricultural universities using modular training.

The purpose of the article – to review and justify the model components improve the quality of the design of training future mechanical engineers in agricultural universities using modular training and review phases of each component of the model.

Model in pedagogy – is created or selected researcher system for the purpose of reproducing knowledge characteristics (components, elements, units, properties, relationships, settings, and so on.). Of the object and therefore is with him in this regard, substitution and similarity, her research is an indirect way of obtaining knowledge about the object and provides information uniquely converted into recognizable information about an object, and experimental verification, allowing [1].

In our study, we can distinguish three stages of modeling:

- 1) preparatory phase;
- 2) development cycle model;
- 3) stage verification of its quality.

The first phase aims to determine the purpose, object modeling methods and tools. The second stage is connected with the development model, its description and

characteristics. The third stage is associated with experimental test of its pedagogical conditions in practice university methods and assessment of their effectiveness.

The purpose modular training machine parts – is improving the quality of the design of training future mechanical engineers in agricultural universities. In our opinion, this goal can be achieved through the following tasks:

1. Forming students' positive attitude for design and construction in the profession.

2. Formation at students of design knowledge. The student demonstrates knowledge of theoretical positions typical of machine parts and assemblies, especially their structures and functioning, the method of calculation and design of machine parts and assemblies, the requirements ESKD based computer-aided design and methods of optimizing the design. Knows the provisions and requirements of the design documentation, rules of construction working drawings of parts, performing sketches of machine parts and assemblies. Reads the general form of drawings, assembly drawings to construct, demonstrates the ability of the system designations drawings, working drawings to the construction details.

3. Formation of students' design skills during the organization of design activity. The student demonstrates the ability to analyze specific technical requirements for machine design, draw diagrams kinematic mechanisms, settlement and layout diagrams of parts and components, perform test calculations, assembly design and working drawings, execute all design documentation in compliance with ESKD, ESDP.

4. Formation at students of introspection and self-assessment of the design of its activities and its results, can comprehend and assess the degree of realization of the desired goals of the design activity aimed at disclosing significant vocational knowledge and skills.

Considering the modular training components, we have identified the stages of designing modular programs:

a) development of the modular structure of the program and shaping the content of each module;

b) the use of rating stages: quantitative expression of the planned teaching quality, students set a cumulative rating based on the results of this monitoring and correction of the educational process, calculating the final ranking.

After analyzing the phases of each component modular training, we determined that the stages are: first stage – the modular design of the program; the second phase – implementation and correction of rating educational process; third stage – calculation of the rating and final examination.

The first stage of designing modular training – is a breakdown of discipline semester course 3 training modules, each module is scheduled quality quantitatively expressed in points. Then, the course material is structured into four elements: a theoretical module, a practical module creativity module and diagnostic module.

During the second stage of rating and correcting learning process, students accumulate cumulative rating. This is done by testing in all kinds of points of their training activities:

a) attendance of lectures;

- b) perform laboratory work and report;
- c) the tasks on practical classes;
- d) implement the course project according to schedule;
- f) control procedures.

Note that the cumulative value of the rating can not exceed the set on the first stage of the maximum score module. After the study of all modules calculated cumulative rating semester course as the sum of ratings of each module.

In the third stage of calculation rating and final certification occurs rating count each student as a percentage of the money received training to target expressed in points.

In our study, we consider modular learning as a pedagogical tool, the reason for this is the fact that this estimate is organizing the learning process, structuring it into modules and uses a rating as a tool mastering professional-relevant knowledge, skills, acquisition of experience the design activity.

We turn to the description of the second phase of modeling, designing the structure and content models improve the quality of the design of training future mechanical engineers with the use of modular training.

Model improve the quality of the design of training future mechanical engineers using modular training represented by three interdependent components:

- 1) regulatory target, which includes social order, purpose, objectives and principles;
- 2) Procedural content that incorporates modular program course «Machine parts» complex of pedagogical conditions, stages of modular training methods, means and forms;
- 3) effective, which includes criteria and outcome levels.

The model reflects demands that society makes to the quality of engineering training students of higher agrarian educational establishments, the basic idea of the study, the organization process (purpose, content, milestones, modular training, pedagogical conditions, result) and criteria for evaluating its effectiveness.

Consider components represent the model in more detail. The first component model stands regulatory target component because we consider it necessary to define the purpose of the process before you start to implement it. At the end of the process we achieved results even with the intended purpose, thus determine its effectiveness. The structure of the regulatory target component included: social order, purpose, objectives and principles. Detection of social order (improving the quality of engineering training in higher agricultural education) determined the purpose of the developed model as improving the quality of the design of training future mechanical engineers.

This objective can be achieved through the following objectives:

- 1) formation of students' positive attitude to the design and construction of a professional activity;
- 2) formation of students' design skills;
- 3) formation of students' design skills during the organization of design activity;
- 4) formation of students of introspection and self-assessment of the design of its activities and its results.

These tasks were decided based on modular implementation of the principles, context, personality and activity-oriented approaches, namely principles: modularity, structuring, responsibility, consciousness, differentiated, individual approach, reflexive activity, consistency and continuity are objectives that form the basis of regulatory target component model.

Entering the next, meaningful procedural component model associated with the need to determine the content of the process, its stages, the complex organizational and pedagogical conditions and methods, means and forms. The item «content» includes modular program course «Machine parts» field of training 6.100102 «Processes, machines and equipment for agriculture production». The introduction of modular training machine parts we carried out in three stages:

- 1) designing modular programs;
- 2) introduction of rating and correction of educational process;
- 3) the calculation of the rating and final certification; and was supplemented by a set of organizational and pedagogical conditions of efficiency modular training machine parts.

Defining the purpose of the process, its content, and types of organizational and pedagogical conditions, we identified elements for its implementation, namely:

- a) methods (tests, questionnaires, explanation, analysis, synthesis, monitoring, reflexive methods);
- b) means (primary – modular training, additional – tasks, discussions, tests, charts, drawings, atlases, discussions, questions, technical and electronic);
- c) forms (lectures, laboratory and practical classes, course design, consulting, group discussion, individual work, test, test).

Further, in order to evaluate the effectiveness of quality improvement of the design of training future mechanical engineers in agricultural universities using modular training we have selected criteria and evaluation indicators of the process and by level.

Therefore, the last component model, effective, includes proved our criteria, indicators, diagnostic methods and results. Analyzed in terms of different authors (L. Balashov, V. Belikov, V. Zahvyazinskiy etc.). We concluded that the criteria – a quality properties, characteristics of the object, which enable to judge its condition and level of functioning and development. Indicators – a quantitative or qualitative characteristics of each formation qualities, properties, characteristics of the object, ie a measure of formation of a criterion [2]. As part of our research is seen as a sign of criteria based on which conclusions about the level of quality of design preparation of future mechanical engineers. The indicator is defined as the characteristics (qualitative or quantitative) of formed criterion. In this approach, criteria and indicators related as common and private. Defining the criteria for assessing the quality of the design of training future mechanical engineers, we used the criterion and tiered approach with the following that these approaches are most fruitful because:

- a) the criteria for fixing activity-state entity carrying information about the nature of the activities and motives relation to its implementation;
- b) consider the process as a transition from one level to another, more complex

and qualitatively different;

c) in the pedagogical literature selected and justified level of training, the assessment of which is an important component of quality control of the design of training future mechanical engineers.

Conclusions. The developed model authoring improve the quality of the design of training future mechanical engineers in agricultural universities using modular training has a certain pattern. All its components are ordered sequence from the normative to the effective target. But not only evident connection between the three components of the model, but also within each of them, providing advance from one element to another in the specified direction. A definite link us all structural components of the model elements and creates its integrity.

Bibliography:

1. Brushlynskiy A. Thinking and forecasting / A. Brushlynskiy. – M.: Thought, 1979. – 230 p.
2. Zahvyazynskiy V. The idea, the concept and the hypothesis of pedagogical research / V. Zahvyazynskiy, A. Zakyrova // Methodology pedagogy. – M.: Pedagogika, 1997. – P. 50-57.

Article sent: 20.11.2015

© Marchenko D.D., Baranova O.V., Artyukh V.A., Korniychuk V.O.,
Bogomol V.I., Shushkevych V.D.

J21508-024

UDC 378.147

S.V. Ahadzhanova*, K.H. Ahadzhanov-Gonsales*, A.V. Tolbatov*,
O.I. Zorenko*, V.H. Lohvinenko*, N.L. Barchenko*, V.A. Tolbatov**,
S.V. Tolbatov***

MODERN TECHNOLOGIES OF DISTANCE LEARNING IN AGRARIAN HIGHER SCHOOL

* Sumy National Agrarian University

** Sumy State University

*** National Aviation University (Kyiv)

Агаджанова С.В.*, Агаджанов-Гонсалес К.Х.*, Толбатов А.В.*,
Зоренко О.И.*, Логвиненко В.Г.*, Барченко Н.Л.*, Толбатов В.А.**,
Толбатов С.В.***

СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В ВЫСШЕЙ АГРАРНОЙ ШКОЛЕ

* Сумский национальный аграрный университет

** Сумский государственный университет

*** Национальный авиационный университет (г. Киев)

Abstract. The article tackles the problems of forming the information-educational environment of the agrarian university, solution of which is suggested on the basis of implementing new technologies of the distance learning.

Key words: distance learning, information-educational environment, information technologies, content model, model of the educational process, agent manager.

Аннотация. В статье рассмотрены проблемы формирования информационно-образовательной среды аграрного университета, решение которых предлагается на основе внедрения новейших технологий дистанционного обучения.

Ключевые слова: дистанционное обучение, информационно-образовательная среда, информационные технологии, модель содержания, модель организации учебного процесса, агент-менеджер.

Outline of the problem. The distance learning technologies are a flexible tool for realization of students training. Creation of the information-educational environment enables introducing new forms of the training activities organization. Thus the issue of content, forms, monitoring and other training activities forms with the use of the distance learning environment becomes particularly relevant.

Analysis of recent research and publications. Experience of work in the agrarian university enables defining the major contradictions of the problem of using distance learning technologies in the system of agricultural education of Ukraine: the necessity to improve the overall quality of professional training of students and imperfect methods of future specialists training; the rapid development of global information space and imperfection of modern information technologies in the provision of educational services; the necessity to introduce new information

technologies to the educational process in high school and the lack of scientific and theoretical, methodological attainments in this sphere; the necessity of the development of agricultural education in the country, including the development through introducing information and communication programmes of this type, and the lack of technological, organizational and methodological support of the educational process; the need of the personality to obtain an individual set of educational services according to the individual needs, underdeveloped segment of e-learning in the education of Ukraine.

The distance learning and the creation of the information-educational environment have been studied by a number of scientists: A.A. Andreev, V.Y. Bykov, V.M. Kukharenko, N.V. Morse, E.S. Polat, A.V. Khutorskyi and others. It is believed that the general problem of training students of higher school is the necessity to improve the quality of their general training through the integration of traditional and distance forms of learning.

The aim of the article: summarizing the experience and developing the recommendations for implementation and application of the distance learning in agrarian higher school.

Informatization and computerization of education enable viewing the learning process and its organization in the agrarian higher educational institutions (hereinafter agrarian university) from a new perspective. Traditional forms and methods of teaching need to be reconsidered in the conditions of the informatization of education. Several key points should be taken into account [1]:

1. The specificity of the agrarian university is studying objects of various nature (animals, plants, technical means, economic processes, technological processing of agricultural products). It makes the development of a common standard of a teaching difficult.

2. Most teachers have a conservative view of the innovations in the educational process.

3. A large number of teachers of any subject profile cannot use modern computer technologies in their daily work with students because they do not know how to work with such technologies and lack the technique of applying information, telecommunication, computer and multimedia products in the educational process.

The problem in question can be defined in the following theses [2]:

1. When implementing e-learning technologies the compliance with both general educational principles and the principle of psycho-pedagogical relevance of technology application is necessary.

2. The level of teaching with the use of new technologies depends on a teacher's professional competence in applying information and communication technologies.

3. Using new technologies in education a teacher must be aware of the key educational competences formed by multimedia means.

4. Using new technologies in education the teacher must be aware of the ways of applying multimedia resources at the various stages of a lesson.

5. Carrying out of lessons using new technologies should be considered from the perspective of system approach and management theory.

6. Application of different types of classes projecting can improve scientific organization of teacher's work which results in the optimization of the learning process.

7. Application of e-learning technologies in teaching improves the results of the educational process.

Information Training Technologies (ITT) can be defined as a set of electronic means and methods of their operation that are used for the realization of training activities. The electronic means comprise electronic hardware, software and information components, methods of application of which are specified in methodical support of ITT.

Requirements for the architecture of the educational system (specification LTSA) are specified by ISO IEEE P1484.1 / D8 - 2001-04-06 [1].

According to the standard, new training computer technology which is being designed should be regarded as a multi-level information system consisting of multiple elements connected by complex relations. Studying the components of the information support of participants of the learning process in the conditions of modern forms of organizing the educational process determines the necessity of considering the training process as an information system.

While developing methods and techniques of the information system designing the system approach is used. It comprises using analysis and synthesis of a system, defining the aims of the information support of the educational process participants, their classification, ways of organizing information database of tasks and methods of access to them by objects of training.

The characteristics of this model are:

- the possibility of a formal description of the processes of learning and knowledge control;
- the possibility to assess the indicators of efficiency of the alternative learning technologies;
- the possibility of solving problems of optimizing the educational process in view of constraints (economic, ergonomic, technical) and target functions (performance indicators of the educational process).

The use of traditional forms of knowledge representation (lectures, practical classes, seminars) mechanically transferred to electronic media leads to a number of difficulties in perception and obtaining information from a computer: too slow movement through the text due to big file size; complexity of search for relevant information in large amount of information; rapid fatigue while perceiving excessive amount of information from a computer monitor. The content of the distance course is a pedagogical model of social contract, which must be specified by curriculum, state educational programmes, educational material of each discipline, etc. The educational process, methods and organization forms of realization are determined by its content. Currently there are no normative documents and recommendations on the design of curricula (list of subjects, their content, types of activities, reporting, etc.) for the distance learning.

The model is based on fundamental didactic principles: the principle of consciousness and activity; the principle of systematicity and consistency; the

principle of the strength of learning; the principle of accessibility; the principle of the connection between theory and practice. One of the prerequisites for creating e-learning course is the use of modular principle of constructing the content of educational material.

The practice of creating distance learning courses has shown that while modeling system of knowledge on the subject the following algorithm should be used: defining input and output knowledge; compiling a dictionary of terms; identifying concepts and relations between them; forming the semantic network of notions.

Methods of teaching in higher school with the use of the distance learning intelligent system significantly differs from traditional learning technologies and are mainly based on student's self-study when a large part of teacher's work is shifted to modern training systems with information technologies (IT) [3].

An important task of intelligent system based teaching in the context of the distance learning efficiency is to create an individual learning environment that provides personalized access to resources that meets the objectives and needs of the user. In fact learning systems acquire expert knowledge of a teacher and bring them to a student. Therefore it can be stated that the main feature of the distance learning is the providing students with means for independent obtaining the necessary knowledge using modern IT. The possibility of education individualization is one of the most important benefits of using IT in education. It contributes to the problem of support of individualized training in the distance education, which consists in elaborating methods, technologies and software for creating adaptive distance learning systems based on intelligent cloud-based IT. Methodology of teaching in the process of the students' knowledge acquisition within a discipline implies realization of the approach with the use of the adaptive learning management model that is based on the Moore's theory of finite automata. The learning process is considered as a discrete process characterized by some stable states of the q_i system. Formalized model of programmed education management is in the form of a Moore machine [3].

In turn, the individualization of the learning environment with suggested method of teaching in high school helps students to understand the place of educational information in the curriculum and provides additional means for independent and more extensive exploring the subject area of study [3].

Taking into account the abundance of alternative electronic modules and available technologies a person working with them in the "student - learning environment" system experiences difficulties when choosing the basic module (platform) and rational technologies for working with it. The problem is particularly acute for open modular systems with a large amount of different options. The aim is to develop an approach to creating an agent that provides comfortable conditions in the workplace and specified learning outcome.

The agent has to generate, evaluate and produce rational behavior strategies for learners (on the basis of the analysis of student's individual features, characteristics of e-learning modules, environmental parameters: time, technical, economic constraints, etc.).

It is noted [4] that the interactive system is effective only when it meets the user's expectations. Therefore, considering e-learning systems the concept of "functional comfort" (FC) should be applied [5]. Hence the task can be formulated as follows: "For given technical means of training, time and resource constraints the maximum probability of specified learning outcome and maximum FC should be ensured".

The intelligent agent manager that implements the concept of neurofunctional networks [5] allows ensuring functional comfort and specified learning quality level under strict resource and time constraints. It is usable in systems with formed database of structured electronic modules. It can function in the unified information space of a university.

Ukrainian researchers pay much attention to various aspects of the distance learning which is specified in [6]. We have considered the following aspects: 1) the theoretical and methodological foundations of remote testing as the technology of assessing quality of training of future specialists; 2) the organization of independent work of students using the distance learning technologies in the process of studying professional disciplines.

Testing means of Moodle distance learning system are used to identify the subject competence of students [6]. Experience of applying testing via Moodle system enables identifying some benefits of this system.

Organization of students' independent work is carried out with the use of Moodle distance learning platform. While performing an individual work in the study of a particular course students study methodical recommendations for individual work, perform tasks, send the completed tasks for teacher to check, correct them according to a teacher's remarks, undergo the testing on the subject of independent work.

Conclusions. The modern approach to designing and implementing e-learning courses directs developers towards creating not only separate fragments but complex multilevel systems that ensure the successful combination of didactic principles of the educational process and the advantages of new information technologies throughout the learning process: from theory to solving atypical problems and knowledge control.

Solving the problem will enable creating the scientific and methodological support of the e-learning in higher agrarian education, the system of professional development of a teaching staff of agrarian educational establishments.

REFERENCES:

1. Agadzhanova, S. V. Dosvid vy`kory`stannya e-learning texnologij dlya pidvy`shhennya yakosti procesu navchannya v agrarnomu VNZ [Tekst]/ S. V. Agadzhanova // Informacijne suspil`stvo v Ukrayini : materialy` mizhnarodnogo naukovogo kongresu, (29 zhovtnya 2013 r.). : – v 2 ch. – K.: Vy`d-vo "Derzhavne agentstvo z py`tan` nauky`, innovacij ta informaty`zacyi Ukrayiny", 2013, – Ch.1. – S. 4–7.
2. Agadzhanova, S. V. Elektronne navchannya yak zasib pidvy`shhennya efekty`vnosti processu navchannya u vy`shhij shkoli [Tekst]/ S. V. Agadzhanova //

Perspekty`vy` rozvy`tku vijs`kovoyi osvity` i nauky`: materialy` naukovo-prakty`chnoyi konferenciyi, (16-17 zhovtnya 2013 r.). – Odesa : Vijs`kova akademiya, 2013. – S. 37–41.

3. Tolbatov, A. V. Rozrobka ta pidtry`mka intelektual`noyi sy`stemy` dy`stancijnogo navchannya u VNZ [Tekst] / A. V. Tolbatov, V. A. Tolbatov, S. V. Tolbatov, D. I. Chechetov // Perspektivnye y`nnovacy`y` v nauke, obrazovany`y`, proy`zvodstve y` transporte ‘2013: sb. nauch. Tr. SWorld. – Y`vanovo, 2013. – Vyp. 4 (13). – S. 18–22.

4. Dening, St. Dialogovyie sistemyi “Chelovek – EVM”. Adaptatsiya k trebovaniyam polzovatelya [Tekst]/ St. Dening, R. Essing, S. Maas. – M. : Mir, 1984. – 112 s.

5. Lavrov, E. A. Konceptsiya nejronno - funkcional`ny`x merezh dlya modelyuvannya lyudy`no-mashy`nnoyi vzayemodiyi [Tekst]/ E. A. Lavrov, N. B. Pas`ko, N. L. Barchenko // Vostochno - evropejs`ky`j zhurnal peredovy`x tekhnologij. Seriya : “Matematy`ka i kiberneti`ka - fundamental`ni i pry`kladni aspekty`”. – X., 2007. – Vy`p. 3/6 (27). – S. 58-62.

6. Logvy`nenko, V. G. IKT-kompetentnist` ta IKT-kompetenciya majbutn`ogo faxivcya [Tekst]/ V. G. Logvinenko // Teoriya ta metody`ka navchannya matematy`ky`, fizy`ky`, informaty`ky` : [zb. nauk. pracz`: u 3-x t.]. – Kry`vy`j Rig : Vy`davny`chy`j viddil NaczMetAU, 2008. – T.3.

Рецензент: д.т.н., проф. Лавров Е.А.

Статья подготовлена в рамках Программы НИР: ”Разработка средств информационной поддержки инновационной деятельности в АПК региона”.

Статья отправлена: 18.09.2015 г.

© S.V. Ahadzhanova, K.H. Ahadzhanov-Gonsales, A.V. Tolbatov,
O.I. Zorenko, V.H. Lohvinenko, N.L. Barchenko, V.A. Tolbatov,
S.V. Tolbatov

CONTENTS

<i>J21508-001 Marina Petrenko</i> SPIRITUALITY AS A DEVELOPMENT STRATEGY OF THE TEACHERS' AND STUDENTS' PROFESSIONAL CONSCIOUSNESSES IN THE MODERN WORLD.....	3
<i>J21508-002 Semenovskikh T.V.</i> COPING- STRATEGIES AND INTERNET ADDICTION DISORDER ONLINE PLAYERS.....	5
<i>J21508-003 Remekh T.O.</i> ON THE STRUCTURE OF THE PUPIL'S LAW SUBJECT COMPETENCE	8
<i>J21508-004 V. V. Mayorskyi</i> Potential of the core subject "Law" in the formation of the high school pupils' law subject competence	14
<i>J21508-005 Lebedeva L.A., Schankina N.S.</i> PSYCHO-AKMEOLOGICHESKY FEATURES OF DEVELOPMENT OF PROFESSIONAL THINKING THERAPIST IN TERMS OF TRAINING AND PROFESSIONAL ACTIVITY.....	18
<i>J21508-006 Golovko I.A.</i> THE ROLE OF JUNIOR TECHNICAL SCHOOLS IN THE STATE SYSTEM OF TECHNICAL EDUCATION FORMING IN ENGLAND (BEGINNING OF THE XX TH CENTURY).....	27
<i>J21508-007 Pylypiv O.Z.</i> TRAINING OF FUTURE TEACHERS TO WORK IN PRIVATE EDUCATIONAL ESTABLISHMENTS OF THE I ST LEVEL.....	33
<i>J21508-008 Ovcharov S.M.</i> THE MAIN COMPONENTS OF CONTINUOUS PROFESSIONAL EDUCATION FOR IT TEACHERS.....	38
<i>J21508-009 Radchenko O.O.</i> CULTURAL-HISTORICAL AND SOCIO-POLITICAL FACTORS FORMATION UKRAINIAN MUSICAL EDUCATION.....	42
<i>J21508-010 Slatvinska O.A.</i> USIND SIMULATION AND GAMING TRAINING OF STUDENTS IN AGRICULTURAL VOCATION SCHOOLS.....	48
<i>J21508-011 Kravchuk N.P.</i> THE STRUCTURAL COMPONENTS OF HELTH-PRESERVING COMPETENCE FORMATION OF FUTURE PRE- SCHOOL TEACHERS IN THE PROCESS OF PROFESSIONAL TRAINING.....	53
<i>J21508-012 Sevastyanova E.V., Shabanova M.V.</i> JUSTIFICATION THE POSSIBILITY OF USING COMPUTER GAMES FOR VISUALLY IMPAIRED PRESCHOOLERS.....	58
<i>J21508-013 Pereima V.V, Ivanenko Y.I., Kysel'ov O.V.</i> THE ESSENCE AND THE REASONS FOR MALADAPTATION AMONG MODERN TEENAGERS.....	62
<i>J21508-014 N.V. Yarovaya, O.V. Vorkunova, T.O. Korobko</i> PSYCHOLOGICAL, PEDAGOGICAL AND SOCIAL ASPECTS OF TEACHING AT HIGHER SCHOOLS.....	66

<i>J21508-015 Koren E.V.</i> THE APPLICATION OF SOFTWARE ELECTRONICS WORKBENCH IN THE STUDY OF ELECTRICAL ENGINEERING IN HIGHER SCHOOL.....	71
<i>J21508-016 Tselyutina T.V., Malkov E.V.</i> EVENT MARKETING IN RUSSIA: TRENDS AND PROSPECTS.....	76
<i>J21508-017 Kotova S.S., Hasanova I.I.</i> THE PROBLEM OF USING INNOVATIVE TECHNOLOGIES IN PROFESSIONAL SELF-DETERMINATION OF YOUTH.....	82
<i>J21508-018 O. V.Kubrak</i> THE IMPORTANCE OF EUROPEAN ETIQUETTE IN THE MIDDLE AGES IN THE FORMATION OF NEW RELATIONSHIPS.....	86
<i>J21508-019 Odynchenko L.K., Konyushenko I.A.</i> INDEPENDENT WORK OF PUPILS AT THE LESSONS OF GEOGRAPHY AT SPECIAL SCHOOLS.....	89
<i>J21508-020 Shipelik O.V.</i> EXCLUSION IN EMPLOYMENT RUSSIA.....	94
<i>J21508-021 Shipelik O.V.</i> MAN IN FLEXIBLE FORMS OF WORK.....	97
<i>J21508-022 Shipelik O.V.</i> THE PROBLEM OF POVERTY AND ITS STEREOTYPE.....	100
<i>J21508-023 Marchenko D.D., Baranova O.V., Artyukh V.A., Korniychuk V.O., Bogomol V.I., Shushkevych V.D.</i> IMPROVING THE QUALITY OF ENGINEERING EDUCATION WITH THE USE OF MODULAR TRAINING.....	104
<i>J21508-024 S.V. Ahadzhanova, K.H. Ahadzhanov-Gonsales, A.V. Tolbatov, O.I. Zorenko, V.H. Lohvinenko, N.L. Barchenko, V.A. Tolbatov, S.V. Tolbatov</i> MODERN TECHNOLOGIES OF DISTANCE LEARNING IN AGRARIAN HIGHER SCHOOL.....	109