The background of the cover is a vibrant, abstract composition of light. It features a gradient from a deep teal at the top to a bright, almost white-green at the bottom. Several dynamic, glowing streaks of light in shades of cyan, green, and yellow sweep across the frame from the bottom left towards the top right, creating a sense of movement and energy. The overall effect is clean, modern, and visually appealing.

***PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS
OF MODERN SPECIALIST FORMATION***

Collected articles

**PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS
OF MODERN SPECIALIST FORMATION**

Collected articles

Warsaw,
ANAGRAM
2017

Kharkiv,
KRPOCH
2017

UDC [37.015.3:167.1]-043.83-057.4(06)
P 96; BIC JNM/JNC; BISAC EDU008000
DOI 10.26697/9789669726094.2017

Editorial Board:

Melnyk Yu.B. – Doctor of Philosophy in Pedagogy, Docent, Professor at the Department of Psychology and Pedagogy, National Academy of the National Guard of Ukraine;

Juchnowicz M.G. – Doctor of Economic Sciences, Professor, Institute of Human Capital Warsaw School of Economics, Poland;

Dmitrenko T.O. – Doctor of Pedagogic Sciences, Professor, Kherson State University;

Iskakova L.T. – Doctor of Pedagogic Sciences, Professor, JSC «NCPD «Orleu», the Republic of Kazakhstan;

Kaidalova L.G. – Doctor of Pedagogic Sciences, Professor, National University of Pharmacy;

Kolbina T.V. – Doctor of Pedagogic Sciences, Professor, Simon Kuznets Kharkiv National University of Economics;

Kolbina V.V. – Doctor of Philosophy in Philology, Docent, Friedrich-Alexander-University Erlangen-Nuremberg, Germany;

Kostikova I.I. – Doctor of Pedagogic Sciences, Professor, H.S. Skovoroda Kharkiv National Pedagogical University;

Kostyuchenko E.V. – Doctor of Psychological Sciences, Docent, Kyiv National University of Culture and Arts;

Nagaev V.M. – Doctor of Pedagogic Sciences, Professor, Kharkiv Research Center for Management Education didactics;

Olefir V.O. – Doctor of Psychological Sciences, Docent, V.N. Karazin Kharkiv National University;

Pelepeychenko L.M. – Doctor of Philological Sciences, Professor, National Academy of the National Guard of Ukraine;

Plachynda T.S. – Doctor of Pedagogic Sciences, Docent, Kirovohrad Flight Academy of National Aviation University;

Polischuk V.M. – Doctor of Psychological Sciences, Professor, Lviv Polytechnic National University;

Prykhodko I.I. – Doctor of Psychological Sciences, Professor, National Academy of the National Guard of Ukraine;

Zemlyanskya E.V. – Doctor of Psychological Sciences, Professor, Kharkiv National University of Internal Affairs.

Psychological and pedagogical problems of modern specialist formation : collected **P 96** articles. – Warsaw : ANAGRAM; Kharkiv : KRPOCH, 2017. – pp. 150, illus., tabs., bibls. – ISBN 978-83-65554-15-4; ISBN 978-966-97260-9-4.

110 copies

All Open Access Articles apply under the terms of the Creative Commons Attribution License (CC BY 4.0)

Authors are responsible for content of the materials.

The collection is placed in the international scientometric databases, repositories and search engines.

ISBN 978-83-65554-15-4 (Poland)
ISBN 978-966-97260-9-4 (Ukraine)

© Authors of articles, 2017
© ANAGRAM, 2017
© KRPOCH, 2017

Psychological and pedagogical problems of modern specialist formation

CONTENT

Melnyk Yu., Pypenko I. Innovative potential of modern specialist: the essence and content	9
Bondarenko V., Gulina M. Features of organization of business etiquette skills as the basis of formation of professional ethics of the masters in technical specialties	17
Shepel M. The role of a foreign language teacher in the process of the professional training of future experts of the machine-building industry	24
Yuzefovych K. Analysis of the readiness of future philologists to use SMART technologies in professional work	30
Mitina S. The factors of emotional burnout of the teacher of the higher educational institution	34
Drobot O. Development of professional consciousness from the viewpoint of preparation of future specialists	38
Kostina V. Formation of professional readiness of future specialists in social sphere for prevention of maladjustment among pupils	43
Kondratska L. Spiritual prospects of musical anthropology in post-modernism context	49
Zavaruiyeva I. Intercultural communication and the use of non-verbal means in the learning foreign	57
Kozhevnikova A. Student mobility: inside view	64
Podcherniaieva N. Experience of realization of Day of Europe at euroclubs in general educational establishments	68
Orlov N. Clarification of the notion «Information and psychological protection of law enforcement forces» in scientific research in the field of national security	75
Gordyeyeva A. Developing future psychologists' English communicative skills with the Academic Encounters series	80

Savchenkov O. Book perspectives in modern education: the death or rebirth	84
Perezva E., Mironenko S. The formation of computer literacy and information culture among future specialists of the transport industry	93
Behun-Trachuk L. The category «professional burnout»: the essence and characteristic	100
Lazareva O., Kovtun O. Developing soft skills at ESP classes in technical HEIs	108
Chuvasova N. Methodological approach to the research of the problem of future chemistry and biology teachers' creative potential development in higher educational establishments	116
Grankina-Sazonova N. The study of psychology students' emotional intelligence as an important factor of professional formation	124
Polyakova G. Environmental, marketing-monitoring and stakeholder approaches to institutional quality assurance in higher education	131
Khachatryan Ye. Aspect analysis of cross-cultural discourse competence of future specialists in economics	140
AUTHORS	148

Psychological and pedagogical problems of modern specialist formation

SPIS TREŚCI

Melnyk Ju., Pypenko I. Potencjał innowacyjny współczesnego specjalisty: charakter i treść	9
Bondarenko V., Gulina M. Funkcje tworzenia zdolności etykiety biznesowej jako podstawy kształtowania etyki zawodowej ekspertów o specjalnościach technicznych	17
Shepel M. Rola nauczyciela języka obcego w trakcie szkolenia zawodowego przyszłych specjalistów z branży inżynierskiej	24
Yuzefovich K. Analiza gotowości przyszłych nauczycieli filologów do korzystania z technologii SMART w działalności zawodowej	30
Mitina S. Czynniki powodujące emocjonalne wypalenie u nauczycieli wyższych instytucji edukacyjnych	34
Drobot O. Kształtowanie świadomości zawodowej pod kątem przygotowania przyszłych fachowców	38
Kostina V. Utworzenie profesjonalnego przygotowania dla przyszłych specjalistów od profilaktyki niedostosowania społecznego uczniów	43
Kondratska L. Duchowe perspektywy antropologii muzycznej w postmodernistycznym kontekście	49
Zavaruiewa I. Międzykulturowa komunikacja i użycie niewerbalnych środków w trakcie nauczania studentów obcokrajowców	57
Kozhevnikova A. Mobilność studentów: wymiar zewnętrzny	64
Podcherniaieva N. Doświadczenie pracy euroklubów instytucje edukacyjne o charakterze ogólny z przeprowadzonego Dnia Europy	68
Orlov M. Uściślenie pojęcia «informacyjno-psychologiczna siła w tworzeniu porządku prawnego dotyczącego obrony bezpieczeństwa narodowego» w badaniach naukowych w zakresie narodowego bezpieczeństwa	75

Gordeeva A. Rozwój u przyszłych psychologów anglojęzycznych profesjonalnych umiejętności komunikacyjnych za pomocą serii podręczników Academic Encounters	80
Savchenkov O. Perspektywy książki we współczesnej edukacji: śmierć czy przeistoczenie	84
Perezva E., Mironenko S. Kształtowanie komputerowego piśmiennictwa i kultury informacyjnej u przyszłego fachowca branży transportowej	93
Behun-Trachuk L. Treść i charakterystyka kategorii «wypalenie zawodowe»	100
Lazarjewa O., Kowtun O. Rozwój społecznych umiejętności (soft skills) na zajęciach z języka angielskiego zawodowej specjalizacji (ESP) na wyższych uczelniach technicznych	108
Chuvasova N. Metodyczne podejście do badań problemów rozwoju potencjału twórczego przyszłych nauczycieli chemii i biologii w szkolnictwie wyższym	116
Grankina-Sazonova N. Studium inteligencji emocjonalnej studentów psychologii jako ważny czynnik rozwoju zawodowego	124
Polyakova G. Podejście środowiskowe, podejście marketing-monitoring i podejście interesariuszy do zapewnienia jakości wyższego wykształcenia	131
Xachatryan E. Analiza dyskursu o aspekcie kompetencji międzykulturowej przyszłych specjalistów w dziedzinie ekonomii	140
AUTORZY	148

Psychological and pedagogical problems of modern specialist formation

ЗМІСТ

Мельник Ю., Пипенко І. Інноваційний потенціал сучасного фахівця: сутність та зміст	9
Бондаренко В., Гуліна М. Особливості формування умінь з ділового етикету як основи формування професійної етики магістрів технічних спеціальностей	17
Шепель М. Роль викладача іноземної мови у процесі професійної підготовки майбутніх фахівців машинобудівної галузі	24
Юзефович К. Аналіз готовності майбутніх учителів-філологів до використання SMART технологій в професійній діяльності	30
Мітіна С. Чинники емоційного вигорання викладача вищого навчального закладу	34
Дробот О. Становлення професійної свідомості з точки зору підготовки майбутніх фахівців	38
Костіна В. Формування професійної готовності майбутніх фахівців соціальної сфери до профілактики дезадаптації учнів	43
Кондрацька Л. Духовні перспективи музичної антропології в постмодерністському контексті	49
Заварусва І. Міжкультурна комунікація і використання невербальних засобів в процесі навчання іноземних студентів	57
Кожевнікова А. Студентська мобільність: внутрішній перегляд	64
Подчерняєва Н. Досвід роботи євроклубів загальноосвітніх навчальних закладів з проведення Дня Європи	68
Орлов М. Уточнення поняття «Інформаційно-психологічний захист сил охорони правопорядку» в наукових дослідженнях у сфері національної безпеки	75
Гордєєва А. Розвиток у майбутніх психологів англомовних професійно орієнтованих комунікативних умінь з використанням серії підручників Academic Encounters	80

Савченков О. Перспективи книги у сучасній освіті: смерть чи переродження	84
Перезва О., Мироненко С. Формування комп'ютерної грамотності та інформаційної культури в майбутнього фахівця транспортної галузі	93
Бегун-Трачук Л. Сутність та характеристика категорії «професійне вигорання»	100
Лазарєва О., Ковтун О. Розвиток соціальних компетенцій (soft skills) на заняттях з англійської мови за професійним спрямуванням (ESP) в технічних ВНЗ	108
Чувасова Н. Методологічні підходи до дослідження проблеми розвитку творчого потенціалу майбутніх учителів хімії та біології у вищих навчальних закладах	116
Гранкіна-Сазонова Н. Дослідження емоційного інтелекту студентів-психологів як важливого чинника професійного становлення	124
Полякова Г. Середовищний, маркетингово-моніторинговий, стейкхолдерський підходи до інституційного забезпечення якості вищої освіти	131
Хачатрян Є. Аспектний аналіз міжкультурної дискурсивної компетентності майбутніх фахівців з економіки	140
АВТОРИ	148

Yuriy Melnyk

National Academy of the National Guard of Ukraine,

Iryna Pypenko

Kharkiv Regional Public Organization «Culture of Health»

INNOVATIVE POTENTIAL OF MODERN SPECIALIST: THE ESSENCE AND CONTENT

The theoretical principles concerning the substantiation of the essence and content of the innovative potential of the modern specialist have been considered. The main purpose of the article is to clarify the features of defining the innovative potential of a modern specialist on the basis of structural-linguistic and etymological analysis. The proposed concept of innovative potential of a modern specialist takes into account the constant change of the innovative potential in time – due to the results of personal and social transformations. This concept reflects the ability of a modern specialist to detect hidden efforts regarding the use of resources. The innovative potential of a modern specialist serves as a guarantee of efficiency of activity, ensures achievement of the established goals in a competitive environment.

Keywords: *potential, innovative potential of specialist, resources, efforts, possibilities.*

Introduction

Dynamic competitive environment puts forward specific requirements for a modern specialist, the main of which is the development of innovative ideas and their successful implementation. The source of innovative ideas, knowledge, and skills of a modern specialist is its innovative potential, which defines the perspective of innovative development of any enterprise. In order to use such a source, the essence and content of the innovation potential should be first and foremost determined. Therefore, it is important to clarify the features of the concept of innovative potential of a modern specialist.

Materials and methods

In modern scientific literature on innovative management the innovation potential is considered in relation to such carriers: personnel of the enterprise, employee, and personality. First of all, we will consider the

relation between these concepts, we will define the place of a modern specialist among other carriers of innovative potential.

Each specialist has his potential, an element of which there is an innovative potential. The question of the innovative potential of personality is devoted to the concept of psychology and pedagogy. In the classical sense the innovative potential of personality is the resource of the innovative possibilities of a person, the ability of a particular person to generate ideas, and carry out innovation activities.

The innovative potential of personality is the basis for the formation of a highly skilled specialist. Every person from the moment of birth and before receiving the first workplace goes a long way, during which he develops his skills and abilities, learns, forms the competence, which becomes the basis of his own innovative potential.

Having received a job, a person becomes an employee of the enterprise; from that moment the formation of its innovative potential as an employee begins.

All employees of the company are his staff. Innovative potential of some employees of the enterprise is considered as an innovative potential of the personnel.

Proceeding from the fact that a modern specialist is a potential or real employee of an enterprise, we will consider the scientific work devoted to the interpretation of the innovative potential of the employee/personnel of the enterprise [1-11; 13-14].

In the field of economics, research on the innovative potential of the employee and the personnel of the enterprise with its own understanding of this definition was undertaken by both foreign and domestic scientists, but today there is no single point of view regarding the essence of this concept. A thorough analysis of the definitions with the separation of the essential features we conducted in [12].

The first group of scientists [1; 3; 7; 9; 10] as an essential generic feature of the concept of innovative potential of personnel determines such a characteristic as ability, readiness, ability, and the type – the production and implementation of new ideas, the realization of tasks, the use of innovative abilities and possibilities.

The second group of scientists [4; 6] as an essential generic feature of the concept of innovative potential of personnel determines the following characteristic: a set of knowledge, skills, experience, competencies, personal qualities of staff, and the type – readiness for the perception, implementation and production of innovation, the implementation of innovation activities.

The third group of scientists [2; 8; 13; 14] as an essential generic feature of the concept of the innovative potential of personnel determines

Psychological and pedagogical problems of modern specialist formation

the possibilities (hidden, unrealized, future), and the type – creation of innovations, self-actualization of the employee, active actions of employees.

In a scientific article [5] the author considers the innovative potential of personnel as a socio-economic entity, in terms of a holistic approach. In this research the innovative potential of an individual employee is of interest.

The authors of the work [11] define the concept of «employee's innovation potential» as an essential generic feature such as the labor potential, and the kind – an innovative activity in generating, developing and implementing innovations.

In our opinion, the labor potential characterizes one of the spheres of activity of the employee, along with financial, marketing. Therefore, this characteristic is suitable for the formation of the elemental composition of the overall potential of the employee.

Despite the existence of certain scientific advances, the essence and content of the concept of innovative potential of a modern specialist requires a theoretical synthesis and systematization.

The aim of the article is to clarify the features of defining the innovative potential of a modern specialist on the basis of structural-linguistic and etymological analysis.

Results

Clarification of the concept of innovative potential of a modern specialist should be based on a clear terminological definition of the actual definitions of «potential» and «innovation», the derivative «innovative».

Based on our analysis in [12], the innovative potential of the employee relies on the resources that he owns. These resources contribute to the achievement of the established goals in the innovation field.

We will analyze an essential generic feature of the definition of the innovative potential, which are found in the work of scientists [1-11; 13-14].

An essential generic feature of the first group of researchers [1; 3; 7; 9; 10] is «ability / readiness / ability». In our opinion, this characteristic does not reflect the existing internal resources of the employee in full, which reduces the efficiency of innovation activity in general.

The second group of researchers [4; 6] as an essential generic feature offers a «set of knowledge, skills, experience, competencies, and personal qualities of personnel». In our opinion, this is an important and necessary characteristic of the employee's innovation potential. However, it is not sufficiently complete because it does not reflect the ability of an employee to search for hidden efforts to use internal resources to meet the new requirements of the competitive environment.

As an essential generic feature the third group of researchers [2; 8; 13; 14] offers «possibilities» (hidden, unrealized, future). This feature does not help eliminate identified shortcomings and remains controversial.

For further understanding, we will consider interconnection between employee resources and their possibilities.

Any resource, acting as a means to achieve a certain goal, has its potential, has the property inherent in him, reflected by its internal characteristics. At the same time, the level of realization of the potential of the resource, the degree of manifestation of its properties in a competitive environment is characterized by possibilities. Therefore resources, stocks, sources that are at the moment a certain quantity and quality of an employee are considered as internal resources.

In turn, the achievement of the goal set by the employee determines the formulation and solution of specific tasks. One of them is to provide the optimal combination of their own internal resources so that their composition and size meet the needs of the tasks. In this case, the internal resources of the employee, their optimal ratio, the correspondence of the size and composition of the needs of the solved tasks constitute the resource potential of the employee. The level of the use of such potential forms the potential employee's ability to reveal hidden efforts in the use of resources and serve as a prerequisite for building up its potential.

Thus, we have defined an essential generic feature of the definition of innovation potential as a characteristic of the internal resources and efforts of the employee; the type – their use in the field of innovative activity.

The available resources of the employee are converted in the process of their use to a certain end result, changing and acquiring new qualitative and quantitative characteristics. At the same time, some of the transformed resources can no longer by definition be part of the potential from which it was isolated. Therefore, the initial characteristics of the employee's potential differ from his characteristics after the transformation so far as this transformation was deep. In this regard, we take into account the fact that the employee constantly changes the potential of the worker in time, both under the influence of the results of transformations, and as a result of self-development. At the same time self-development of the potential of the employee involves such changes that cannot be explained by the influence of various factors.

Thus, in clarifying the concept of the innovative potential of the employee, we will observe the following:

- firstly, to base on the resource position, which reflects the internal characteristics of the employee's innovative potential;

Psychological and pedagogical problems of modern specialist formation

- secondly, to take into account the employee's ability to search for additional efforts, as well as the scope of redistribution of existing efforts;
- thirdly, to determine the characteristic of internal resources and efforts of the employee as an essential generic feature of the definition of innovation potential;
- fourthly, to provide the optimal combination of knowledge, skills, competencies available to the employee;
- fifthly, to group all processes of the sphere of innovative activity (creation, testing, implementation, promotion of innovations, etc.), the consideration of which characterizes a significant feature of the definition of the innovation potential;
- sixthly, to consider the change of the innovation potential in time – due to the results of personal and social transformations;
- seventhly, to take into account the new requirements formed by the competitive environment.

Based on certain provisions, we will clarify the concept.

The innovative potential of the employee is a dynamic characteristic of internal resources and the efforts of the employee in order to optimize their use in innovation activities in order to achieve their goals. At the same time, the employee searches for hidden or redistribution of existing efforts to use resources through their transformation and (or) as a result of self-development taking into account new needs arising from the competitive environment

An employee who implements innovative potential and uses efforts at an enterprise, which results in more efficient work, is a modern specialist in innovative activity.

A modern specialist in innovation activity at the enterprise belongs to the workers of the creative-research type, the characteristic feature of which is the scientific-search approach to solving problems with the help of various methods of creative thinking.

For the successful performance of their functions, a modern specialist must possess a certain set of competencies that are revealed through the personal and professional qualities of a specialist.

Effective innovative activity of a specialist is promoted by the following professional competences: the ability to logically accumulate, analyze, interpret the necessary information (conceptual qualification); the ability to understand and effectively interact with other people (skilled human relationships); the ability to implement their decisions methodically, with clearly defined procedures, rather than accidental (administrative qualifications); the availability of certain knowledge and abilities that allow you to meet the requirements specific to a specific position (professional qualifications).

Discussion and conclusions

Thus, the features of defining the innovative potential of a modern specialist have been clarified. The proposed concept takes into account the constant change of the innovative potential in time – due to the results of personal and social transformations; and also reflects the ability of a specialist to detect hidden efforts in the area of resource use.

The issue of the elemental composition of the innovative potential of a modern specialist; processes of its formation, use and development; taking into account the culture of the enterprise, as well as the globalization processes in society, require further research.

References

1. Adamenko, M. V. (2013). Innovacijni zdbnosti ta mozhlivosti pracivnikov iak vazhlivi skladovi innovacijnogo potencialu personalu pidpriemstva [Innovative abilities and capabilities of employees as important components of the innovative potential of the personnel of the enterprise]. *Marketing and innovation management*, 4, 155-163. (in Ukrainian)
2. Esaulova, I. A. (2015). Upravlenie innovacionnym potencialom personala: povedencheskij podkhod [Managing personnel innovative potential: behavioural approach]. *The manager*, 4(56), 68-74. (in Russian)
3. Gorshenin, V. P. (2006). Kriterii i pokazateli innovacionnogo potenciala personala korporacii [Criteria and indicators of the innovative potential of the personnel of the corporation]. *Innovations*, 4, 115-120. (in Russian)
4. Huseynova, A. (2014). Methodology to evaluate the innovative capacity of business entities. *Actual Problems of Economics*, 6, 444-450.
5. Khadasevich, N. R. (2008). *Formirovanie innovatsionnogo potsiala organizatsii [Formation of personnel's innovative potential of the organization]* (Candidate dissertation). Retrieved from <http://economy-lib.com/disser/259693/d> (in Russian)
6. Kipervar, E. A., & Trunkina, L. V. (2016). Formirovanie i razvitie innovacionnogo potenciala rabotnikov predpriatiia [The formation and development of innovative potential of the company's employees]. *Proceedings of the Voronezh State University of Engineering Technologies*, 2, 361-365. doi:10.20914/2310-1202-2016-2-361-365 (in Russian)
7. Klochko, V. Y., & Galazhinsky, E. V. (2009). Innovative Potential of Personality: Systemic Anthropological Context. *Psychology in Russia: State of the Art*, 2, 210-224.
8. Koziol, L., Pyrek, R., Mikos, A., & Karas, A. (2015). Evaluation of the potential of innovative enterprises in the region of Malopolska. *Strategic Innovative Marketing*, 2, 34-44. doi:10.15556/IJSIM.02.01.003

Psychological and pedagogical problems of modern specialist formation

9. Lega, K. A. (2008). *Formirovanie mekhanizma upravleniya innovatsionnym potentsialom personala korporatsii [Formation of mechanism for managing personnel's innovative potential in a corporation]* (Candidate dissertation). Retrieved from <http://economy-lib.com/disser/227536/d> (in Russian)

10. Onisiforova, E. V. (2015). The system of management of personnel's innovative potential at a high technology enterprise. *Vestnik SibGAU*, 16(2), 509-514.

11. Peregudova, T. V., & Bistrov, A. G. (2014). Ociniuvannia innovacijnogo potencijalu pracivnikiv pri vprovadzhenni innovacij v organizacii: teoretiko-metodichnij aspekt [Estimation of innovative potential of employees at introduction of innovations in organization: theoretical and methodical aspect]. *Ukrainian socium*, 3, 78-86. (in Ukrainian)

12. Pypenko, I. S. (2016). Sutnist' poniattia innovacijnogo potencijalu fakhivciv z upravlinnia [The essence of the notion of innovative potential of a management specialist]. In T. V. Kolbina (Ed.), *Current issues of education and science* (pp. 345-352). Kharkiv: KhOGOKZ. (in Ukrainian)

13. Sokerina, S. V. (2015). Razvitie innovacionnogo potencijala personala v kontekste dinamicheskikh sposobnostej organizacii [Development of the staff's innovative capacity in the context of dynamic capabilities of organization]. *Naukovedenie*, 7(5), 1-9. Retrieved from <http://naukovedenie.ru/PDF/197EVN515.pdf>. doi:10.15862/197EVN515 (in Russian)

14. Valitov, S. M., & Khakimov, A. Kh. (2015). Innovative potential as a framework of innovative strategy for enterprise development. *Procedia Economics and Finance*, 24, 716-721. doi:10.1016/S2212-5671(15)00682-6

Юрій Мельник, Ірина Пипенко. Інноваційний потенціал сучасного фахівця: сутність та зміст.

Розглянуто теоретичні положення щодо обґрунтування сутності та змісту інноваційного потенціалу сучасного фахівця. Основною метою статті є уточнення ознак дефініції інноваційного потенціалу сучасного фахівця на підставі структурно-лінгвістичного та етимологічного аналізу. Запропоноване поняття інноваційного потенціалу сучасного фахівця враховує постійну зміну інноваційного потенціалу у часі – внаслідок результатів особистісного та суспільного перетворень. Це поняття відображає здатність сучасного фахівця виявляти приховані зусилля щодо області використання ресурсів. Інноваційний потенціал сучасного фахівця виступає запорукою ефективності діяльності, забезпечує досягнення встановлених цілей у конкурентному середовищі.

Ключові слова: потенціал, інноваційний потенціал фахівця, ресурси, зусилля, можливості.

Jurij Melnyk, Iryna Pypenko. Potencjal innowacyjny współczesnego specjalisty: charakter i treść.

Uwzględniono teoretyczne zasady dotyczące uzasadnienia charakteru i treści innowacyjnego potencjału współczesnego specjalisty. Głównym celem artykułu jest wyjaśnienie zagadnienia innowacyjnego potencjału współczesnego specjalisty na podstawie analizy językowej i etymologicznej. Koncepcja potencjału innowacyjnego współczesnego specjalisty uważa potencjal innowacyjny za trwałą zmianę w czasie – ze względu na przemiany osobiste i społeczne. Koncepcja ta odzwierciedla zdolność do wykrywania ukrytych umiejętności współczesnego specjalisty w dziedzinie wykorzystania zasobów. Potencjal innowacyjny współczesnego specjalisty jest gwarancją efektywności działania, gwarantuje osiągnięcie celów w konkurencyjnym środowisku.

Słowa kluczowe: potencjal, potencjal innowacyjny specjalisty, zasoby, działania, możliwości.

Received 10.05.2017

Information about the authors:

Melnyk Yuriy – Doctor of Philosophy in Pedagogy, Docent, Professor at the Department of Psychology and Pedagogy, National Academy of the National Guard of Ukraine.

Pypenko Iryna – Doctor of Philosophy in Economics, Docent, Director of the Educational Center, Kharkiv Regional Public Organization «Culture of Health».

**FEATURES OF ORGANIZATION OF BUSINESS ETIQUETTE
SKILLS AS THE BASIS OF FORMATION OF PROFESSIONAL
ETHICS OF THE MASTERS IN TECHNICAL SPECIALTIES**

The article presents the features of organization of business etiquette skills that are the foundation of formation of professional ethics of the Masters in engineering specialties. The components of business etiquette, which form the basis of a person's business behavior in the professional activities are highlighted. The disciplines aimed at formation of business etiquette skills of the Masters in engineering specialties are determined.

***Keywords:** etiquette, business etiquette, components of business etiquette, the Masters in engineering specialties.*

Introduction

The rapid development of education, science and technology in Ukraine pose the new requirements for the professional training and education of the future generation of specialists (the educated, skilled, aware in different areas of professional activity ones) in front of instructors of engineering universities. It is about the specialists who are able to be conversant both in manufacturing and in business situations related to professional activities. The modern system of education should be based on the formation of not only the specialists, who have the set of professional knowledge and skills, but also of the personalities with the high level of moral, ethical, business qualities and business etiquette skills.

Today the system of higher engineering education neglects the study of professional and business ethics. For example, only specialties 8.05020201 «Automated process control», 8.06010105 «Motorways and Airfields», 8.06010106 «Bridges and Vehicular Traffic Tunnels» provide the study of the subjects aimed at formation of fundamentals of ethics of the Masters.

Materials and methods

In view of the above, in the context of rising requirements for the professional training of the Masters in high technical school of Ukraine, there is an urgent need to optimize the learning process in general, and, particularly, to form the business etiquette skills of the Masters in

engineering specialities, as the basis of professional ethics. So, we consider the study of the disciplines of the psycho-pedagogical cycle, programs of which also provide the learning of the foundations of business ethics, by the Masters of engineering universities as an appropriate thing.

The goal of the research is the analysis of features of organization of the foundations of business etiquette and learning of the components of business etiquette in the process of training of the Masters in engineering specialities.

Results

The problem of organization of business etiquette skills as the basis of formation of professional ethics of the Masters in engineering specialities is investigated insufficiently today [2, p. 5].

We can note I. O. Ahalets, Ya. V. Strelchuk among national scientists, engaged in the research of the problems of organization of the foundations of business etiquette, and N. O. Lukianova among Russian scientists.

In addition, this problem has found its place in the researches linked to the formation of business communication skills, which are carried out by Ukrainian scientists – V. O. Mykhailiuk, O. L. Kaniuk, T. P. Rukas, V. I. Svystun, V. P. Sukachova, V. V. Yagupov, and by Russian scientists – V. O. Saveliev, V. I. Ivanova, O. A. Davydova, M. V. Dembrovska, O. V. Penkova, M. M. Kalashnikov.

In order to form the business etiquette, the essence of «business etiquette» concept should be correctly interpreted, that will optimize this process. *Business etiquette* represents the rules of rational behavior of partners in joint activity which ensure the respect for the human person and the observation of mutual moral, legal and ethical obligations [1, p. 101]. The research of «business etiquette» definition indicates its importance in the training of the Masters in engineering specialities. As far as the Masters in engineering specialities are the future professionals who combine both professional and personal qualities and skills, knowledge of the rules of business professional ethics, which play a crucial role for their prospective professional life.

The analysis of the components of business etiquette allows to interpret the essence of «business etiquette» concept correctly as much as possible in order to form the bases of business etiquette of the Masters in engineering specialities.

So, for example, Full Professor E. A. Utkin identifies the following key components of business etiquette:

- *handsome manners and ethics;*
- *tact and lightness;*
- *modesty;*

Psychological and pedagogical problems of modern specialist formation

- *punctuality and obligingness* [7, p. 59].

English researcher J. Yaher identifies six main components:

- *punctuality*;

- *confidentiality*;

- *courtesy, kindness and hospitality*;

- *attention to people around*;

- *appearance*;

- *competence* [8, p. 67].

The analysis of business etiquette components presented by scientists, indicates that they are not adequately reflect its essence, as they provide mostly the rules of human behavior in business, and to a lesser extent – his internal moral and business qualities. Basing on the already known definitions of the scientists, we consider it appropriate to define the components of business etiquette of the Masters in engineering specialities, taking into account the characteristics of their professional training, and presenting them as follows.

The components of business etiquette.

Cognitive – provides knowledge of the implementation details of the communication side of interaction; informative power and search of a way out of the situation that occurs [1, p. 37]. Knowledge of the cognitive component in business is necessary for easy entry of the Masters in engineering specialities into the business contact with partners, persuasion of their companions and ensuring of making correct decisions in business situations. We consider that it is composed of the following factors: *a) communicative; b) information-oriented.*

Epistemological. The subject of epistemology is the specificity of scientific knowledge and so on [3, p. 236]. An introduced component provides knowledge of the sphere of business activities and, namely, human activities, aimed at the fullest possible realization of itself as a business person. Therefore, they are constituted of the following factors: *a) awareness; b) self-knowledge and self-development.*

Emotional. Emotions are the subjective human responses to internal and external influences [6, p. 5]. A good mood and positive attitude to any business situation help the Master in engineering specialities to overcome all obstacles in business successfully, and, therefore, to succeed more quickly. So, the emotional component includes the following factors: *a) mood; b) attitude to the situation.*

Axiological – is based on the human values, the awareness of his role and destination, the ability to choose the ambitions and semantic attitudes for his actions and deeds [3, p. 3]. Business person should know which he wants to see himself – a successful, self-confident and more. The Master in engineering specialities should be motivated to achieve the effective results in business, and also he should visualize clearly the goals and priorities of

the business. An introduced component includes the following factors: a) *intellectual development*; b) *motivation*; c) *self-organization*.

Image-building – it is the idea that person creates for himself, an external reflection of his personality, business and purely human qualities. [4, p. 8]. The attitude of business partners to each other depends on the first impression that is formed within the first 15-20 seconds of their communication and concerning their appearance. The ability to cooperate with each other, mutual respect and success of further business relationships depend on the appropriate internal qualities of the Master in engineering specialities and his proper business behavior. This component includes the following factors: a) *first impression*; b) *appearance*; c) *breeding*; g) *partnership relations*; d) *business conduct*.

By breaking down the components of business etiquette like that, it is possible to see that an effective business behavior of the Master in engineering specialities is based on his respective competencies and abilities (axiological, epistemological and emotional) and business skills that future Master gets in the process of education (cognitive and image-building). The foregoing presented as a scheme (Figure 1).

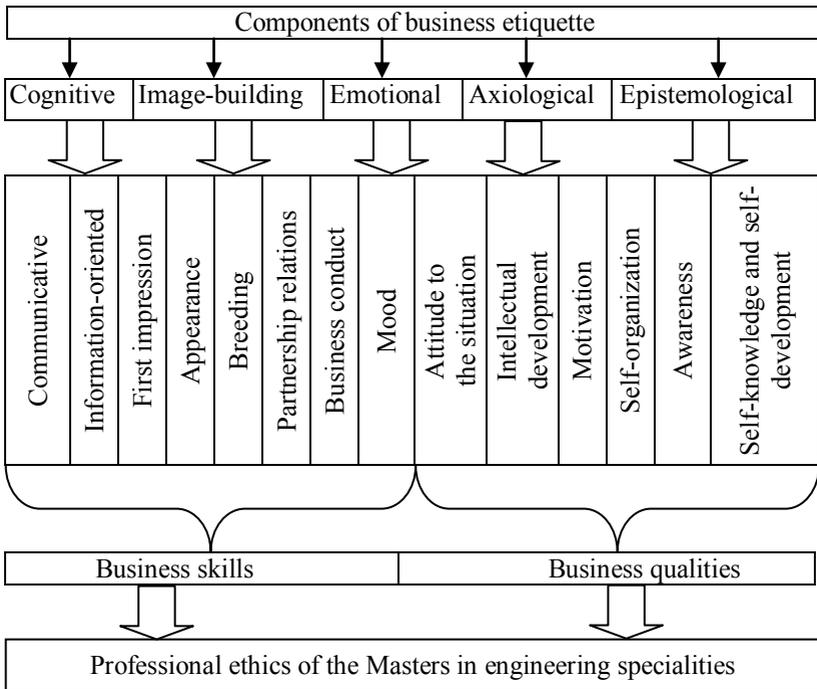


Figure 1. Components of business etiquette

Psychological and pedagogical problems of modern specialist formation

The suggested scheme allows to see visually that namely the presence of business skills and business qualities of the Master in engineering specialities is the basis for the formation of his professional ethics.

The ensuring of the Masters in engineering specialities with the skills of business etiquette based on business skills and competencies is possible due to the use of complex psychological and pedagogical impact in the educational process. It would simultaneously help to identify the existing competencies, improve the internal competencies and master the necessary business skills rapidly. The study of the disciplines of psychological and pedagogical cycle by the Masters in engineering specialities should be focused on the formation of business etiquette.

After analyzing the existing programs of the disciplines of psychological and pedagogical cycle in Kharkiv National Automobile and Highway University we concluded that too little of study time is given for the formation of business skills of the Masters in engineering specialities. Thus, the cycle of psychological and pedagogical training of the Masters in engineering specialities includes only such disciplines as «Pedagogy of Higher School», «Psychology of Higher School» and «Psychology of Management».

Within this framework, we consider it appropriate to increase the number of the academic subjects and time spent on the formation of business etiquette of the Masters in engineering specialities through the complement of training programs of psychological and pedagogical cycle and optimization of the content of such disciplines as «Pedagogy of Higher School» and «Psychology of Higher School». The drill of business etiquette skills is the most appropriate exercise during the pedagogical traineeship.

The study of the components of business etiquette in the course of the basics of psychology and pedagogy of higher school by the students will allow the Masters in engineering specialities to know and understand the basis for building the effective business relationships. And this, first of all, depends on the study of the necessary components of business skills and the elements of proper business behavior of business person by the students. The Masters in engineering specialities, basing on the acquired knowledge of business etiquette, can deeply know themselves as a business person, and, having considered their level of managing the professional qualities, they can form the lacking necessary business skills for them. The main task of the pedagogical traineeship will be in formation the students' practical skills in professional business communication and also in the methodology of teaching in the higher school for the further use in the professional activities at the chosen field of science and technology.

Discussion and conclusions

The basis of professional ethics of the Masters in engineering specialities is their abilities of business etiquette. The carried out research of the components of business etiquette leads to the conclusion that the professional ethics of the Master in engineering specialities is formed on the basis of business qualities of an individual (axiological, epistemological and emotional) and business skills that future Masters gets in the process of education (cognitive and image-building). The formation of the necessary skills of business etiquette of the Masters in engineering specialities is possible by studying the disciplines of psychological and pedagogical cycle.

Prospects for the further research are in a deeper study of the nature of the professional ethics of the Masters in engineering specialities, and in the identification of its basic components in order to form the professional ethics of the Masters in engineering specialities.

References

1. Gorbatov, A. V., & Eleskina, O. V. (2007). *Delovaya etika [Business ethics]*. Kemerovo: Kuzbassvuzizdat. (in Russian)
2. Kaniuk, O. L. (2009). *Formuvannia vmin inshomovnogo dilovogo spilkuvannia maibutnikh sotsialnyh pratsivnykiv u protsesi profesinnoi pidhotovky [Formation of skills of foreign-language business communication of future social workers in the process of professional training]* (Candidate dissertation, Ternopilskiyi NPU im. Volodymyra Hnatiuka, Ternopil, Ukraine). (in Ukrainian)
3. Klyueva, N. V. (2005). *Pedagogicheskaya psihologiya [Pedagogical psychology]*. Moscow: Izd-vo VLADOS-PRESS. (in Russian)
4. Kuzin, F. A. (2002). *Sovremennyiy imidzh delovogo cheloveka, biznesmena, politika [The modern image of a business person, businessman, politician]*. Moscow: Os-89. (in Russian)
5. Mykhailiuk, V. O. (1999). *Formuvannia kultury dilovogo movlennia studentiv ahrarnogo vuzu [Formation of the culture of business broadcasting by students of the agrarian university]* (Candidate dissertation, Kyiv, Ukraine). (in Ukrainian)
6. Rubinshteyn, S. L. (1984). *Emotsii. Psihologiya emotsiy [Emotions. Psychology of emotions]*. Moscow: MGU. (in Russian)
7. Utkin, E. A. (2003). *Etika biznesa [Ethics of business]*. Moscow: TEIS. (in Russian)
8. Yager, Dzh. (2004). *Delovoy protocol: strategiya lichnostnogo uspeha [Business protocol: the strategy of personal success]*. Moscow: Alpina biznes buks: Delovaya kultura. (in Russian)

Psychological and pedagogical problems of modern specialist formation

Володимир Бондаренко, Марія Гуліна. Особливості формування умінь з ділового етикету як основи формування професійної етики магістрів технічних спеціальностей.

У статті представлено особливості формування умінь з ділового етикету, що є підґрунтям формування професійної етики в магістрів технічних спеціальностей. Виділено компоненти ділового етикету, що становлять основу ділової поведінки особистості у професійній діяльності. Визначено дисципліни, спрямовані на формування умінь ділового етикету в магістрів технічних спеціальностей.

Ключові слова: етикет, діловий етикет, компоненти ділового етикету, магістри технічних спеціальностей.

Vladimir Bondarenko, Mariya Gulina. Funkcje tworzenia zdolności etykiety biznesowej jako podstawy kształtowania etyki zawodowej ekspertów o specjalnościach technicznych.

W artykule przedstawiono możliwości kształtowania umiejętności z zakresu etykiety biznesowej, która jest podstawą etyki zawodowej ekspertów o specjalnościach technicznych. Wybór elementu etykiety biznesowej stanowi podstawę biznesowych zachowań danej osoby w działalności zawodowej. Zdefiniowana dyscyplina ma na celu kształtowanie umiejętności etykiety biznesowej ekspertów o specjalnościach technicznych.

Słowa kluczowe: etykieta, etykieta biznesowa, elementy etykiety biznesowej, ekspert specjalności technicznych.

Received 17.05.2017

Information about the authors:

Bondarenko Volodymyr – Doctor of Philosophy in Pedagogy, Docent, Head of the Department of Pedagogy and Psychology of Vocational Training, Kharkiv National University of Automobile and Highways.

Gulina Maria – Postgraduate Student, Kharkiv National University of Automobile and Highways.

UDC 377.112.4:377+621+81'243

DOI 10.26697/9789669726094.2017.24

© Shepel M., 2017

Maryna ShepelOdessa Automobile and Road College
Odessa National Polytechnic University**THE ROLE OF A FOREIGN LANGUAGE TEACHER
IN THE PROCESS OF THE PROFESSIONAL TRAINING OF
FUTURE EXPERTS OF THE MACHINE-BUILDING INDUSTRY**

The article deals with the issue of the role of a foreign language teacher in the process of professional training of future experts of the machine-building industry during the period of studying in technical institutions. The viewpoints of leading scientists on the concept of «the professional training of future experts in engineering» are regarded. The author gives her own definition of the concept of «professional training of future experts in the machine-building industry». It is noted that the humanitarianization of technical education plays an important role in the professional training of future experts in the machine-building industry. Measures aimed at the professional training of future experts of the machine-building industry during the study of the discipline «A Foreign Language for the Professional Purposes»: working with professional texts and instructions from original sources, get acquainted with the documentation, playing various communicative situations, creating presentations on a given topic, conducting binary sessions.

Keywords: *a foreign language teacher, vocational training, a future expert of the machine-building industry, technical institution.*

Introduction

The development of Ukraine as an independent democratic state puts forward educational institutions of Ukraine new important challenges and requirements. An important factor of changing of the educational process is the integration of Ukraine to the European Union, strengthening relations with developed European countries, introduction of new educational technologies.

According to the European Framework of Reference for Languages and Concept of Teaching foreign languages the main aim of teaching a foreign language is the formation of communicative competence among the professionals, that means mastering a language as a way of intercultural communication, the development of skills to use a foreign language as a

Psychological and pedagogical problems of modern specialist formation

tool in the dialogue of cultures and civilizations of the modern world [9]. Today's job market sets up a claim of experts of the machine-building industry who know a foreign language in a sufficient level as a means of communication. The topical question is the role of a foreign language teacher in the process of professional training of future experts of the machine-building industry.

The purpose of the article is to define activities that a foreign language teacher can use in the process of professional training of future experts of the machine-building industry in the period of their studying at a technical institution.

Materials and methods

The problem of training of experts in the engineering industry is reflected in the researches of O. Dzhedzhula, M. Kozyar, G. Raykovska, O. Gavrilyuk, A. Lytvyn, S. Lytvynchyk, Yu. Loboda, S. Mamrych, M. Fomina and others; the humanitarization of experts of engineering branch is investigated in the assignments of A. Kochubey, S. Korol. The personality development of professional, professional orientation and formation is considered in the researches of B. Avalos, S. Amelina, L. Vyhots'ky, E. Erikson, Ye. Klimov, O. Leont'yev, P. Makarenko, R. Pelekh, S. Rubinshteyn, L. Shneydera, O. Yermolayva, G. Yavors'ka.

Resource books define the term «training» as: 1) supply of knowledge, skills and experience gained during the training, practice; 2) preparation of all necessary for something [4, p. 329].

In psychological and educational reference materials the term «training» is interpreted as: 1) the formation and enrichment of knowledge and skills which are necessary for the individual to adequately performance of special tasks. The meaning of training is revealed in its two meanings: a specific training organized by the formation of readiness to meet future challenges and how readiness – the existence of competence, knowledge and skills needed to successfully perform a certain set of tasks [2, p. 140]; 2) formation and enrichment of facilities, knowledge and skills necessary for a person to adequately perform specific tasks [8, p. 344].

In the scientific examinations of scientists (Yu. Loboda, A. Lytvyn, S. Litvinchuk, O. Ihnatyuk, M. Fomina) one can find different interpretations of the phenomenon of professional training of specialists of engineering profile.

So, Yu. Loboda understands professional training as the system of targeted measures ensuring the formation of professional orientation of a future expert, knowledge, skills and professional readiness that allow to work in a particular field of activity [7, p. 8].

According to O. Ignatyuk, professional training of a future engineer is a socio-pedagogical system, which is directed to the formation of value

orientations of future specialist with the goal of personal and professional development and improvement [3, p. 16].

The scientist defines the requirements that apply to modern engineers under the Euro standard, so called «key qualifications». Among the major are the following requirements: communicativeness, responsibility, reflection, the ability to cooperate, professional autonomy, an ability of self-development, initiative, excessive professional activity, and the like. Creative autonomy, thus, is the part of key qualifications as a basis [3, p. 14].

By the definition of M. Fomina, psychocological and pedagogical training of future engineers of machine-building descriptions in the higher technical educational institutions is regarded as a specially organized process, aimed at mastering of psychological, pedagogical and managerial knowledge, abilities and skills, on the formation and development of personal and professionally important qualities needed in the future professional activity [1, p. 11].

Under the professional training of future experts of machine-building industry we understand the deliberate process of mastering the professional knowledge, knowledge about requirements posed by the society to the experts of the machine-building industry.

In our opinion, the humanitarization of the professional training of future experts of machine-building industry is very important.

A. Kochubey defines «the humanitarization of technical education» as the system of activities during the educational process, aimed at using in educational institutions, the capabilities of each item; the creation of favourable conditions for formation of intellectual, spiritually rich personality with well-developed general and professional culture of future engineers [6, p. 9].

According to the position S. Korol, knowledge of humanities are widely used in engineers' daily professional activities, including: communication with colleagues, customers, documentation, working with others concerning the profession, establishing interpersonal relationships in the team, etc. [5, p. 8].

Results

Thus, a leading role in the training of future experts of machine-building industry should belong to a foreign language teacher.

Own job experience as a foreign language teacher in Odessa Automobile and Road College of ONPU has given an opportunity to define the following activities aimed at professional training of future specialists in the period of studying of the subject «A Foreign Language for Professional Purposes»: working with specialized texts and instructions from primary

Psychological and pedagogical problems of modern specialist formation

sources, review of documentation (drafting letters, reports, etc.), playing various communicative situations (communicative skills with colleagues, clients), creating presentations on a given subject, conducting binary studies.

Discussion and conclusions

Therefore, the activities that a foreign language teacher can use in the process of professional training of future experts of the machine-building industry is regarded in the article. Further study is required an investigation the role of reading comprehension of specialized texts during the subject «A Foreign Language for Professional Purposes».

References

1. Fomina, M. V. (2005). *Strukturuvannja zmistu psykholohgo-pedagoghichnoji pidghotovky majbutnikh inzheneriv mashynobudivnogho profilju* [The structuring of the contents of psychological-and-pedagogical training of future engineers of machine-building description] (Candidate's thesis, M. Kotsyubynsky VSPU, Vinnytsia, Ukraine). (in Ukrainian)
2. Herasymova, N. Ye., Kasiarum, N. V., Korol, V. M., & Savchekno, O. P. (2010). *Slovyk-dovidnyk z pedagoghiky i psykholohiji vyshhoji shkoly* [Glossary Directory of pedagogy and psychology of higher school]. Cherkasy: B. Khmeljnyckij ChNU Publ. (in Ukrainian)
3. Ighnatjuk, O. A. (2010). *Teoretychni ta metodychni osnovy pidghotovky majbutnjogho inzhenera do profesijnogho samovdoskonalennja v umovakh tekhnichnogho universytetu* [Theoretical and methodical bases of preparation of the future engineer to professional self-perfection in conditions of technical university] (Expanded abstract on Doctor's thesis, H. S. Skovoroda KhNPU, Kharkiv, Ukraine). (in Ukrainian)
4. Ivchenko, A. O. (2008). *Tlumachnyj slovyk ukrajinskoji movy* [Thesaurus of the Ukrainian language]. Kharkiv: Folio. (in Ukrainian)
5. Korol, S. V. (2011). *Profesijna sprjamovanistj ghumanitarnoji pidghotovky fakhivciv inzhenernogho profilju v universytetakh* [Professional orientation of humanitarian preparation of engineering profile specialists in the universities] (Candidate's thesis, Volodymyr Hnatiuk TNPU, Ternopil, Ukraine). (in Ukrainian)
6. Kochubey, A. V. (2010). *Ghumanitaryzacija pidghotovky majbutnikh inzheneriv u vyshhykh navchallynykh zakladakh zasobamy narodoznavstva* [Humanization of training future engineers in higher educational establishments by ethnography methods] (Candidate's thesis, M. Kotsyubynsky VSPU, Vinnytsia, Ukraine). (in Ukrainian)
7. Loboda, Yu. G. (2010). *Pedagoghichni umovy vykorystannja komp'juterno-integhrovanykh tekhnologhij u procesi pidghotovky majbutnikh inzheneriv* [Pedagogical conditions of implementing computer-

integrated technologies in the process of training the future engineers] (Candidate's thesis, K. D. Ushinsky SUNPU, Odessa, Ukraine). (in Ukrainian)

8. Mizherikov, V. A. (1998). *Psikhologo-pedagogicheskii slovar dlia uchitelei i rukovoditelei obshcheobrazovatelnykh uchrezhdenii* [Psychological and pedagogical dictionary for teachers and heads of general educational institutions]. Rostov-on-Don: Feniks. (in Russian)

9. Nikolayeva, S. Yu. (Ed.). (2003). *Zagal'noyevropejs'ki Rekomendaciyi z movnoyi osvity: vyvchennya, vykladannya, ocynuyannya* [Common European Framework of Reference for Languages: Learning, Teaching and Assessment]. Kyiv: Lenvit. (in Ukrainian)

Марина Шепель. Роль викладача іноземної мови у процесі професійної підготовки майбутніх фахівців машинобудівної галузі.

У статті розглянуто питання ролі викладача іноземної мови у процесі професійної підготовки майбутніх фахівців машинобудівної галузі у період навчання у технічних вишах. Розглянуто погляди провідних науковців стосовно поняття «професійна підготовка майбутніх фахівців інженерного профілю». Автором надано власне визначення поняття «професійна підготовка майбутніх фахівців машинобудівної галузі». Зазначено, що важливого значення у професійній підготовці майбутніх фахівців машинобудівної галузі відіграє її гуманітаризація. Визначено заходи, спрямовані на професійну підготовку майбутніх фахівців машинобудівної галузі у період вивчення дисципліни «Іноземна мова за професійним спрямуванням»: робота з фаховими текстами та інструкціями з періоджерел, ознайомлення з документацією, розігрування різних комунікативних ситуацій, створення презентацій на задану тематику, проведення бінарних занять.

Ключові слова: викладач іноземної мови, професійна підготовка, майбутній фахівець машинобудівної галузі, технічний ВНЗ.

Marina Shepel. Rola nauczyciela języka obcego w trakcie szkolenia zawodowego przyszłych specjalistów z branży inżynierskiej.

W artykule poruszona została kwestia roli nauczyciela języka obcego w trakcie szkolenia zawodowego przyszłych specjalistów z branży inżynierskiej podczas studiów na uczelniach technicznych. Przedstawione zostały poglądy uznanych, czołowych naukowców na temat «profesjonalnego szkolenia przyszłych specjalistów o profilu inżynierskim». Autor podaje własną definicję pojęcia «kształcenia przyszłych specjalistów z branży inżynierskiej». Należy zauważyć, że tego typu kształcenie odgrywa istotną rolę w humanizacji tego kierunku. Środki umożliwiające szkolenie przyszłych specjalistów z branży inżynierskiej w trakcie studiów «Języka

Psychological and pedagogical problems of modern specialist formation

obcego o kierunku profesjonalnym» to: praca ze źródłowym tekstem zawodowym, zapoznanie się z dokumentacją, tworzenie wielorakich sytuacji komunikacyjnych, tworzenie prezentacji na dany temat, prowadzenie wykładów.

Słowa kluczowe: *nauczyciel języka, szkolenia, przyszłość przemysłu, specjalista inżynierii, uczelnia techniczna.*

Received 24.05.2017

Information about the author:

Shepel Maryna – Doctor of Philosophy in Pedagogy, Lecturer, Odessa Automobile and Road College Odessa National Polytechnic University.

UDC 378.014.8:811.161.1-051:004

DOI 10.26697/9789669726094.2017.30

© Yuzefovych K., 2017

Kateryna Yuzefovych

Taras Shevchenko National University of Kyiv

**ANALYSIS OF THE READINESS OF FUTURE PHILOLOGISTS
TO USE SMART TECHNOLOGIES IN PROFESSIONAL WORK**

The article presents the results of the research done to define the readiness of future language teachers to use SMART technologies in their professional work. In particular, it presents the interpretation of the statistical results received after conducting a survey with the students of philological departments.

Keywords: *SMART technologies, professional competence, Internet technologies, distance learning, webinar.*

Introduction

The development of a new, SMART society and evolution of technologies has changed the profile of a contemporary language teacher. The usage of SMART technologies in the educational process is quite broad and covers those areas that are directly related to subject learning. At the same time they provide a substantial ground for improving educational process, providing more freedom to students and developing their creativity.

Materials and methods

Studying the state of the professional competence of philologists in terms of using SMART technologies in their professional work, we have been interested in assessing the readiness of students who are future teachers of language and literature to apply such technologies in the educational process. Our respondents were the 4th year students of the Philological specialization (67 people) who were asked to provide answers to a questionnaire.

Results

All students have given the correct definition of «SMART technology», but it is incomplete since they associate most modern technologies of Smart class only with the Internet and smart gadgets. We have found that, in practice, 85% of students have faced with the SMART technologies of distance learning, 15% of whom actively use them in the process of studying philological sciences; 80% of the undergraduates

Psychological and pedagogical problems of modern specialist formation

believe that the studying process which involves SMART technologies may be more effective than traditional learning, 12% doubt the effectiveness of such a study and 8% of respondents do not consider SMART learning to be effective.

The interviewed students replied they would like to receive educational materials and tasks for the courses via educational information portal of the university without contacting the teacher personally. Thus, 80% say that it is convenient to consult with the teacher via e-mail; 90% of students have sent their assignments to the teachers to be checked via email. Distance communication has been carried out with the lecturers of such courses as «Theoretical Grammar», «Practical course of a second foreign language», «Foreign Literature». In all these cases distance communication was initiated by teachers.

As for the conditions for the implementation of SMART technologies in education, students mention the presence of e-learning courses (60%), the ability to apply to a tutor, the availability of high-speed Internet (50%), the availability of computers (20%). In addition, students reply that the most efficient SMART technologies are video tutorials, webinars, e-mail (40%), on-line tutorials, television-satellite technology (40%), chat rooms and Internet resources (20%).

The students have evaluated the readiness of the university to the implementation of SMART technologies differently: 30% of students believe that the university is prepared for such a change; 30% of respondents say that the university is prepared only technically; 40% of students say that high school is not ready to fully implement the SMART technologies into the training process. It should be noted that the views of students are quite subjective.

Having analyzed the answers we found that the bachelors have little interest in this issue, although almost everyone has a personal computer or a smartphone with the Internet access.

Among the benefits of using SMART technologies in education, all participants of the survey have named the following: the opportunity to study remotely having an individual training schedule (60%), individual pace of learning, an additional amount of material on the subject (50%), use of modern teaching methods (40%), free posting of materials on the web, the opportunity to study outside the institution (40%), the possibility of individual consultations (30%).

Furthermore, students find that using SMART technologies in education will be effective in assessing the quality of training in the subjects, as it eliminates the subjective factor in the assessment.

Of all students surveyed 50% are ready to use SMART technologies in the study of the course and consider distance learning; 20% of students

are not prepared to use new technologies because they think it needs more knowledge and skills.

Students believe that the insufficient number of teachers in the classroom use such SMART tools as multimedia boards, Internet resources; information is often outdated.

Discussion and conclusions

Analysis of the received results has shown that most respondents have formed the motivation to use SMART technologies in education. We have found that students show interest in distance learning. In our opinion, difficulties are associated with the inability of students to use the SMART tools and with the lack of awareness in this regard. In addition, it can be concluded that the more familiar young people are with the traditional model of studying, formed in the school years.

References

1. Blood, R. (2000). *The Weblog Handbook: Practical Advice on Creating and Maintaining Your Blog*. Cambridge, Mass.: Perseus Publishing.
2. Khutorskoy, A. V. (2003). *Didakticheskaya e'vrstika. Teoriya i tehnologiya kreativnogo obucheniya [Didactic heuristics. Theory and technology of creative classroom activities]*. Moscow: Izdatel'stvo MGU. (in Russian)
3. Khutorskoy, A. V. (2005, September 1). Model' obrazovatel'noj sredy v distancionnom evristicheskom obuchenii [Model of the educational environment in the distance heuristic learning]. *Eidos*. Retrieved from <http://eidos.ru/journal/2005/0901.htm> (in Russian)
4. Zakharova, M. G. (2003). *Informacionnye tekhnologii v obrazovanii [Information technology in education]*. Moscow: Izdatel'skij centr «Akademii». (in Russian)

Катерина Юзефович. Аналіз готовності майбутніх учителів-філологів до використання SMART технологій в професійній діяльності.

У статті представлені результати дослідження, проведеного з метою визначення готовності майбутніх учителів мови до використання Smart технологій у своїй професійній діяльності. Зокрема, підготовлений опис статистичних результатів, отриманих після проведення анкетування студентів філологічних факультетів.

Ключові слова: SMART технології, професійна компетентність, Інтернет-технології, дистанційне навчання, вебінар.

Psychological and pedagogical problems of modern specialist formation

Katarzyna Yuzefovich. Analiza gotowości przyszłych nauczycieli filologów do korzystania z technologii SMART w działalności zawodowej.

W artykule przedstawiono wyniki badań przeprowadzonych w celu określenia gotowości przyszłych nauczycieli filologów do używania technologii SMART w ich działalności zawodowej. Przede wszystkim mamy tu omówienie danych statystycznych uzyskanych po przeprowadzeniu ankiety wśród studentów filologii.

Słowa kluczowe: *technologia SMART, kwalifikacje zawodowe, technologie internetowe, kształcenie na odległość, webinar.*

Received 29.05.2017

Information about the author:

Yuzefovich Kateryna – Applicant, Taras Shevchenko National University of Kyiv.

UDC 159.924:378.124

DOI 10.26697/9789669726094.2017.34

© Mitina S., 2017

Svitlana Mitina

Bogomolets National Medical University

**THE FACTORS OF EMOTIONAL BURNOUT OF THE TEACHER
OF THE HIGHER EDUCATIONAL INSTITUTION**

The article is devoted to the research of the problem of emotional burnout of the teacher of the higher educational institution. It was analyzed the essence and the factors of emotional burnout. It was found that the teaching experience and the organizational conditions of professional activity effect the development of the syndrome of «emotional burnout» of the teacher.

Keywords: *the emotional burnout, the teacher, the educational activity.*

Introduction

The feature of the educational activity of the teacher is the fact that its work always has an emotional relationship between the subjects of the educational process, which may be accompanied by the intense psychological stress and the stressful situations. As a result among the teachers there is often the «emotional burnout» that negatively affect their professional activity. The actual is the study of the factors of development of the emotional burnout in order to timely measures aimed to improve the emotional and psychological stress resistance of the teachers, which will prevent the formation of the «syndrome of emotional burnout».

Materials and methods

Theoretical (analysis and synthesis of the psychological literature); empirical (Pilot study, questionnaires). The research is carried out on the basis of the chair of Pedagogics and Psychology of Postgraduate Education of the National Medical University O. O. Bogomolets, Kyiv. The sample composed the teachers of the higher educational institutions, a total number of 53 persons aged from 28 to 60 years, with the pedagogical work experience from the 1 to 30 years. The psychodiagnostic technique - questionnaire «Professional burnout» (Maslach Burnout Inventory, MBI).

Results

The analysis of the literature about this problem suggests that the concept of burnout is used to indicate the state of physical, emotional and mental exhaustion, that manifested by the sense of apathy, increased

Psychological and pedagogical problems of modern specialist formation

anxiety, deterioration of the professional skills, self-doubt, and it is the consequence of combination of the high emotional costs with the chronic situational stress. V. V. Boyko [1] describes the syndrome of emotional burnout as the acquired by the personality mechanism of the psychological defense in the form of the exclusion of emotions in the response to the stressful influences. In this regard, the burnout can be interpreted as the functional stereotype of professional behavior, which allows the human to dose and to economically use the power resources. In itself, the author considers the emotional burnout as constructive, but its effects are dysfunctional when emotional burnout negatively impact on the relationships with the partners and further leads to the professional deformation of the personality.

The external factors of the development of the emotional burnout of the teachers are: the presence of chronical intense psycho-emotional activity that is associated with the intensive communication; the destabilizing organization of the work, the increased level of responsibility; the adverse psychological sphere of the professional activity; the complex psychological contingent in the field of the communication. The internal factors of the emotional burnout of the teachers are the emotional rigidity, the intense internalization and the weak motivation of professional activity.

During the study of the manifestation of emotional burnout syndrome of the teachers, we used three-factorial model C. Maslach [2] and S. Jackson, which includes three main components: the emotional exhaustion, the depersonalization and the reduction of personal achievements.

The results of the research show the dependence of syndrome manifestation of the emotional burnout of pedagogical experience of the teacher. The severity of as such symptom of emotional burnout as «depersonalization» has the growing character, which may manifest in the negativism, the cynicism in the relation to the students and colleagues, as well as in the personality deformation. The maximum values of emotional exhaustion is observed to the teachers with experience of work about 20 years (Table 1).

Table 1

The manifestation of syndrome of emotional burnout of the teachers depending on the experience of educational activity

Work experience	Emotional exhaustion	Depersonalization	Reduction of personal achievements
1-10 years	20,8	6,5	26,5
10-20 years	20,1	8,1	30,7
20-30 years	23,5	9,6	30,5

Results of the survey showed that the syndrome of emotional burnout manifested to the teachers, regardless of the work experience, that were dissatisfied with working conditions. Increase the risk of «burnout»: - the unclear organization and planning of the work, the deficiency of equipment, the excessive standards of the students in the classroom; - the lack of possibility of the certification training; - the strained relation with the direction, the poor relation in the team, the conflicts in the system «teacher-student». However, the awareness of their work as prestigious reduces the risk of the «burnout» appearance.

Discussion and conclusions

In our view, the teachers who have been staying in the intensive interaction with the students, some of whom are rude, unmotivated to learn, triggered a psychological defense mechanism in the form of emotional neglect, indifference. In this case, the decrease of the emotional background can be regarded as the acquired stereotype of the professional behavior of the teacher allowing to dosed use of the emotional resources. But when a teacher applies indifferently to the needs of other students and colleagues, it can cause the conflicts, and emotional burnout manifested his dysfunctional side.

The teachers of the higher educational institutions are at the group of the risk of emotional burnout syndrome's development, which is the main cause is the continued intensive psycho-emotional overload. It was found the tendency of aggravation of the burnout symptoms depending on the work experience of the teacher and the dissatisfaction of the organizational conditions of the professional activity.

The optimization of working conditions, the organization and the passing of the special trainings aimed to the improving of the emotional and psychological stress resistance, will allow to prevent the formation of emotional burnout syndrome of the teachers of the higher educational institutions.

References

1. Bojko, V. V. (2004). *Jenergija jemocij [Energy of emotions]*. Saint Petersburg: Piter. (in Russian)
2. Maslach, C., & Leiter M. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology*, 93(3), 498-512. doi:10.1037/0021-9010.93.3.498

Psychological and pedagogical problems of modern specialist formation

Світлана Мітіна. Чинники емоційного вигорання викладача вищого навчального закладу.

Статтю присвячено дослідженню проблеми емоційного вигорання викладача вищого навчального закладу. Проаналізовано сутність та чинники емоційного вигорання. З'ясовано, що на розвиток синдрому «емоційного вигорання» викладача впливають педагогічний стаж та умови професійної діяльності.

Ключові слова: емоційне вигорання, викладач, педагогічна діяльність.

Swietlana Mitina. Czynniki powodujące emocjonalne wypalenie u nauczycieli wyższych instytucji edukacyjnych.

W artykule analizowany jest problem wypalenia nauczycieli w trakcie pracy na uczelni. Omówiony jest charakter i przyczyny wypalenia. Stwierdzono, że na rozwój syndromu «wypalenia emocjonalnego» u nauczyciela wpływa pedagogiczne doświadczenie w pracy oraz warunki działalności zawodowej.

Słowa kluczowe: emocjonalne wypalenie, nauczyciel, zajęcia dydaktyczne.

Received 30.05.2017

Information about the author:

Mitina Svitlana – Doctor of Philosophy in Psychology, Docent, Associate Professor at the Department of Pedagogy and Psychology of Postgraduate Education, Bogomolets National Medical University.

UDC 159.9.015: 159.9.019.2

DOI 10.26697/9789669726094.2017.38

© Drobot O., 2017

Olga Drobot

State Higher Educational Establishment «Pereyaslav-Khmelnytsky State Pedagogical University named after Hryhoriy Skovoroda»

DEVELOPMENT OF PROFESSIONAL CONSCIOUSNESS FROM THE VIEWPOINT OF PREPARATION OF FUTURE SPECIALISTS

Development of professional consciousness of the future specialist is examined via formation of the specialist's own system of transforming information and explaining the reality, where his subjective world is transformed, in the course of professional training and practice, into the world of profession of a practicing specialist. Today's preparation of future specialists must be aimed more at systemic development of their professional consciousness. Certain professional consciousness development methods have been outlined.

Keywords: *development of professional consciousness, professional semantics, psychosemantic methods, professional training, university-based preparation*

Introduction

According to the logic of development of complex systems, patterns of development of the professional's consciousness must concur with the patterns of development of professional consciousness per se [9], especially in the light of university-based preparation of specialists.

An individual's activity-based indirect relationships with a group (in every age category, an individual is included to a new social group which becomes the reference group for him) influence development of his personality [1; 7]. Therefore, consciousness becomes dependent not so much from the activity as such as from the leading activity.

The most intensive processes of the specialist's development occur at the time of study in a higher education institution; however, development of professional consciousness continues during the person's entire professional ontogenesis.

The world of profession consists of specific (for every profession) accents of perception and reflection of the world by persons for whom profession became a way of life. The world of profession manifests itself via professional semantics, professional reflection of situations, professional social perception and professional aspects of communication. Professional

Psychological and pedagogical problems of modern specialist formation

activity is conducted on the basis of certain professional and personal experience. Gaining this experience requires development of a system of professional meanings and mastering new cognitive schemes, development of special forms of thinking, partial transformation of semantic structures, which on the whole, compose the image of the world typical for this particular activity.

The structure of professional consciousness was described in the provisions formulated by E. F. Zeyr [4] for personality-oriented professional education. The author shows that development of a specialist envisages development of: axiological orientation and professional consciousness; social and professional intellect; emotional-volitional sphere; positive attitude toward the world and oneself; independence, autonomy and confidence in oneself; professionally important qualities and auto-competence.

In today's world, more attention should be devoted to cognition-oriented education, intellectual development of graduates and their preparation for the future socio-professional life. A person starts professional labor activity with the already-developed, value-based consciousness, knowing what interests he would like to realize with his work.

Professional environment forces a person to transform his value-based orientations, forming a practical consciousness plan influenced by personality's value-based orientations and particular circumstances of professional work life. For instance, O. I. Hrynychuk [2] uses materials of an empirical study to show the role of value-based orientations in development of professional self-perception of future managers.

Continuing this line of thought, the scholar D. V. Ronzin writes that content-wise, level-wise and structural specifics of professional consciousness determine forecasting, goal setting, planning, decision making, control, evaluation and correction of the specialist's activity [8].

Materials and methods

Goals of academic programs are insufficient to develop all structural components of professional consciousness. The study of professional consciousness as a subject of psychological research is developing in psychosemantic direction, and requires use of psychosemantic methods. The science of psychosemantics is a branch of psychology studying genesis, composition and functioning of the individual system of meanings and personality-related senses in the person's consciousness. Psychosemantic research paradigm is the most capable of recording deep manifestations of human subjectivity, i. e. psychosemantic one. Psychosemantics propose a study of categorical structures of individual consciousness and composition of meaning-based models of certain types of professional consciousness,

filled with concrete content [3]. Study of a certain type of professional consciousness means reconstruction of the system of individual meanings and senses of every future specialist or professional and of the entire professional group. Determination of common psychosemantic content in professional consciousness, through which one perceives objects, oneself and others, is what differentiates one type of professional consciousness from another in its psychosemantic representation.

Contemporary psychological science uses a number of methods for quality development of professional consciousness in future professionals. U. L. Morokhovska [6] has devised and implemented a program of developing new professional senses, and proved its applicability for development of motivational components of professional self-determination in students. O. V. Drobot's methodology of *Managerial Decision Making Situations* (MDMS) [3] outlines sophistication and development levels of administrative consciousness in future managers. O. M. Lozova's technical-semantic methodology, *Sense Formation Initiation Technique* [5], creates conditions for initiation of production by respondents of linguistic texts to overcome predetermination of old senses and accomplish the rethinking task.

Results

The conclusion that university-based preparation must be aimed at systemic development of professional consciousness in the future specialist remains of contemporary importance.

References

1. Akopov, G. V. (2004). *Obrazovanie i razvitie soznaniya* [Education and development of consciousness]. *Problemy soznaniya v rossiyskoy psihologii – Problem of consciousness in Russian psychology* (pp. 161-175). Moscow: MPSI; Voronezh: NPO «MODEK». (in Russian)
2. Grinchuk, O. I. (2006). Tsinnisni orientatsiyi yak pokaznik profesiynoyi samosvidomosti maybutnih menedzheriv [The valued orientations as index of professional consciousness of future managers]. In L. E. Orban-Lembrik (Ed.), *Zbirnik naukovikh prac': filozofia, sociologiya, psikhologiya – Collection of scientific works: philosophy, sociology, psychology* (11 (1) pp. 56-65). Ivano-Frankivsk: VDV CIT. (in Ukrainian)
3. Drobot, O. V. (2016). *Profesiyna svidomist kerivnika* [Professional consciousness of leader]. Kyiv: Talkom. (in Ukrainian)
4. Zeyr, E. F. (2006). *Psihologiya professiy* [Psychology of professions]. Moscow: Akademicheskij proekt. (in Russian)
5. Lozova, O. M. (2009). Teoretichni pidstavi ta praktika zastosuvannya tehniky initsiyuvannya smisloutvorenniya [Theoretical

Psychological and pedagogical problems of modern specialist formation

grounds and practice of applying the technique of initiating the meaning of formation]. In S. D. Maksimenko (Ed.), *Aktualni problemy psihologiyi – Actual problems of psychology* (9 (4) ed., pp. 249-256). Kyiv: Institut psihologii imeni G. S. Kostiuka NAPN Ukraini. (in Ukrainian)

6. Morokhovska, U. L. (2011). *Rozvitok motivatsiynih skladovih profesiynogo samoviznachennya maybutnih psihologiv [Development of motivational components of professional self-determination of future psychologists]* (Candidate's thesis, Derzhavnij vishchij navchal'nij zaklad «Universitet menedzhmentu osviti», Kyiv, Ukraine). (in Ukrainian)

7. Petrovskiy, A. V. (1984). Problema razvitiya lichnosti s pozitsii sotsialnoy psihologii [The problem of personality development from the standpoint of social psychology]. *Voprosy psihologii – Questions of psychology*, 4, 13-17. (in Russian)

8. Ronzin, D. V. (1991). Professionalnoe soznanie uchitelya kak nauchno-prakticheskaya problema [Professional consciousness of teacher as a scientific and practical problem]. *Psihologicheskij zhurnal – Psychological Journal*, 5, 65-72 (in Russian)

9. Hanina, I. B., & Leont'ev, D. A. (Eds.). (2011). *Psihologiya subektivnoy semantiki: Istoki i razvitie [Psychology of subjective semantics: Origins and development]*. Moscow: Smysl. (in Russian)

Ольга Дробот. Становлення професійної свідомості з точки зору підготовки майбутніх фахівців.

Розглядається становлення професійної свідомості майбутнього фахівця через формування у нього власної системи перетворення інформації та пояснення дійсності, де його суб'єктивний світ, у процесі професійного навчання та практики перетворюється за змістом до світу професії працюючого фахівця. Сучасна підготовка майбутнього фахівця повинна спрямовуватись більше на системне формування його професійної свідомості. Наводяться методи формування професійної свідомості.

Ключові слова: становлення професійної свідомості, професійна семантика, психосемантичні методи, професійне навчання, вузівська підготовка.

Olga Drobot. Kształtowanie świadomości zawodowej pod kątem przygotowania przyszłych fachowców.

Analiza kształtowania świadomości zawodowej przyszłego fachowca poprzez tworzenie u niego własnego systemu przetwarzania informacji i wyjaśnienie rzeczywistości, w której jego subiektywny świat w trakcie nauki i praktyki zawodowej zmienia się pod względem spojrzenia na świat pracującego zawodowo fachowca. Współczesne przygotowanie przyszłego fachowca powinno być przede wszystkim ukierunkowane na systemowe

kształtowanie jego świadomości zawodowej. W artykule podane zostały metody owego kształtowania świadomości zawodowej.

Słowa kluczowe: *kształtowanie świadomości zawodowej, semantyka zawodowa, metody psychosemantyczne, studia zawodowe, przygotowanie na uczelni wyższej.*

Received 16.06.2017

Information about the author:

Drobot Olga – Doctor of Psychological Sciences, Professor at the Department of Psychology, State Higher Educational Establishment «Pereyaslav-Khmelnysky State Pedagogical University named after Hryhoriy Skovoroda».

Valentyna Kostina
H. S. Skovoroda Kharkiv National Pedagogical University

**FORMATION OF PROFESSIONAL READINESS OF FUTURE
SPECIALISTS IN SOCIAL SPHERE FOR PREVENTION
OF MALADJUSTMENT AMONG PUPILS**

The article analyzes innovative ideas on formation of professional readiness of future specialists in social sphere for the prevention of maladjustment of pupils. Substantiated is the choice of methods and means in the course of their preparation within the framework of the designed educational, which ensures the development of professionally significant personal characteristics and qualities and the increase of their professional competence level in preventive work with maladjusted pupils.

Keywords: *specialist in social sphere, prevention of maladjustment of pupils, formation of professional readiness.*

Introduction

The changes which are happening in Ukraine in the area of university education are based on necessity of taking into account latest world-wide tendencies in various spheres of common development in general and in the area of education in particular. Spreading of globalization processes, transformation of existing educational beacons, implementation of educational technology innovations is promoting the necessity of attentive study and summarizing of the experience of EU countries in the area of social work with the purpose of selecting effective ways and means of preventive work with maladjusted pupils and implementing them in the process of training of future specialists in social sphere.

Results

Analysis of science literature on issues in the area of training of future workers of social assistance in various countries have shown that the system of professional training has common sides and individual differences, dependent on the type of country's commonwealth system and differences of development and also on the standard of living of its citizens. O. Pichkar, based on analysis of training of social workers for preventive work with children and youth in different countries noted, that there exist certain limitations [4, p. 166-167]: age (Switzerland, Finland, USA, Canada); certain educational level (USA, Canada, Australia); previous

social work experience (Germany, Switzerland, USA); pedagogical skills and foundation of pedagogical culture (Russia); existence of a developed social intellect which allows to understand person's motivation and personal characteristics (USA). Author also highlights the following important characteristics of social intellect [4, p. 167]: social self-effectiveness; emphatic interest; pronounced estimable attitude to oneself and others. For the successful conduct of social work the social worker has to develop the following competency types [4, p. 168]: methodical, social, organizational. Also, in Great Britain, to special competency which has to be demonstrated by the social work specialist is attributed acknowledgement of values of social work. Comparison of essence and features of various systems of training of future social sphere specialists in Ukraine and abroad, has allowed to identify the following essential elements of professionalism of future specialist, which independent from the actual place of work always must provide effectiveness of their work: professional worldview, professional skills and qualities, professional conduct, where the first is the basis for the following two.

In philosophical dictionary compiled by M. Rosenthal the following definition is specified: «worldview – accumulation of principles, views and beliefs that set direction for work and relation to reality of an individual, social group, class or community as a whole» [7, p. 247]. Worldview consists of elements, which belong to all forms of social consciousness (philosophical, scientific, political, moral, aesthetic views) and has enormous practical sense for an individual, influencing behavior, life aspirations, interests, work and society, creating pre-conditions for its development. Analysis of scientific psychological and pedagogical literature on problems of forming professional worldview of future pedagogues allows asserting that in the related scientific environment there appeared a number of related terms: «pedagogical worldview», «professional pedagogical worldview». For example, in a thesis investigation made by I. Ibrahimova she clarifies the notion of «pedagogical worldview». Author highlights its main characteristics [2]: orientation on humanitarian values, personal and professional motivation, adherence to scientific principles, independence, activity and effectiveness. Due to demands of a modern changing world, the requirements for professional activity of social workers have also changed. During the times of globalization, increasing migration processes social worker must have ability to communicate with representatives of different ethnic groups and social strata to organize communal welfare activity, aimed at preventing cases of maladjustment among children and youth, that are brought forward by atypical social problems: war conflicts (between representatives of related ethnic groups); the proliferation of different maladies that have dangerous pandemic

Psychological and pedagogical problems of modern specialist formation

tendencies (drug addiction, computer addiction, AIDS, etc.). Given developed by I. Ibragimova system of meaningful elements of educational worldview of future pedagogues and specifics of modern professional activity of future specialists in social sphere focused on prevention of maladjustment among students, among the main characteristics of their professional worldview we highlight the following: humanistic orientation, personality-oriented professional motivation, adherence to scientific principles, social activity, creativity, flexibility, openness, effectiveness, ability for tolerant communicative interaction.

E. Dmitrieva defines the professional pedagogical worldview as a system of attitudes, beliefs, values and ideals of the teacher, dynamic and based on philosophical, psychological, educational, economic, legal scientific knowledge, which are determining the direction of teacher's career and are reflected in his or her independent personal position [1]. Analysis of E. Dmitrieva research suggests that in the formation of professional pedagogical worldview of the future teacher there exists a sequence of interrelated phases: orientation, appropriation and transformation. Because important part of the work of specialist in social sphere for prevention of maladjustment of students in different social institutions, is both implementation of teacher education and education of children and young people, it is considered appropriate in the formation of a professional worldview of the future experts in social sphere to identify above-named interdependent steps with the following content: orientation (formation of the students focus on positive activities for the prevention of maladjustment of pupils in different social institutions, the formation of a need for professional improvement in the above-named direction); assignment (mastering by students of humanistic values, ideals, modern tactics in the area of social work related to prevention of maladjustment of pupils, testing existing foreign and domestic approaches and forming own opinions regarding the prevention of maladjustment of pupils in affiliate network facilities environment) and conversion (formation of readiness of students for self-development of professional worldview of the future specialists in social sphere on a personal level and for creative self-improvement).

L. Reutova defines professional pedagogical worldview as integral personal formation, which is dynamically developing and consists of a system of attitudes, beliefs, values and ideals of the teacher, based on philosophical, psychological, educational, economic, legal scientific knowledge that together determine orientation of teacher's professional training and activity and is reflected in the increase of professional identification [5]. The researcher notes that the formation of teacher's professional worldview implies development of tolerance for others' way of life, behavior, customs, feelings, ideas, opinions, beliefs, faiths. We share

the author's idea of the importance of the formation of professional pedagogical worldview for future specialists in social sphere that have to implement prevention of maladjustment of pupils in different social institutions because an important area of their professional activities is to create conditions for the development of sociality of both students and their social circle through pedagogical development of social environment, which is a prerequisite for their successful adaptation to it. Given what is mentioned above regarding professional training of future specialists in social sphere for work of prevention of maladjustment among pupils, we consider it necessary to introduce students to issues of philosophy of education as key component in building their worldview and also to possibilities of enhancing their pedagogical culture and pedagogical consciousness.

The analysis of the training of teaching staff in prevention of maladjustment of pupils at home and at school in the United States and Canada allows to distinguish effective means allowing to increase their level of professionalism. A. Faber and E. Mazlish provide an opportunity to familiarize with unique communication strategies that help children and teenagers solve daily problems and enjoy the learning process [6].

V. Olefir developed a structural model of the intellectual-personal potential of self-regulation of the subject of activity. The author states that «self-regulation of the subject is based on the intellectual-personal potential as an integral entity that has a nonspecific manifestation in the context of situations of uncertainty, achievement, pressure, mediating their influence on the success of various activities and psychological well-being of the individual» [3, p. 143-144]. Taking into account the aforementioned, during the process of training future specialists in social sphere for the prevention of maladjustment of pupils, it is necessary to develop their intellectual and personal potential as a necessary resource that will ensure success of their work with complex contingents and in conditions of uncertainty.

Discussion and conclusions

On the basis of analysis and generalization of scientific literature, the following components of the professional readiness of future specialists in social sphere for prevention of maladjustment of pupils are identified: motivational (the formation of interest in the implementation of professional activities for the prevention of maladjustment of pupils in various social institutions); cognitive (the formation of a system of knowledge for the identification of factors that cause the emergence of child and youth maladjustment, as well as the organization of socio-pedagogical and social activities for the prevention of maladjustment of pupils in various social institutions as a prerequisite for the formation of professional outlook of

Psychological and pedagogical problems of modern specialist formation

future specialists); practical (development of professional skills for implementing multi-level activities for the prevention of maladjustment of pupils in various social centers, as well as experience and skills of pedagogical and social work and the foundation of pedagogical culture); personal (development of intellectual personal potential of future specialists, which will provide effective activities for the prevention of maladjustment of pupils).

Consequently, based on the results of analysis of domestic and foreign studies, it can be argued that the formation of professional readiness of future specialists in the social sphere to prevent maladjustment of pupils in various social institutions has to ensure, with the help of a specially designed educational environment, the development of their professional outlook and professional skills of intellectual and personal potential, as the basis for the identification of professionally acceptable behavior in the process of practical training within higher education institutions and social institutions of the partner network, which will contribute to increase in their resources for work with the specified contingent and the success of their further practical activities.

References

1. Dmitrieva, E. V. (2003). *Formirovanie professionalnogo pedagogicheskogo mirovozzreniya buduschego uchitelya* [Formation of the professional pedagogical outlook of the future teacher] (Candidate's thesis). Retrieved from <http://www.dissercat.com/content/formirovanie-professionalnogo-pedagogicheskogo-mirovozzreniya-budushchego-uchitelya#ixzz4TBm1Pw00> (in Russian)
2. Ibragimova, I. Yu. (2002). *Formirovanie pedagogicheskogo mirovozzreniya buduschego uchitelya v vuze* [Formation of the pedagogical worldview of the teacher in the university] (Candidate's thesis). Retrieved from <http://www.dslib.net/.../formirovanie-pedagogicheskogo-mir...> (in Russian)
3. Olefir, V. O. (2016). *Psykhohiia samorehuliatcii subiekta diialnosti* [The psychology of self-regulation of the subject activity] (Doctoral dissertation). Retrieved from <http://www.pdpu.edu.ua/doc/vr/olefir/dis.pdf> (in Ukrainian)
4. Pichkar, O. P. (2004). Pidhotovka sotsial'nykh pratsivnykiv do profilaktychnoyi roboty z dit'my i molodyu u Velykiy Brytaniyi [Preparing social workers for preventive work with children in the UK]. *Pidhotovka sotsial'nykh pratsivnykiv/sotsial'nykh pedahohiv do profilaktyky adyktivnoyi povedinky molodi – Training of social workers/social educators to prevent addictive behavior among young people* (pp. 164-175). Cherkasy : Cherkas'kyi natsional'nyi universytet. (in Ukrainian)

5. Reutova, L. P. (2011). Professionalno-pedagogicheskoe mirovozzrenie i pedagogicheskaya deystvitelnost' [Professional-pedagogical worldview and pedagogical reality]. In A. F. Dolmatov (Ed.), *Teoreticheskie i metodologicheskie problemy sovremennogo obrazovaniia – Theoretical and methodological problems of modern education*. Moscow: Institut strategicheskikh issledovaniy. Retrieved from http://superinf.ru/view_helpstud.php?id=3134 (in Russian)

6. Faber, A., & Mazlish, E. (2012). *Mystetstvo spilkuvaniya z dit'my: Udoma ta v shkoli [The art of communicating with the children: At home and at school]*. Kyiv: KM Publishing. (in Ukrainian)

7. Rozental', M. M. (Ed.). (1972). *Filosofskiy slovar' [Philosophical dictionary]*. (3^d ed.). Moscow: Politizdat. (in Russian)

Валентина Костіна. Формування професійної готовності майбутніх фахівців соціальної сфери до профілактики дезадаптації учнів.

У статті проаналізовано інноваційні ідеї з формування професійної готовності майбутніх фахівців соціальної сфери до профілактики дезадаптації учнів. Обґрунтовано вибір методів і засобів у процесі їхньої підготовки у межах спроектованого освітнього середовища, що забезпечує розвиток професійно-значущих особистісних характеристик та якостей і зростання рівня їхньої професійної компетентності в профілактичній роботі з дезадаптованими учнями.

Ключові слова: фахівець соціальної сфери, профілактика дезадаптації учнів, формування професійної готовності.

Valentina Kostina. Utworzenie profesjonalnego przygotowania dla przyszłych specjalistów od profilaktyki niedostosowania społecznego uczniów.

W artykule analizowane są innowacyjne pomysły dla profesjonalnego kształcenia przyszłych specjalistów od profilaktyki niedostosowania społecznego uczniów. Dobór metod i narzędzi stosowanych w trakcie szkolenia został przygotowany tak, aby zapewnić optymalny rozwój zawodowy, uwzględniając przy tym ważne cechy indywidualne, i zwiększyć poziom kompetencji zawodowych kursantów w pracy profilaktycznej z niedostosowanymi społecznie uczniami.

Słowa kluczowe: specjalistyczne usługi społeczne, profilaktyka niedostosowania uczniów, tworzenie profesjonalnej gotowości.

Received 20.06.2017

Information about the author:

Kostina Valentyna – Doctor of Philosophy in Pedagogy, Docent, Doctoral Candidate at the Department of Primary, Pre-School and Professional Education, H. S. Skovoroda Kharkiv National Pedagogical University.

Ludmila Kondratska

Ternopil Volodymyr Hnatiuk National Pedagogical University

**SPIRITUAL PROSPECTS OF MUSICAL ANTHROPOLOGY
IN POST-MODERNISM CONTEXT**

The article makes an attempt to ground the concept of Master's course of Musical anthropology on the basis of a priori idea of a homo musicus being attached to God specifically on the idea of antonymic correlation between the Image (its changing nature) and a given Appearance (unchanging personality) on the way of obtaining a desirable freedom and meeting its challenges: the exchange of authenticity of Salvation into the idea of «Earth paradise».

Keywords: *phenomenology of intonative consciousness, strategy of homo musicus, types of prayer dialogues, musically rhetoric sermon, new sacred space, spiritual commitment.*

Introduction

Postmodern existential anxiety determines the peculiar content features of intonations of definite musical events where the composer works less with notes but more with contexts and the participants are united by the pathos of the Utopian local project aiming at critical destruction of the existing models. Among the most interesting attempts of this type last year there were some foreign premieres worth mentioning such as done by Georg Haas, Franck Bedrossian, Stefan Prins and especially experimental music theatre (*Winzig*) of Manos Tsangaris in Ultimafestivalen in Oslo; the newest acoustic «inventions» hidden under the mask of musical accompaniment to theatrical performances often turn out to be the core of the action; absolutely incredible transformation of the world classical music. Presented new musical thinking is a result of the radical breakthrough beyond the European *Tonsatz* i *Harmonielehre*.

Mentioned tendencies appear to be aiming not at proving V. Martynov's tragic statement about «the end of the composers' epoch» but making desperate attempts to deny it. Special creativity is observed in works by an American composer Mark Barden, Italian Lorenzo Troiani, Dane Christian Winther Christensen, Norwegian Lars Petter Hagen, Spaniards Abel Paúl, Marina Poleukhina and Alexander Chernyshkov and others.

However, unfortunately, their efforts don't move beyond the limits of attempts to present positivistic self-satisfaction and scientism ideas of 'looking secretly' at the mystery of a 'new Earth's ruler'. It seems that we are presented a type of a so called 'Kafkian person' who seems not so tragic as pointless, completely immersed into the problems of nomadology, the philosophy of crisis, the search for marginal self-identification. The alternative to this position can be intonative consciousness able to do responsible anagogical self-criticism. In order to observe this intonative consciousness a course of Musical anthropology has been devised.

Materials and methods

The scientific ground of the subject of Musical anthropology was suggested in groundbreaking research and ethnographic description by Bruno Nettl, Alan P. Merriam, A. R. Radcliffe-Brown, Anthony Seeger, David P. McAllester, and also Vladimir Martynov, Viktoriya Suhantseva, Viktoriya Getman, Alla Toropova and others. On the one hand, it is an investigation of music as an ethnical, cultural, social, and psychological phenomenon, on the other hand, it is an investigation of 'variety of revelation of homo musicus (as a composer, musician, listener) in a spiritual and creative process'.

The original textbook (2016) is a result of a completely innovative research concerning the meaning and style evolution of intonative consciousness (in the context of Christian anthropology). Its publishing was preceded by narrative studying during which Master's students had been inspired to do erothemetic search for the essence of the following ideas: hierophanic essence of music in a sacred space (Topic 1); strategic conditions of traditional and historical types of homo musicus in their choice of spiritual transformation or of both evolutionary and revolutionary self-assurance (Topic 2); the typology of religious phenomenology of intonative consciousness as a symbolic and syncretic function of human psyche which is realised on the level of eideticity of musical being (Topic 3), individual image of a prayer as a anagogical factor of composing practice (Topic 4); musical and rhetoric antonymy as metaphorical vocabulary of a Baroque composer-preacher (Topic 5); musical disposition of classicists as Cartesianian and Kantian search for canon of a natural human (Topic 6); subjectively intonative reflection and creation of the existence by 'the Demiurge of esthetic shadows' as a revelation of 'Christological decline' of a composer-romanticist (Topic 7); a trip of a Kafkian producer-consumer over musical avant-garde 'wonderland' as an attempt to return to a sacred ritual (Topic 8).

Psychological and pedagogical problems of modern specialist formation

Consequently, epistemological interpretation is done on the basis of the original concept of the musical anthropology content as a factor of spiritual asceticism of Music Master's students which means:

- the interpretation of spiritual strategies (such as rituals, divinization, evolutionary and revolutionary act, matrix) and principles (such as bricolage, variability, composition) of realization of different models of a homo musicus what means prevalence of heartfelt prayers on iconic stage (on condition of antonymous creation as an act of obedience and development of Catholithianic consciousness) and on cultural stage or prevalence of rational prayers (on condition of author's creation as an act of rebellion);

- the interpretation of the reasons for the extension (in the epoch of cantus firmus) of the range of the existential iconic singing and introduction of a new type of intonative consciousness which is revealed in 'new authenticity' of compositional structures (such as organum of the Notre-Dame epoch) and in the violation of the author's canon by folk melodies;

- the interpretation of the reasons for the beginning of the epoch of thematism and the appearance of a 'smart' preacher of the allegorical, topological and anagogical senses of musical texts which bear affective procedural character specifically musical and rhetoric schemes (indices and icons) as fundamental paradigm of the composer's practice of a 'Cartesianian personality'.

- the reasons for the necessity of a new cognitive strategy ('harrowing' into secular world and rising to a spiritual ideal on a gradually horizontal trajectory), discovery of the principle of thematic development and reanalyzing the connection between music and rhetoric in classicistic Gospel sermons as a fundamental paradigm of the composer's practice of a 'Kantian personality' who appears to be an independent fighter with a perfectly formed titanic (Sturmeric) dignity (based on the deep belief in personal perfection as a reflection of God), with an intention to seek the truth, with the skills to efficiently combine striking novelty of individually sensitive musical expression with then known rational method of its organization;

- the interpretation of the reasons for the contradiction of intonative consciousness of romanticists: on the one hand, they look like a 'Frankenstein with a blue rose' who has lost his human and angelic appearance living without God, on the other hand, they appear to be escapist-dreamers with bitter images of 'religiousless Christianity' combined with extreme dissatisfaction, complaints, anger in their consciousness.

- the interpretation of causality of anthropological disaster that reflects the following: existential atmosphere of the first avant-garde (before 1930-s) when an intonative extreme collectivist desperately denies common

sense; the second post-war avant-garde (1945-1968) which was quietly and continuously insisted on by an intonative radical individualist; the third avant-garde (since 1970-s) during which minimalists have been acquiring 'the art of not being a composer' and the music has eventually obtained its own 'ego' wearing all possible masks of different techniques and approaches (micro tonation, aleatoric music, action, glitch) that reflect unprecedented (still musically approved) nature of correlation between homo musicus and a machine what is often incomprehensible for listeners and causes doubts in its reasonability;

- the interpretation of the consequences of damaging the correlation between an intonative person and the space and its Creator, as a result, the search for soteriological defense takes place and the project of 'new sacred space' has been introduced.

The phenomenon of new sacred space means:

- interpretation of the text as a sacred structure that transforms psychological 'now' into metaphysical 'now=always' and allows writing musical statements into time-space out of music and makes possible its canonic interpretation (that overcomes modern tendency to interpret sacred texts in an emotional and psychological way);

- renovation of cantusian writing that is based on the system of liturgical singing: Gregorian chant, ancient Rus chant, Byzantine octoechos, traditions of early polyphonic adaptation of monody, archaic folk music, styles of Renaissance and Baroque polyphony, Venetian polichoir, and also stylistic idioms of New music;

- commenting on historic and stylistic complex as a cantus that implies using reading techniques 'of the parallel places' and text collage technique as forms of comments; introducing the parallel text above the main material and creation of the context as a source of author's comments;

- actualization of musicians' authenticity according to style models.

Differentiating the introduced versions of the defined concept in the postmodern musical space requires from Music Master students *to comprehend* the typology of:

- symbolic structures of anthropological sense;

- musical texts according to the ways of anthropological and sense codification; semiotic principles of their organization and the criteria of their ranking according to the levels of complicity of forming anthropological sense;

- musical practice of anthropological and sense intonation including:

- a) image and subject musical practice (musical text is regarded as the project of manipulation of simulacra of the humanity's archetypes initiated by 'producer-consumer');
- b) symbol and meaning musical practice (musical text is regarded as an author's intellectual and affective construction of

Psychological and pedagogical problems of modern specialist formation

thinking image of anthropological sense in a space of sacred tradition);
c) sign and scheme musical practice (musical text is viewed as a spiritual awakening, humble following a sacred canon and its translator is considered to be a viewer of the human essence in a sacred space of their existence);

to acquire:

- the skills to define the limits of the 'body' of intonative sense of rhetoric figures (of an icon, index, symbol) and disposition in order to define the anthropological sense;

- the technique of inquiring the anthropological sense in different types of musical texts interpretation specifically: a) sense shortage and generalization in the process of changing the perspective; b) metaphorical perception of allegorical-tropological-anagogical senses of musical texts; c) the technique of logical organization of thinking search in the process of figuring out (retro-, pro-, transpective reflection) the trajectory of appearance and transformation of intonative and meaningful complexes; d) hypothetical deductive explication of the process of proposed musical modeling of the anthropological sense and multifunctional communication by thoughts.

The desire to help a musician-listener to be aware of causal conditions of homo musicus performing in sacred space – space of sacred art – art space – space of producing-consuming (with the aim to follow gradual and endless self-damaging transformation) has determined the necessity to introduce the models of sense and hermeneutic didactic, specifically:

- latent obligatory learning as observing the model of differentiating the anthropological sense of the musical texts (artifacts);

- associative learning as an inborn differentiating icons and indices of a person-archetype;

- dialogical incentive teaching to understand and interpret musical texts; art-projects.

Realization of these didactic models is obviously based on the following principles:

- *improvisation* as a means of unexpected and transforming organization of the studying process;

- *variability* as a gradual variation of the plan in the process of musical adapting the anthropological sense;

- *paradoxality* as a conflict between theoretical grounds and ontological being of musical modeling anthropological sense;

- *intonationability* caused by the intonative nature of human consciousness.

Results

The experimental implementation of the course in the studying process proved that the final solution to the problem of the phenomenology of intonative consciousness from the perspective of antonymic mutual dependence between human nature and personality means spiritual rise of Master students themselves: changing their direction from the faith in their own almighty talent into realizing their creative weakness and belief in the higher wisdom and hope (humble expectation) for help in the deal of affective and intellectual owe of the powerful God's Creation. Only this pure faith is able to inspire a homo musicus to improve the gifted qualities as factors of awakening and avoidance of possible art practice which are characterized as 'emptiness and decline into non-existence'.

Discussion and conclusions

Expertise evaluation of the results after having done the course of Musical anthropology by Master students proved the importance to use the techniques of narrative, hermeneutic, sense didactic as well as original technique of spiritual receptions in the environment of both conscientious will and believing thought which are able to inspire a young scientist to gain anthropological competence with the aim to prevent their souls from existential anxiety.

The problem of the limits of total evidentness of sense information coded in artifacts, the ability of a recipient to perceive the confession (iconic) of a certain fictional text and grounds for successful realization of this process doesn't lose its constitutiveness and still remains the horizons for the theory and practice of the professional art education. The analysis of the contents of the methodological and teaching sources proposed to contemporary art teachers reveals, though, that it is mostly oriented to Aristotle's «nature aesthetics». Probably, for the mass culture epoch which has substituted Madame Tussauds' waxworks for the artists who had been creating their masterpieces by means of dying this theory may be reasonable. However, even in the situation of confrontation between mechanic and philosophy of art this aesthetic concept appears to be inappropriate. Moreover, in the case of post-dualistic paradigm what implies self-referenceness of the essence of objectness when the structure of the text and the structure of its sense coincide in adjusting and similarizing the non-said and what cannot be said, it merely prevents from understanding (Ch. Blanc, M. Brütje, H. Sedlmayer, E. Panofsky). The situation cannot be improved either by realization of the potential of an absolute emotion as an elementary human ability (even if not just a separately taken affect or set of affects but the experience of the spiritual rise and the rise of «I», what calls a person to self-perfection, is meant) or fundamental (realized by ancient

Psychological and pedagogical problems of modern specialist formation

Greeks) statement «think by the thought about the world» [1, p. 75]. Because both positions don't take into account the experience of perception as experience of freedom which appears to be the result of getting the truth.

References

1. Getman, V. V. (2007). Spetskurs «Musykalnaya antropologiya» v sisteme podgotovki pedagoga-musykanta [Special course «Musical Anthropology» in the system of training a music teacher]. *Sredneye professionalnoye obrazovaniye – Secondary vocational education*, 3, 28-29 (in Ukrainian)
2. Suhanceva, V. K. (2000). *Musyka kak mir cheloveka. Ot ideyi vselennoy – k filosofiyi muzyki [Music as the world of man. From the idea of the universe – to the philosophy of music]*. Kyiv: Fakt. (in Ukrainian)
3. Toropova, A. V. (2002). *Musykalno-psyhologicheskaya antropologiya kak put issledovaniya musykalnogo soznaniya cheloveka [Musical-psychological anthropology as a way to explore the musical consciousness of a person]*. Moscow: MPGU. (in Russian)
4. Blacking, J. (1998). Some problems of theory and method in the study of musical change. *Yearbook of the International Folk Music*, 9, 1-26.
5. Nettl, B., & Bohlman, P. V. (Eds.). (1991). *Comparative Musicology and Anthropology of Music: Essays on the History of Ethnomusicology*. Chicago: University of Chicago Press.
6. Merriam, A. P. (1984). *The anthropology of music*. Chicago: Northwestern University Press.
7. Merriam, A. P. (1987). Definitions of «Comparative Musicology» and «Ethnomusicology»: an historical-theoretical perspective. *Ethnomusicology*, 21, 189-204.

Людмила Кондрацька. Духовні перспективи музичної антропології в постмодерністському контексті.

У статті здійснена спроба обґрунтувати концепцію змісту магістерського курсу музичної антропології на основі апріорного розуміння людини музикуючої в її причетності Божій повноті, тобто як антиномічного взаємозв'язку даного Образу (її мінливої природи) і заданої Подоби (незмінної особистості) на шляху завойовання благодатної свободи і пасування перед її випробуваннями: обміну достовірності Спасіння на квант «земного раю».

Ключові слова: феноменологія інтонуючої свідомості, стратегії людини музикуючої, типи молитовного діалогу, музично-риторична проповідь, новий сакральний простір, духовне подвижництво.

Ludmila Kondratska. Duchowe perspektywy antropologii muzycznej w postmodernistycznym kontekście.

W artykule podjęto próbę uzasadnienia koncepcji magisterskiego kursu muzycznej antropologii, na podstawie apriorystycznego rozumienia muzyka w związku z jego z boską pełnią, czyli antynomicznego związku tego Obrazu (jego zmiennego charakteru) i Wyglądu (niezmienna osobowość) na drodze do uzyskania łaski i wolności. Sprostanie tym wyzwaniom jest możliwe dzięki wymianie autentyczności zbawienia w ideę «ziemskiego raju».

Słowa kluczowe: fenomenologia świadomości intonacji, strategia człowieka muzykującego, typy modlitewnego dialogu, muzyczno-retoryczne kazanie, nowy sakralny obszar, duchowe wysiłki.

Received 25.06.2017

Information about the author:

Kondratska Ludmyla – Doctor of Pedagogic Sciences, Full Professor, Professor at the Department of Musicology and Music Techniques, Ternopil Volodymyr Hnatiuk National Pedagogical University.

Inna Zavaruieva

Dnipropetrovsk National University of Railway Transport
named after academician V. Lazaryan

INTERCULTURAL COMMUNICATION AND THE USE OF NON-VERBAL MEANS IN THE LEARNING FOREIGN

The article considers the problem of using non-verbal components in the teaching of Russian as a foreign language, analyzes the features of non-verbal means of communication serving to create, transmit, and perceive messages in intercultural communication. The study and teaching of a foreign language should be carried out in close connection with the world of the native speakers, in an inseparable unity with the cultures of peoples who use these languages as a means of communication. In the process of communication, an important role belongs to the culture of communication, to which not only the form of speech relates, but also its non-verbal component (body movements, mimics, gestures, etc.). Non-verbal components are essential components of communication, since they are the most important bearers of message values. An important contribution to the problem of studying non-verbal communication was made by the domestic and foreign scholars A. Piz, M. Kozzolino, T. M. Nikolaev, B. A. Uspensky, V. P. Morozov. The importance of teaching methods for RCTs is a problem related to the study of the linguistic and conceptual picture of the world of the Russian person, knowledge through the language of axiology, the emotional and ethical spheres of Russians. All this makes it possible to get closer to the understanding of the Russian people, promote more successful intercultural communication, and form a special attitude towards the culture of the country of the language under study.

Keywords: *nonverbal communication, communication culture, language and conceptual picture of the world, the semantics of non-verbal communication.*

Introduction

One of the urgent problems in the teaching of a foreign language today is the need for a deeper study of the world of its carriers. Without understanding socio-economic systems, knowledge of cultures, studying traditions that have shaped the way of thinking of those people with whom it is necessary to interact, it is impossible to learn the language as a means of communication. In modern linguistics, culturology, in the methodology

of teaching foreign languages, intercultural communication is the object of close attention of scientists.

The pages of the scientific literature pay great attention to the problem of intercultural communication in professional and pedagogical activity. One of the aspects of this direction is the study of non-verbal means of communication, which plays an important role in the process of intercultural interaction, since it is known that various means of non-verbal communication (gesture, facial expression, posture, view, distance) are in some cases more expressive and effective than words. In modern linguistics, culturology, the methodology of teaching foreign languages, intercultural communication is the object of close attention of scientists. Among the works in the field of cultural communication are the works of Vereshchagin E. M., Ignatova I. B., Kostomarov V. G., Mitrofanova O. D., Furmanova V. P., Bakhtina M. M., Ter-Minasova S. G., Afanasyeva I. N., Busygina A. G., Busygina A. L., Grekova A. A. and others.

According to me Ter-Minasova S. G., the basis of any communication is the «mutual code», mutual knowledge of the realities, knowledge of the subject of communication between the participants in communication [5], so the study and teaching of a foreign language should be carried out in close connection with the world of the speakers of the language being studied, in indissoluble unity with cultures of peoples using these languages as a means of communication. Only in this way it is possible to provide foreign language learners with the necessary background knowledge, without it, real communication is impossible. In every country, people communicate in different ways: in accordance with their customs, traditions and mentality. In the process of communication, an important role belongs to a culture of communication, which includes not only the forms of speech, but also its non-verbal component (body movements, facial expressions, gestures, etc.). Non-verbal components are the most important components of communication, since they are the most important carriers of message values. Most often the non-verbal transmission occurs simultaneously with the verbal and can either enhance or change the content of words. In the opinion of psychologists, 60-80% of communication occurs due to non-verbal means only 20-40% - due to verbal ones. This opinion is confirmed by researches of scientists in the field of cultural communication, according to the data presented in the book of Ter-Minasova's S. G. «*War and the World of Languages and Cultures*», communication consists of: 7% verbal means proper, 38% phonetic language design, 55% non-verbal means [4, p. 93].

A significant contribution to the problem of studying non-verbal communication was made by domestic and foreign scientists Pease A., Koztsolino M., Nikolaeva T. M., Uspensky B. A., Morozov V. P.

Psychological and pedagogical problems of modern specialist formation

The relevance of the topic of this work is conditioned by the needs of the communicative and activity-based methodology of teaching Russian as a foreign language. The aim of the study is to comprehensively interpret the non-verbal means of communication. Importance for the methodology of teaching RCTs presents problems related to the study of the linguistic and conceptual picture of the world of the Russian people, cognition through the language of axiology, the emotional and ethical spheres of Russians. All this allows us to approach the understanding of the Russian people, contributes to a more successful intercultural communication, and forms a special attitude to the culture of the country of the studied language.

Materials and methods

A foreign student who for the first time found himself in a new socio-cultural environment without knowing the language can instinctively (at the level of gestures and facial expressions) perceive certain information. Often, facial expressions or gestures affect the addressee more than any words - induce to action or, conversely, to relaxation. The gesture reports what is between the lines and makes communication more complete and vivid.

One of the most important qualities of a teacher is his ability to organize interaction with students. Not only verbally, but also with non-verbal means. When organizing the teaching of the Russian language for foreign students, it is necessary to take into account that speech gestures are nationally and socially conditioned: different gestures used to express one feeling, and the same movement of the hand can mean different things in different peoples – from anger to amazement; A gesture adopted in a particular social environment can cause condemnation or misunderstanding in other collectives. Accounting for this factor is important for the proper organization of the teacher's communication with foreign students, and is also an integral component of mastering Russian language by foreign students. Thus, in order to avoid misunderstandings in parallel with other aspects of the Russian language, it is necessary to acquaint foreign students with the typical gestures and facial gestures. When the national-cultural component is included in the content of teaching a foreign language, adequate means are needed to assimilate it. Such means can be, first of all, authentic materials: literary and musical works, objects of real reality and their illustrative images, which are the most likely to bring the student closer to a natural and cultural environment. There is no doubt that the wordless language of the posture, gesture, look, spatial composition of the pictorial canvas and the film frame has not been sufficiently studied. Thanks to researches in the field of semiotics, sociolinguistics and the theory of communication. The questions of studying sign language attract the attention of scientists. Of course, the teacher of Russian as a foreign

language should take into account that there are national differences in the use of gestures. In a foreign audience, it is especially important to understand the teacher's gestures used by students, and to use non-verbal means by the teacher, adequately perceived by the audience.

With inter ethnic communication, questions of semantics gesture become especially important. Errors in interpretation occur mainly when they coincide formally: a similar gesture is given to the meaning that it has in its culture (the textbook example of misinterpretation with formal gesture coincidence is the opposite movement of the head in the affirmation and denial of Russians and Bulgarians, in the German and Ukrainian communicative Behavior. There is a difference when the German begins to count, then the bent fingers of the left hand unbend with the fingers of the right hand, starting with the thumb, we have the opposite, the fingers bend with a little finger). The teacher should also remember that foreign communicative behavior has gestures that are absent in the native language (for example, a gesture of tapping the table with bones of the fingers, expressing approval and satisfaction from a well-read lecture or report at the conference). Shallow penetration into the environment of the studied language leads to errors and comic situations. There are general norms of gesticulation adopted by different peoples (from the reserved to the temperamental in the north), some specific differences in the sign language have social, professional and confessional groups. All these facts should be taken into account by teachers in the classroom. Knowledge of foreign language students' dictionaries will allow the teacher to receive feedback when submitting material and to correct the information provided during the course. But, nevertheless, not knowing the language of another country, he can explain himself with foreign students using gestures. Hence, there are some general rules for their application and decoding everyone, for example, understands that a raised hand means calling for attention, clapping hands – approval, nodding his head – consent threatening to shake his fist – anger, shrugging his shoulders – lack of interest, passivity, yawn – boredom, hand motion palm to himself – request to approach, etc.

Because of insufficient knowledge of vocabulary, foreign students who first find themselves in a new social environment experience feelings of anxiety and anxiety associated with a number of psychological reasons they always cannot tell the teacher. The gestures are more eloquent than their words. You just need to be able to notice the signals that are sent. An attentive teacher in the gesticulation of students can determine their emotional state. Each emotion has a special effect on body movements, slowing or speeding them up. For example, joy, high spirits make the movements quick, expansive, rhythmic, expressive. On the contrary, with depression the person's movements become slow, indecisive, and an attack

Psychological and pedagogical problems of modern specialist formation

of anger manifests itself in a delay in breathing and closing of the lips. Various ways can also be expressed discontent, vexation or disgust. The presence of such gestures and body movements in the student testifies the appearance of psychological barriers before him.

The Incorrect interpretation of completely harmless gestures sometimes leads to sad misunderstandings. Teachers of Russian as a foreign language need to take this into account and develop their own specific strategy and tactics that will help to remove psychological difficulties, create conditions under which students will feel psychologically comfortable in a foreign culture environment. The knowledge of culturally-conditioned behavioral scenarios (the norm that native speakers of a particular culture usually follow in communication) makes it possible to decipher what they see, hear and helps to understand others as well [1]. In the absence of non-verbal means of communication, the communication process proves to be inadequate.

Discussion and conclusions

Thus, it should be said that non-verbal communication is of great importance in cross-cultural relations. Studying a foreign language is necessary to teach its silent options. Reading correctly the body language and using it in communication between representatives of different cultures can be successful and fruitful. The linguistic-cultural aspect in the study of a foreign language provides with the allocation of linguistic units, signs that have features of verbal and non-verbal design in the native and studied language. Ethical norms of communication that reflect the mentality of this cultural and linguistic community, to allow the statement to be adequately addressed to a specific situation. And then the understanding will be everywhere: in the streets of London, and in the Middle and Far East.

So, using non-verbal means of communication, the teacher raises the effectiveness of the learning process, creates a positive tone of communication, establishes and maintains contact, affects the verbal activity of students and promotes the memorization of educational material as well.

References

1. Vezhbitckaia, A. (1996). *Jazyk. Kultura. Poznanie [Language. Culture. Cognition]*. Moscow: Russkie slovari. (in Russian)
2. Morozov, V. P. (1998). *Iskusstvo i nauka obshhenija: neverbal'naja komunikacija [The art and science of communication: non-verbal communication]*. Moscow: IPRAN. (in Russian)
3. Nikolaeva, T. M., & Uspenskij, B. A. (1966). Jazykoznanie i paralingvistika [Linguistics and Paralinguistics]. In T. M. Nikolaeva (Ed.), *Lingvisticheskie issledovanija po obshhej i slavjanskoj tipologii – Linguistic*

researches on the general and Slavic typology (pp. 63-65). Moscow: Nauka. (in Russian)

4. Piz, A. (1995). *Jazyk zhestov: kak chitat' mysli drugih ljudej po ih zhestam* [*Sign language: how to read other people's thoughts by their gestures*]. Moscow: Aj-K'ju. (in Russian)

5. Ter-Minasova, S. G. (2007) *Vojna i mir jazykov i kul'tur* [*War and the world of languages and cultures*]. Moscow: AST, Astrel', Hranitel'. (in Russian)

6. Ter-Minasova, S. G. (2000). *Jazyk i mezhkul'turnaja kommunikacija* [*Language and intercultural communication*]. Moscow: Slovo. (in Russian)

Інна Заваруєва. Міжкультурна комунікація і використання невербальних засобів в процесі навчання іноземних студентів.

У статті досліджується проблема використання невербальних компонентів під час викладання російської мови як іноземної, аналізуються особливості невербальних засобів комунікації, що служать для створення, передачі і сприйняття інформації в процесі міжкультурної комунікації. Вивчення і викладання іноземної мови повинно здійснюватися в тісному зв'язку зі світом носіїв мови, яку вивчають, в нерозривній єдності з культурами народів, що використовують ці мови як засіб спілкування. У процесі спілкування важлива роль належить культурі спілкування, до якої відноситься не тільки форма мови, а і її невербальна складова (рухи тіла, міміка, жести і т.п.). Невербальні компоненти є значними складовими комунікації, оскільки саме вони виступають найважливішими носіями значень повідомлення. Істотний внесок в проблему вивчення особливостей невербального спілкування внесли вітчизняні та зарубіжні вчені А. Піз, М. Коццоліно, Т. М. Ніколаєва, Б. А. Успенський, В. П. Морозов та інші. Ключовими для методики викладання російської мови як іноземної є проблеми, пов'язані з вивченням мовної та концептуальної картини світу людини, пізнанням через мову аксіології, емоційної і етичної сфер росіян. Все це дозволяє наблизитися до розуміння народу, сприяє більш успішній міжкультурній комунікації, формує особливе ставлення до культури країни мови, що вивчають.

Ключові слова: невербальні засоби комунікації, комунікація культур, мовна і концептуальна картина світу.

Psychological and pedagogical problems of modern specialist formation

Inna Zavarueva. Międzykulturowa komunikacja i użycie niewerbalnych środków w trakcie nauczania studentów obcokrajowców.

W podanym artykule rozpatruje się problem wykorzystywania komponentów niewerbalnych w nauczaniu języka rosyjskiego jako języka obcego. Oprócz tego analizie poddane są właściwości niewerbalnych środków komunikacji, służących do tworzenia, przekazywania oraz odbierania wiadomości w komunikacji międzykulturowej. Nauka i nauczanie języka obcego powinny odbywać się w ścisłym związku ze światem mediów badanego języka, w nierozzerwalnej łączności z kulturą narodów wykorzystujących języki jako narzędzia komunikacji. W procesie komunikowania się znaczącą rolę odgrywa kultura komunikacji, do której odnosi się nie tylko forma wypowiedzi, ale i jej niewerbalne składniki (gesty, mimika itp.). Niewerbalne środki są najważniejszymi elementami komunikacji, ponieważ to one stanowią najistotniejsze nośniki wiadomości. Znaczący wkład w problematykę nauki komunikacji niewerbalnej wnieśli krajowi i zagraniczni naukowcy: A. Pease, M. Koccolino, T. M. Nikołajew, B. A. Uspienski, W. P. Mrozów. Ważne dla metodyki nauczania języka rosyjskiego jako języka obcego są kwestie związane z nauką języka oraz pojęciowy obraz świata rosyjskiego człowieka, poznanie przez język aksjologii emocjonalnej i etycznej sfer rosyjskich. Wszystko to pozwala zbliżyć się do zrozumienia narodu, przyczynia się do skuteczniejszej komunikacji międzykulturowej, tworzy szczególny stosunek do kultury kraju badanego języka.

Słowa kluczowe: niewerbalne środki komunikacji, komunikacja kultur, językowy i konceptualny obraz świata.

Received 05.07.2017

Information about the author:

Zavarueva Inna – Doctor of Philosophy in Philology, Associate Professor at the Department of Humanitarian Disciplines for Foreign Students, Dnipropetrovsk National University Of Railway Transport named after academician V. Lazaryan.

UDC [316.444:37.091.212]-026.911-047.43

DOI 10.26697/9789669726094.2017.64

© Kozhevnikova A., 2017

Alina Kozhevnikova

Peter the Great St. Petersburg Polytechnic University

STUDENT MOBILITY: INSIDE VIEW

The student mobility is examined in this article. International education today is a way for cultural and knowledge sharing, self-development and deleting stereotypes. Adaptation and integration are the most important parts of the exchange study and it should be correctly organized by host country. The current state of psychology has been analyzed by establishing the meaning of intercultural communications and comparing two exchange studying experiences of the author in Europe (In Sweden and Czech Republic). There are pros and cons of exchange study systems established and particularly discussed step by step. More practical needs and availability of student mobility are also headlined.

Keywords: *study, exchange, student mobility, intercultural, overview.*

Introduction

Studying abroad is one of the best ways for sharing knowledge, building communications and getting experience. Every university has its own way of making intercultural communication, integrate incoming students, but there are common principles. I was an exchange student twice and I tried to complete an overview of such practice in this article.

Materials and methods

International educational ties today can be attributed to the most important and promising areas of international cultural exchange. To note that it can rightly be called one of the most dynamically connected aspects of cooperation since students and scientists are characterized by mobility, the desire to acquire new knowledge [2].

Modern international migration has a strong result, it adjusts the life of both the host community and the donor, influences the policies pursued by sovereign states, the relations between individual social groups within the recipient countries, and also changes the personal characteristics [3].

A positive attitude towards the representatives of another culture is also connected with such phenomena as adaptation and integration.

Psychological and pedagogical problems of modern specialist formation

Adaptation is associated with the desire of a person to adapt to the conditions of another culture, without fundamentally changing their identity, preserving their traditions, moral and ethical values.

A deeper penetration and comprehension of another culture is associated with integration. Integration into another culture and cultural environment is conditioned by certain living conditions and is possible when the individual lives in another environment long enough.

The advantages of cooperation in higher education are obvious: it is the pooling of resources, especially when they are so inaccessible as now; Eliminates duplication and unnecessary copying of research topics; Better identification of projects and increasing confidence in their feasibility in a collective supervisory environment [1].

Results

The first exchange experience was in Umea, Sweden. The second one was in Prague, Czech Republic, and I want to headline four positive points with some comparing:

1. Good supporting team (or buddy program), where you can find help for day-to-day life.

In Umea there were teams made of 15 students each. A team was constant for all of the competitions. Additionally, teams made their meetings.

In Prague there were personal buddies for every exchange student. This is good for the first days and accommodation questions, but many buddies are lost after a couple of weeks. Hence, the first approach is better in accordance with human nature.

2. Clear document system, which you can easily complete even on foreign language.

Step to step system, moodle and rewriting of information helps to be ready with all documents in time and be in touch with every happening.

3. Wide cultural programs, which helps to assimilate at a new country.

Excursions, games and language classes (Czech), dancing classes (Sweden) become a good activity and intercultural diving.

4. High level of education and opportunities for studying different fields.

Mixing your field of study with a couple of other additional courses lets to get more experience.

At the same time I can add missed zones:

1. Scientific coaching. It would be more effective for students to keep in touch with a supervisor, who will coordinate with conferences, laboratories and everything concerning field of study.

2. Working on real projects or make a practice on real job in the country.
3. It should be an easier way to participate in a short-term including education program for every country.

Discussion and conclusions

Student mobility system is a perspective way for better education, but it should be more practical and available. Wider cultural experience, duplication of events and stuff helps to build stronger integration into a host country.

References

1. Astafieva, L. S. (2009). Mezhdunarodnyye obrazovatelnyye obmeny: istoriya i sovremennoye znachenije [International educational exchanges: history and contemporary significance]. *Bulletin of Peoples' Friendship University of Russia*, 3, 40-46. (in Russian)
2. Bogolyubova, N. M., & Nikolaeva, Ju. V. (2009). *Mezhkulturnaya kommunikatsiya i mezhdunarodnyy kulturnyy obmen [Intercultural communication and international cultural exchange]*. Saint Petersburg: SPbKO. (in Russian)
3. Ryazantsev, S. V., & Grebenyuk, A. A. (2014). «Nashi» za granitsey. *Russkiye, rossiyanе, russkogovoryashchiye, sootchestvenniki: rasseleniye, integratsiya i vozvratnaya migratsiya v Rossiyu [«Our» abroad. Russians, Russian-speakers, compatriots: resettlement, integration and return migration to Russia]*. Moscow: ISPI RAS. (in Russian)

Аліна Кожевнікова. Студентська мобільність: внутрішній перегляд.

У цій статті розглядається мобільність студентів. Міжнародна освіта сьогодні є способом обміну культурами та знаннями, саморозвитку та стирання стереотипів. Адаптація та інтеграція – це найважливіші частини дослідження обміну. Поточний стан психології було проаналізовано шляхом встановлення значення міжкультурної комунікації та порівняння двох обмінних досліджень автора в Європі (у Швеції та Чехії). Є плюси і мінуси систем обміну. Більш практичні потреби та наявність мобільності студентів також орієнтовані.

Ключові слова: навчання, обмін, студентська мобільність, міжкультурний, загальний огляд.

Psychological and pedagogical problems of modern specialist formation

Alina Kozhevnikova. Mobilność studentów: wymiar zewnętrzny.

W niniejszym artykule omawiana jest mobilność studentów. Obecnie edukacja międzynarodowa jest skutecznym sposobem poznawania obcej kultury i zdobywania wiedzy, pomaga w samorozwoju i eliminowaniu stereotypów. Adaptacja i integracja są najważniejszymi elementami wymiany studentów. Aktualny stan psychologii został przeanalizowany poprzez określenie znaczenia komunikacji międzykulturowej i przez porównanie dwóch badań dotyczących wymiany autora w Europie (Szwecji i Czechach). Są plusy i minusy systemów wymiany. Są również uprawnienia do tworzenia dostępności praktycznych potrzeb i mobilności studentów.

Słowa kluczowe: studia, wymiana, mobilność studentów, międzykulturowe, przegląd.

Received 05.07.2017

Information about the author:

Kozhevnikova Alina – Master Student, Peter the Great St. Petersburg Polytechnic University.

UDC 373:[005.336.4:005.961]:793.35"34"(4)

DOI 10.26697/9789669726094.2017.68

© Podcherniaieva N., 2017

Nataliia Podcherniaieva

H. S. Skovoroda Kharkiv National Pedagogical University

**EXPERIENCE OF REALIZATION OF DAY OF EUROPE
AT EUROCLUBS IN GENERAL EDUCATIONAL
ESTABLISHMENTS**

In the article the problem of organization and realization of Day of Europe is considered. Day of Europe is one of facilities for pupils to get acquainted with European values at euroclubs of general educational establishments. Essence of a concept «European values» is exposed, the role of a school euroclub as one of forms of an extracurricular work for teaching an information about European subjects, experience of Day of Europe realization in general educational establishments of Ukraine is reflected. It is found out, that application of proper forms of event realization assists the best understanding of essence of certain European values. The experience of Day of Europe realization at Ukrainian euroclubs demonstrates a widest spectrum of interactive educator work forms for the best cognition of culture and customs of European countries. It is found out, that an important moment in education of schoolchildren is theirs knowledge, that Europe is begun with each of them.

Keywords: *Day of Europe, euroclub, European values, forms of work.*

Introduction

The celebration of Day of Europe became an important step in strengthening of self-definition of Ukraine as a European state participating traditions and values of Europe. Day of Europe became an annual event in our state according to the Decree of President of Ukraine from April, 19 in 2003 № 339 [1]. Greater popularity of this holiday is acquired by school euroclubs. Euroclub is one of the most effective forms of extracurricular work that assists mastering the information about European subjects.

Materials and methods

The problems of organization of work at euroclubs were researched by scientists P. Verbytska [2], S. Lutsenko, A. Horon, O. Kalenyk [3], P. Kendzior [4], A. Kyrpa [5]. Practical advices in relation to work of euroclub are given in publications of R. Dymek [6], Yu. Loburets [7], L. Parashchenko [8]. Without a regard to an increasing interest of scientists

Psychological and pedagogical problems of modern specialist formation

and practical teachers in research of European projects and organization of work at school euroclubs, a deeper study of essence of European values and bringing up schoolchildren in spite of European values deserves attention too.

The main aim of this article was to light up the question of organization and realization of Day of Europe as one of facilities of acquaintance with European values in an educational process at euroclubs in general educational establishments.

Results

Common determination of essence of European values was offered by N. Amelchenko, who determines it as a system of axiological maximas, basic principles of development of a family, a society and a state, political, economical, cultural, legal and other norms, that unites meaningful most of Europe habitants and presents basis of their identity [9, p. 2]. European values have a concrete practical expression as legal norms, base documents of CE and European Union envisaged in a row, and found the reflection in the Charter of basic rights of European Union [10]. Questioning in 27 countries of EU, conducted a few years ago on the order of European Commission, educed such ideals of the polled Europeans: human rights (37%), world (35%), democracy (34%), supremacy of law (22%), respect is to other cultures (17%), solidarity (15%), respect is to life of man (14%), equality (13%), personal freedom (11%), tolerance (10%), self-expression (4%), religion (3%), did not know what to answer (5%) [11].

The main aim of marking of Day of Europe is an acquaintance of students with European values and traditions, popularization of general European cultural acquisition, and also realization of national self-definition.

During last years the practice of scale celebration of Day of Europe has been successfully approved in the regions of Ukraine.

Events take place both on school and on municipal and regional levels. Euroclubs in all schools prepare actively to Day of Europe: every class of junior and middle school studies and presents on a school festival the history and the culture of one of European countries, symbolics, national clothing and foods, acquaints with national literary heroes. Senior pupils demonstrate generalism and ability to answer questions about European subjects.

As a result of open Internet-resources analysis [12; 13; 14] it is possible to draw a conclusion: aims, tasks and subjects of events, organized by euroclubs in different Ukrainian regions in relation to celebration of Day of Europe are overall. Applications of certain forms of events realization assists the best understanding the essence of European values, mastering of

information about European subjects, bringing in students to active actions in the processes of eurointegration of the country (see a Table 1).

Table 1

Use of forms of educator work by euroclubs at a celebration of the Day of Europe for understanding the essence of the European values

Value	Essence of value	Form of event
1	2	3
Dignity (division 1, art. 1-5) [10]	The right to life, to body security, the prohibition of behavior that humiliates dignity, freedom from slavery and dependent state	Conversations, photo-exhibitions
Freedoms (division 2, art. 6-19) [10]: fundamental civil and political freedoms envisaged in European convention for the human rights	The right to freedom and body security, the respect to private and domestic life, privacy of the personal character, the freedom of idea, conscience and religion, the freedom of expression of one's opinion and freedom of information, the freedom of collections and associations, social rights: right to education, the freedom of professional activity, right to work, the freedom of enterprise, property rights	Lessons of communication, lessons of politeness, art lessons, brain rings, virtual trips, literary competitions, quests, relay races
Equality (division 3, art. 20-26) [10]	Equality of people in rights, non-admission of discrimination, cultural, religious and language variety, equal rights for men and women, protection of rights of a child and old people	Competitions of graffities, competitions of connoisseurs of European countries' national traditions, culinary fairs, flash mobs, round tables
Solidarity (division 4, art. 27-38) [10]	A right of workers to information, right on services from employment, the right to defence in case of illegal liberation	Trainings, disputes, tournaments

Psychological and pedagogical problems of modern specialist formation

Table 1

1	2	3
Citizenship (division 5, art. 39-46) [10]	Active and passive rights to vote on elections, right to the proper management, freedom of movement and residence, diplomatic defence	Wallpapers competitions, elections of a president of a euroclub, forums, actions, projects
Justice (division 6, art. 47-50) [10]	A right of effective legal defence and access in an uninterested court, presumption of unguinliness and right to defence	Informative lessons, bibliographic reviews of literature, role plays, street actions, seminars

Most mass and organized marking of Day of Europe took place in 2010, when Centers of European information [15] brought over 10 thousand of Ukrainian euroclubs members to participate the event. In many cities there were conducted Parades of Schuman and small tent towns were organized. Thus, in Vinnytsya a tournament of self-made films among euroclubs passed. A slogan of the tournament was: «Europe from the Schuman Declaration until now». In Dnipro the European lesson for senior pupils called «Day of Europe in Ukraine» was held, in Ivano-Frankivsk there was a competition of drawings with a motto «Ukraine is a part of Europe» and a quiz «What do we know about countries of EU». Euroclubs of Kropyvnycki city arranged a photo-exhibition named «Europe from far away and from near distance» and presented creative works, on the topic of «Europe in pictures and words». In Luhansk the fair of European personality passed and an interactive exhibition «Europe in personalities» took place. Euroclubs of Lviv took part in a parade and a quest held in the central boulevard of city. In Nikolaev Day of Europe was marked with an ethnic forum named «European national traditions and traditions of Ukrainian people». There also was a street action «What do we know about EU». In Rivne euroclub members conducted such games as European forfeits, trip, euroclubs, Europe, «Give a crab, Europe!» and participated a radioquiz. Euroclubs of Sumy became participants of intellectually-sporting competition «Eurofoot – quest». In Kharkiv a virtual trip took place. The route of the trip was «Ukraine – Poland – Germany – France – Italy – Ukraine». In Khmelnytskyi in a relay race «Learn more about countries of European Union», euroclubs of each district presented an informative stand.

Euroclubs of Chernivtsi city arranged a photo-exhibition called «Europe in my city: Architecture. Contemporaneity. Historical memory», participated the round table «Europe of the future day». Event «Chernihiv is the cultural capital of Europe» and a pilot excursion «Chernihiv as the European city» was held on Day of Europe in Chernihiv.

Discussion and conclusions

Thus, the experience of Ukrainian euroclubs from realization of Day of Europe demonstrates application of wide spectrum of interactive forms of educator work for cognition of European values, culture and customs of European countries. An important detail of European culture in Ukrainian schools is a knowledge of schoolchildren that Europe begins with each of them.

A perspective direction of further scientific researches is the development of quests, flash mobs, ethnic forums as forms of acquaintance with European values for students and active introduction of students in work at euroclubs in general educational establishments.

References

1. Ukaz Prezydenta Ukrainy «Pro Den Yevropy» [A decree of President of Ukraine is «About Day of Europe»]. (n.d.), zakon2.rada.gov.ua. Retrieved from <http://zakon2.rada.gov.ua/laws/show/339/2003> (in Ukrainian)
2. Verbyts'ka, P. V. (2014). Diyal'nist' molodizhnoho yevroklubu yak efektyvna forma hromadyans'koho vykhovannya osobystosti [Activity of youth euroclub as an effective form of civil personality's education]. *Theory and methodology of studies and education*, 36, 160. (in Ukrainian)
3. Lutsenko, S. M., Horon, A. V., & Kalenyk, O. V. (2009). *Osoblyvosti orhanizatsiyi ta diyal'nist' Yevroklubu v zahal'noosvitnikh navchal'nykh zakladakh* [Features of organization and work at Euroclub in general educational establishments]. Sumy: Sumskyi oblasnyi instytut pisladyplomnoi pedahohichnoi osvity. (in Ukrainian)
4. Kendz'or, P. I. (2008). *Yevrokluby v Ukraini: orhanizatsiya roboty ta uspishnyy dosvid* [Euroclubs in Ukraine: organization of work and successful experience]. L'viv: ZUKTS. (in Ukrainian)
5. Kyrypa, A. V. (2012). Osnovni polozhennya diyal'nosti yevroklubu pry zahal'noosvitn'omu navchal'nomu zakladi [Substantive provisions of activity of euroclub in general educational establishment]. *Pedagogical process: theory and practice: collection of scientific works*, 1, 56-62. (in Ukrainian)

Psychological and pedagogical problems of modern specialist formation

6. Dymek, R. (2006). *Yevropeys'kyi klub u shkoli. Navishcho? Yak? Chomu?* [*The European club at school. For what? How? Why?*]. Varshava: Polska Fundatsiia imeni Roberta Shumana. (in Ukrainian)
7. Loburets', Yu., Brushchenko, V., & Babadzhanian, B. (2010). *Metodychnyy posibnyk dlya yevroklubiv* [*A methodical manual for euroclubs*]. Kyiv: Salyutis. (in Ukrainian)
8. Parashchenko, L. (2004). *Yak orhanizuvaty shkil'nyy Yevroklub* [*How to organize a school Euroclub*]. Kyiv: Mizhnarodnyi fond «Vidrodzhennia» (in Ukrainian)
9. Ameljchenko, N. (2013). *Cinnosti ob'jednanoi Jevropy* [*Values of incorporated Europe*]. Kyiv: GhO «Laboratorija zakonodavchykh iniciatyv». (in Ukrainian)
10. Hartiya osnovnyih prav Evropeyskogo Soyuzu [Charter of basic rights of European Union]. (n.d.), *zakon1.rada.gov.ua*. Retrieved from http://zakon1.rada.gov.ua/laws/show/994_524 (in Russian)
11. Jevropejsjki cinnosti: realnistij chy mif? [European values: reality or myth?]. (n.d.), *radiosvoboda.org*. Retrieved from <https://www.radiosvoboda.org/a/25131805.html> (in Ukrainian)
12. Uriadovi portal [Governmental portal]. *www.kmu.gov.ua*. Retrieved from http://www.kmu.gov.ua/control/uk/publish/article?showHidden=1&art_id=223561792&cat_id=223561076 (in Ukrainian)
13. Ternopilska oblasna derzhavna administratsiia [Ternopils'k regional state administration]. *www.oda.te.gov.ua*. Retrieved from <http://www.oda.te.gov.ua/data/upload/publication/main/ua/1125/zvit2017evropa.pdf> (in Ukrainian)
14. Jevropejskijj prostir. Portal projevropejskogho ghromadjanskogho suspiljstva Ukrainy [European space. Portal of the Pro-European Civil Society of Ukraine]. *eu.prostir.ua*. Retrieved from <https://eu.prostir.ua/view/240863.html> (in Ukrainian)
15. Merezha centriv jevropejskoji informaciji [Network of centers of European information]. *ukrcei.org*. Retrieved from http://ukrcei.org/?category=anouns&altname=u_14_rehionah_ukraini_merezha_centriv_evropeiskoi_informacii_provede_zahodi_do_dnya_evropi (in Ukrainian)

Наталія Подчерняєва. Досвід роботи євроклубів загальноосвітніх навчальних закладів з проведення Дня Європи.
У статті порушено проблему організації та проведення Дня Європи як одного із засобів ознайомлення учнів з європейськими цінностями у роботі євроклубів загальноосвітніх навчальних закладів. Розкрито сутність поняття «європейські цінності», визначено роль шкільного євроклубу як однієї з форм позакласної роботи для засвоєння учнями

інформації європейської тематики, висвітлено досвід проведення Дня Європи в загальноосвітніх навчальних закладах України. З'ясовано, що застосування відповідних форм проведення заходів сприяють кращому розумінню сутності певних європейських цінностей. Обґрунтовано думку, що досвід роботи євроклубів України з проведення Дня Європи демонструє застосування широкого спектру інтерактивних форм виховної роботи для пізнання культури та звичаїв країн Європи. З'ясовано, що важливим моментом у вихованні школярів є усвідомлення ними, що Європа починається з кожного з них.

Ключові слова: День Європи, євроклуб, європейські цінності, форми роботи.

Nataliia Podcherniaieva. Doświadczenie pracy euroklubów instytucje edukacyjne o charakterze ogólny z przeprowadzonego Dnia Europy.

W artykule poruszono problem organizacji i przeprowadzenia Dnia Europy, jako jednego ze środków zapoznania się uczniów z europejskimi wartościami w pracy euroklubów. Przybliżono istotę pojęcia «europejskie wartości», określono rolę szkolnego euroklubu jako jednej z form zajęć pozalekcyjnych, które służą przyswojeniu przez uczniów informacji z zakresu europejskiej tematyki, przedstawiono również doświadczenie z przeprowadzenia Dnia Europy w ogólnokształcących edukacyjnych zakładach na Ukrainie. Wyjaśniono, że stosowanie odpowiednich form organizowania imprez sprzyja lepszemu rozumieniu istoty pewnych europejskich wartości. Uzasadniono, że doświadczenie pracy euroklubów Ukrainy (z Dnia Europy) ukazuje zastosowanie szerokiej gamy interaktywnych form pracy wychowawczej w celu poznania kultury i obyczajów krajów Europy. Wyjaśniono, że ważnym momentem w edukacji uczniów jest uświadomienie im, że Europa zaczyna się od każdego z nich.

Słowa kluczowe: Dzień Europy, euroklub, europejskie wartości, formy pracy.

Received 10.07.2017

Information about the author:

Podchernyayeva Nataliya – Postgraduate Student, H. S. Skovoroda Kharkiv National Pedagogical University.

Nicolay Orlov

National Academy of the National Guard of Ukraine

**CLARIFICATION OF THE NOTION «INFORMATION AND
PSYCHOLOGICAL PROTECTION OF LAW ENFORCEMENT
FORCES» IN SCIENTIFIC RESEARCH IN THE FIELD
OF NATIONAL SECURITY**

A concept vehicle and mechanism of informatively-psychological defense of personnel of forces of guard of law and order, that is entered in scientific researches in the field of national safety and degree of responsibility for this defiance of corresponding organizational structures, are considered in the article, given suggestions in relation to further research of the marked problem. Text for is well-proven that informatively-psychological defiance of forces of guard of law and order public authorities engage in, and organs of certain power structures - carry out the role of propagandists of that it is already done, or it is planned within the limits of the state. Warning is done on impermissibility of statement, and moreover scientific ground of that informatively-psychological defence of personnel of forces of guard of law and order engage in the separate power structures of the state. A final conclusion is done: national safety is a marathon, but not sprint and this question it was, is and will decide public authorities with bringing in of necessary forces and facilities certain power.

Keywords: *sources of safety, information, protective contour, defiance, forces of guard of law and order, public authorities.*

Introduction

The forces of law enforcement, which include bodies and certain units of the National Police of Ukraine, the National Guard of Ukraine and other law enforcement agencies, require not only comprehensive provision for solving certain tasks, but also information and psychological protection.

When solving this problem in scientific research, it is important to determine: firstly, the essence of the categorical-conceptual apparatus of the main terms, secondly, the mechanism of informational and psychological protection; and thirdly, which organizational structure is responsible for this problem and to what extent.

The purpose of the article. To clarify the concept of «Information and psychological protection of law enforcement forces», which have use in scientific research in the field of national security and to determine the

mechanism of real protection of the personnel of said forces from negative information and which organizational structure is responsible for this problem and to what extent.

Materials and methods

Questions of the formulation of the problem of information-psychological safety and the main directions of its research were taken care of [1; 2] Anosov V., Lepsky V., Emelyanov G. and others. The classification of the main threats to information and psychological security was substantiated by Averchenkoov V., Kozakov U. [3]. The requirements for the formalization of semantic information in the machine translation system were studied by Ros A., Nikolaevsky O. [4]. The peculiarities of information influences and the possibility of counteracting them were investigated by Kuril A., Zefirov S., Golovanov V. [5].

At the same time, the author did not know the works in which the research was carried out on clarification of the notion «Information and psychological protection of law enforcement forces» during the conduct of scientific research in the field of state security.

Results

The category-conceptual apparatus on the subject of the study contains such concepts as:

1. *State security* it is a category of political science that characterizes the status of social institutions, which ensures their effective activity to maintain optimal conditions for the existence of the individual and society [6]. When solving the problems of state security, the state authorities are asked (apply) the forces of law and order, by conducting a series of measures on information protection of its personnel. Some of these measures are discussed below.

2. *Information*. This is a general and deep concept that cannot be explained in one phrase. In this word is put different content in technology, science, in life situations. Within the limits of a definite research we will understand the information about objects and phenomena of the environment. Such information, which has a negative content, can be both external (created by the hostile side) and internal (created in the middle of the state on the order of the warring elements).

Regardless of its origin, if it contains negative elements, the influence on the psyche of the personnel of the forces of law and order protection will be the task of the relevant state authorities to reduce this influence. To this end, certain measures are being taken to create a so-called «protective circuit».

Psychological and pedagogical problems of modern specialist formation

3. «*Protective contour*» it is artificially create physical and organizational obstacle, which to a certain extent reduces the negative information influence on the personnel of the forces of law enforcement.

Negative information has been distributed using radio-electronic means, printed materials, gossip, which are distributed by specially trained people. Depending on this, the «protective contour» may be of a technical origin, or as coercive measures and prohibitions. The choice of how to create a «protective contour» is determine by the highest authorities of the state, and implement by regional authorities and relevant specialists.

Known ways are: the creation of a system of radio technology to suppress the signals of negative information; prohibition of the use of services of certain operators of local area networks; preparation of printed editions (for example, newspapers) of the Ukrainian direction and their free distribution.

«Protective contour» which create will partially reduce the negative informational impact on the personnel of the forces of law enforcement, which will positively affect their tasks in the field of national security. This is the essence of the mechanism of information protection personnel.

4. *Protection* it is an action for the meaning of protecting, protecting, defending, and protecting. Within the limits of the said study, the protection of the personnel of the forces of law enforcement is engaged in: at the first stage (within the framework of the creation of the «protective contour») – the state authorities; at the second stage (with the information that «leaked through the protective contour» – the relevant officials of the law enforcement forces, by means of clarification, persuasion and own example.

If at the second stage it was not possible to completely eliminate negative information and there are signs of the mental state of the personnel, then this work involves psychologists and doctors in a specialty.

Discussion and conclusions

Thus, the clarification of the notion «Information and psychological protection of law enforcement forces» in scientific studies in the field of national security has shown that the said phrase does not fully correspond to the task and mechanism of protecting the personnel of these forces from negative information. This problem is mainly concerned with state authorities, who are fully responsible for state security, and some secondary tasks of this problem are performed by certain officials of the law enforcement forces.

Continuation of the study on the chosen topic may be: a description of the sources of negative information that affects the psyche of the personnel of the forces of law enforcement.

References

1. Anosov, V., Lepsky, V., & Emelyanov G. (1996). Ishodnye posylki problematiki informacionno-psihologicheskoy bezopasnosti [Initial parcels of range of problems of informatively-psychological safety]. *Problem of informatively-psychological safety*, 7-11. (in Russian)
2. Gmelianov, G., Lepincki, V., & Strelkov, A. (1999). Problemy obespechenija informacionno-psihologicheskoy bezopasnosti v Rossii [Problems of providing of informatively-psychological safety of Russia]. *Informative society*, 3, 47-51. (in Russian)
3. Averchenkoov, V., & Kozakov, U. (2007). Aspekty monitoringa i sistemnogo analiza predmetno orientirovannyj web-informacii [Aspects of monitoring and analysis of the systems in detail oriented to web-information]. In V. I. Averchenkoov (Ed.), *Intellectual systems in industry and science* (pp. 138-139). Sumy: SGU. (in Russian).
4. Ros, A., & Nikolaevsky, O. (2013). Vymohy do formalizatsii semantichnoi informatsii v systemi mashynnoho perekladu [Requirements to formalization of semantic information in the machine translation]. *Military-special sciences*, 31, 59-63. (in Ukrainian)
5. Kuril, A., Zefirov, S., & Golovanov, V. (2006). *Audit informacionnoj bezopasnosti [Audit of informative safety]*. Moscow: Group «BDS-Press». (in Russian)
6. Judas, O., & Bogysh, V. (2005). *Informacijna bezpeka derzhavi [Informative safety of the state]*. Kharkiv: Konsym. (in Ukrainian)

Микола Орлов. Уточнення поняття «Інформаційно-психологічний захист сил охорони правопорядку» в наукових дослідженнях у сфері національної безпеки.

В статті розглянуто понятійний апарат і механізм інформаційно-психологічного захисту особового складу сил охорони правопорядку, який запроваджується в наукових дослідженнях у сфері національної безпеки та ступінь відповідальності за цей захист відповідних організаційних структур, подані пропозиції щодо подальшого дослідження зазначеної проблеми. Автором доведено, що інформаційно-психологічним захистом сил охорони правопорядку займаються органи державної влади, а органи певних силових структур – виконують роль пропагандистів того, що уже зроблено, або планується в межах держави. Зроблено застереження на неприпустимість ствердження, а тим паче наукового обґрунтування того, що інформаційно-психологічним захистом особового складу сил охорони правопорядку займаються в окремих силових структурах держави. Зроблено остаточний висновок: національна безпека – це марафон, а не спринт і це питання було, є і буде вирішуватися

Psychological and pedagogical problems of modern specialist formation

органами державної влади з залученням необхідних сил і засобів певних силових структур.

Ключові слова: джерела безпеки, інформація, захисний контур, захист, сили охорони правопорядку, органи державної влади.

Mykola Orlov. Uściślenie pojęcia «informatywno-psychologiczna siła w tworzeniu porządku prawnego dotyczącego obrony bezpieczeństwa narodowego» w badaniach naukowych w zakresie narodowego bezpieczeństwa.

W artykule rozpatrzono aparat pojęciowy oraz mechanizm informatywno-psychologiczny w tworzeniu porządku prawnego, który został wprowadzany do badań naukowych w zakresie narodowego bezpieczeństwa, a także stopień odpowiedzialności za tę obronę odpowiednich struktur organizacyjnych; podane są również propozycje do późniejszego badania poruszanego problemu. Autor wykazał, że informacje i psychologiczne siły obronne wykorzystywane są przez organy ścigania władzy państwowej oraz niektóre organy mundurowe – działanie jako propagandystów, co zostało zrobione lub jest planowane w państwie. Udowodniono, że istnieje naukowe uzasadnienie tezy, że personel informatywno-psychologicznych sił obronnych zaangażowany jest, w niektórych organach mundurowych, do egzekwowania prawa. Przedstawiono też wniosek końcowy: bezpieczeństwo narodowe to maraton, a nie sprint; pytanie zostanie podjęte przez władze publiczne pomoc niezbędna w kwestii zdolności pewnych struktur władzy.

Słowa kluczowe: źródła bezpieczeństwa, informacja, obwód zabezpieczający, obrona, siły ochrony porządku prawnego, władze publiczne.

Received 15.07.2017

Information about the author:

Orlov Nicolay – Doctor of Public Administration Sciences, Docent, Professor at the Department of Operative Art, National Academy of National Guard of Ukraine.

UDC ((811.111'276.6+004.738.4):159.9):378.147

DOI 10.26697/9789669726094.2017.80

© Gordyeyeva A., 2017

Anzhela Gordyeyeva

Taras Shevchenko National University of Kyiv

**DEVELOPING FUTURE PSYCHOLOGISTS'
ENGLISH COMMUNICATIVE SKILLS
WITH THE ACADEMIC ENCOUNTERS SERIES**

The paper presents teaching English for Specific Purposes (ESP) to university students of psychology. The study investigates the problem of preparing non-native speakers of English to study in English at the college or university level. After observing during the last academic year the second, third and fourth year students' learning when working with different course books and using a variety of authentic materials, the research has shown the necessity of analyzing the Academic Encounters series. The objective of the study is to reveal the advantages of application of the Academic Encounters series, which can provide students of psychology with the communicative skills they need to be successful in academic courses.

Keywords: *English for academic study, the Academic Encounters series, professional communication skills, students of psychology.*

Introduction

In ESP teaching is considered an effective tool used to efficiently receive and convey messages for academic and professional purposes. For example, students of a psychology department may need a suitable command of English to succeed in their academic careers (English for Academic Psychological Purposes – EAPP). Or they may also need English to communicate effectively at their place of work dealing for example with people who have psychological problems (English for Vocational Purposes – EVP). This paper will draw attention to academic approach (EAPP) and will present the analysis of the Academic Encounters series with the purpose to show how much it can help future psychologists to develop their academic skills for further study in English at university level and, of course, for their professional activity in the future.

Materials and methods

Course books selection, application and adaptation to students' needs is an important area in EAPP teaching, representing a practical result of

Psychological and pedagogical problems of modern specialist formation

effective course development and providing students of psychology with all necessary materials with the purpose to equip them with the skills they need in their study at university.

One of the most arguable points regarding EAPP course book choice is what the most appropriate ratio of general English to subject-specific English in the course book is. General English focus of a course book is good for the development of general ability to communicate more effectively, while specific focus of a course book is perfect for improvement of specific academic skills. Both general and specific oriented course books will provide students with necessary skills and knowledge, but the specific orientation of the course books in the *Academic Encounters* series is better for EAPP learners' special demands. Thus, if the choice of a course book does depend on the students' needs in relation to their future study at university in our case, we are inclined to choose the *Academic Encounters* series as a perfect source of EAPP materials that can be useful to develop all necessary academic skills like note-taking, study and discussion skills as well as can help improve students' academic reading, writing and listening.

The first course book *Academic Encounters: Human Behaviour* includes texts for reading taken from psychology and human communications textbooks used in English-speaking colleges and universities. It is designed to help learners improve their skills in reading when working with authentic samples of academic texts, and in writing when high-interest content of the texts also provides stimulus for students' writing assignments.

The second course book *Academic Listening Encounters: Human Behaviour* offers learners a large variety of tasks which involve listening and note-taking and which focus on critical thinking, sharing personal experiences or cultural perspectives. The course book contains authentic audio materials designed to involve students in listening informal and formal interviews, academic lectures in English with the purpose to expose them to different styles of discourse.

Thus, the *Academic Encounters* series includes the course books which are able to provide learners with authentic teaching materials adequate to their academic needs. It prepares students of psychology for success in academic settings as well as presents relevant cultural content, with the view to promoting discussion of cultural differences and universals. Therefore, progressing through the books, working on their academic skills, students will be able to acquire a basic foundation in the concepts and vocabulary of human behaviour on the one hand, and will manage to do an academic course when studying in English at university level in the future on the other hand.

Results

Using a content-based approach to teach students of psychology the skills they require to be able to do an academic course at university, the books presented in the Academic Encounters series have been chosen as major course books for future psychologists who are going to do an academic course in English. The series includes two course books and two teacher's books. The Academic Encounters Book helps students of psychology develop their reading, writing and study skills. The academic Listening Encounters Book helps learners improve their listening, note-taking and discussion skills. The two Teacher's Books are useful to get extra advice on the selection of structures, vocabulary, and measurement of students' progress and achievements through the academic course.

Discussion and conclusions

As we can see the course and teacher's books presented in the Academic Encounters series give EAPP teachers a possibility to offer their students a complete four-skills course in English for academic purposes. The great advantage of this series is that it offers students of psychology the possibility to work with carefully selected authentic materials which can provide a stimulus for students' great involvement into the academic course in the future.

References

1. Seal, B. (2009). *Academic Encounters. Human Behaviour. Reading. Study Skills. Writing*. Glasgow: Cambridge University Press.
2. Council of Europe. (2001). *Common European Framework of References for Languages: Learning, Teaching and Assessment*. Strasbourg: Council of Europe.
3. Hutchinson, T., & Waters, A. (1994). *English for Specific Purposes*. Glasgow: Cambridge University Press.
4. Espeseth, M. (2009). *Academic Encounters. Human Behaviour. Listening. Note taking. Discussion*. Glasgow: Cambridge University Press.
5. Espeseth, M. (2009). *Academic Encounters. Human Behaviour. Lectures. Audio Materials [CD ROM]*. Cambridge University: Microsoft.

Анжела Гордєєва. Розвиток у майбутніх психологів англомовних професійно орієнтованих комунікативних умінь з використанням серії підручників Academic Encounters.

У статті розглянуто питання навчання студентів-психологів англійської мови професійного спрямування. Робота досліджує проблему підготовки студентів, які не є носіями англійської мови, до навчання в англомовних коледжах і університетах. Після

Psychological and pedagogical problems of modern specialist formation

*спостереження минулого навчального року за процесом вивчення студентами другого, третього і четвертого курсів факультету психології фахової англійської мови, які використовували різні підручники та велику кількість автентичних матеріалів, ми дійшли до висновку про необхідність аналізу книг серії *Academic Encounters*. Розглянуто два підручника для студентів і дві книги для вчителя, які представлені в рамках цієї серії. Метою роботи є виявити переваги використання книг *Academic Encounters* для забезпечення студентів-психологів комунікативними вміннями, необхідними для успішного опанування академічного курсу.*

Ключові слова: англійська для академічних цілей, серія підручників *Academic Encounters*, професійно орієнтовані комунікативні вміння, студенти-психологи.

Angela Gordeeva. Rozwój u przyszłych psychologów anglojęzycznych profesjonalnych umiejętności komunikacyjnych za pomocą serii podręczników *Academic Encounters*.

*Artykuł dotyczy szkoleń studentów psychologii w języku angielskim o kierunku profesjonalnym. Niniejsza analiza dotyczy problemu przygotowania przyszłych psychologów języka angielskiego do nauczania w języku angielskim w college'u czy na uniwersytecie. W trakcie zeszłego roku akademickiego, na podstawie obserwacji studentów drugiego, trzeciego i czwartego roku kierunku „profesjonalny język angielski w psychologii”, zauważono, że studenci wykorzystywali różne podręczniki i dużą ilość oryginalnych materiałów. Doszliśmy do wniosku, że konieczna jest analiza książek z serii *Academic Encounters*. Rozpatrzono dwa podręczniki dla studentów i dwie pozycje dla nauczycieli, które ukazały się w ramach serii. Cel studiowania – ukazanie istoty serii *Academic Encounters*, która może pomóc studentom psychologii zmienić ich przyzwyczajenia i przygotować do akademickich kursów językowych.*

Słowa kluczowe: angielski dla celów akademickich, seria podręczników *Academic Encounters*, profesjonalne umiejętności komunikacyjne, student psychologii.

Received 24.07.2017

Information about the author:

Gordyeyeva Anzhela – Doctor of Philosophy in Pedagogy, Docent, Associate Professor at the Department of Foreign Languages, Taras Shevchenko National University of Kyiv.

UDC [028.1(4/9)37]"712.9"-043.96

DOI 10.26697/9789669726094.2017.84

© Savchenkov O., 2017

Oleksii Savchenkov
Odessa National Polytechnic University

BOOK PERSPECTIVES IN MODERN EDUCATION: THE DEATH OR REBIRTH

This article explores the phenomenon of «clip thinking» and change of the perception information in modern society. As the book, familiar to us for centuries, transforms into something new. In the clip method presenting of the information, through the perception of nonlinear, individual and not always ordered pieces of information. This is confirmed by the analysis of such indicators as the growth of literacy rate in the last almost seventh centuries, constant growth of book printing and a comparative overview of generated information on the Internet. They clearly show that, despite many pessimistic forecasts, the amount of perception of information significantly increased in comparison with the linear method. And the book as a method of disseminating information does not disappear, but only transformed into a more convenient source. Which is more adapted to the new conditions for the modern reader.

Keywords: *information society, clip thinking, text, blip-culture.*

Introduction

Researches of time of informative society assert that the traditional forms of assimilation of information experiencing deep crisis and must yield more corresponding to time of «network technologies». Modern researchers: A. Toffler, J. Bodriyar and other experts noticed, what the source of information as a «book» is pretty soon remain in the past, but A. Toffler assumed, that the future would remain colorful magazines [1], and the J. Bodriyar predicted the «Internet age» – age of simulacra [2]. Indeed, in XXI century people stop to read large texts, they give advantage to the short volumes of information, but not large books. Instead of the full textual expressing thoughts and feelings, often began to use pictures or photos with a small comments. This was entails extinction the classical perception and text by itself. What leads us to the so-called «clip» perception of information.

Psychological and pedagogical problems of modern specialist formation

Materials and methods

The problem of «blip» or «clip» culture were studied by outstanding scientists as E. Toffler, M. McLuhan, M. Castells. Among recent works should be noted researches of F. I. Hyrenok, T. V. Semenovskiyh, G. P. Bakhtina.

For example, M. McLuhan writes: «Society at the present stage is transforming in the «electronic society» or «global village» and sets, by electronic means of communication, multi-dimensional perception of the world. The development of electronic communication returns the human mind to pre-text era, and linear sequence of characters ceases to be a basis of culture» [3].

In addition to electronic information there are still remaining text information, but were significantly transformed, it's main principle becomes the «picture». According to A. Toffler: «Third Wave people, by contrast, are more at ease in the midst of this bombardment of blips – the ninety-second news-clip intercut with a thirty-second commercial, a fragment of song and lyric, a headline, a cartoon, a collage, a newsletter item, a computer printout. Insatiable readers of disposable paperbacks and special-interest magazines, they gulp huge amounts of information in short takes. But they also keep an eye out for those new concepts or metaphors that sum up or organize blips into larger wholes. Rather than trying to stuff the new modular data into the standard Second Wave categories or frameworks, they learn to make their own, to form their own «strings» out of the blipped material shot at them» [1].

The book adjusts to system sequential perception of large amounts of information, but features of new type of consciousness are unable to handle such large volumes because its main feature is «fragmentariness and illogicality». T. V. Semenovskiyh notes that «Clip thinking is a process of displaying a wide variety properties of objects, without links between them, which is characterized by fragmentation of the information flow, illogicality, full heterogeneity of information, high speed switching between the parts, pieces of information, the lack of a coherent picture of the perception of the world» [4].

In some ways the trend described is true, but is it true conclusions? Are these changes harmful? Did it really cutting our knowledge's? Does the information received by us decreasing in such circumstances?

The purpose of this article is to study whether the eligible these pessimistic forecasts of worsening perception of modern information and deaths books as information sources.

The main point of the prosecution, which predicts death of the book – a tendency to replace text by images on modern Internet sites and magazines. In the usual sense replacement linear text by short phrase with

image may seem degradation. But let us compare it from the point of view of history and equivalent amounts of data at different times.

According to the online source «Our world in data» [10] for the period 1751-1800 in the UK, France and Germany were printed books (Table 1).

Table 1

Production of printed books for half a century (in thousands of books), 1454-1800

Age	UK	France	Germany
1501-1550	2 807	34736	15 603
1551-1600	7 999	39 084	32 112
1604-1650	32 912	61 257	40 553
1651-1700	89 306	85 163	57 708
1701-1750	89 259	73 631	78 205
1751-1800	138 335	157 153	116 814

As for 1800 at average was 0,19 books per person in Britain and around 0,12 in France and Germany printed in year.

Until 1800 Great Britain had 54% of population learned to read and write, in France it was 50%, in Germany – 35% (Figure 1).

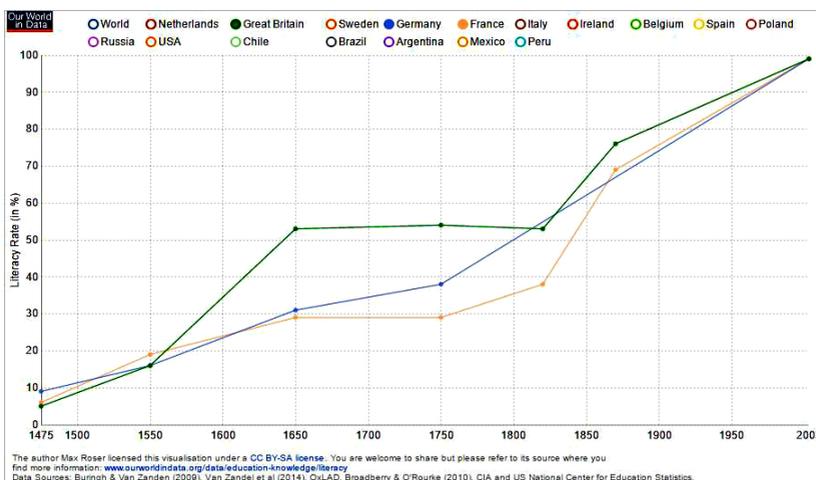


Figure 1. Literacy rates around the world from the 15th century to 2003 [9]

Dr Matthew Taunton at the University of East Anglia wrote: «In the 19th century, more people were reading more publications than ever before ... The Times went from a circulation of 5000 a day in 1815 to

Psychological and pedagogical problems of modern specialist formation

around 50000 in the middle of the century ... In 1896, the Daily Mail – «The Busy Man’s Daily Journal» – was launched at the cost of only half a penny, and by 1900 it was selling nearly 1000000 copies a day Mudie’s Select Library opened in 1842, and made the Victorian triple-decker novel accessible to a wider public, with 25000 subscribers by 1890 ... Census data can scarcely tell us much about the nature or quality of the population’s encounters with the printed word, but they nevertheless show a rise in male literacy from 69,3% in 1851 to 97,2% in 1900, and an even more striking growth in female literacy, from 54,8% to 96,8% over the same period» [5].

During this period the population of Great Britain varied from 16300000 to 41154600 inhabitants [10]. What gives us is sufficient small amount of printed text per capita.

Now take a look at the statistics on the use of the Internet among the population as an analogy of the modern sources of information.

According to the resource «Internet live stats» at the current moment in the UK have access to the internet about 60273385 (92,6% of the population). In France – 55860330 (86,4% of the population). In Germany 71016605 (88,0% of the population) [7].

In 2013, company Intel has made calculation [6], which shows the amount of information totally produced and absorbed by all users of the network in general (Figure 2).

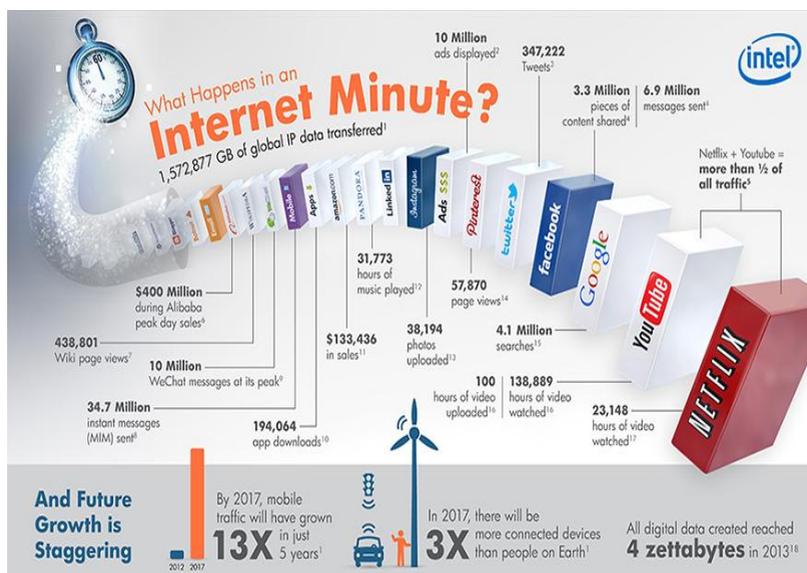


Figure 2. What happens in an internet minute? [6]

These data can be systematized as follows (Table 2):

Table 2

Systematized data from Figure 2

Action per minute	Total worldwide	Great Britain (1,8%)	France (1,6%)	Germany (2,1%)
Wiki page views	438801	7898,418	7020	9214
WeChat messages	10000000	180000	160000	210000
Instant message MIM send	34700000	624600	555200	728700
Photos uploaded	38194	687	611,104	802,074
Pages views of sites	57870	1041	925,92	1215
Searches in Google	4100000	73800	65600	86100
Hours of video uploaded in YouTube	100,0	1,8	1,6	2,1
Hours if video watched	138889	2500,002	2222,224	2916,669
Messages sent in Facebook	6900000	124200	110400	144900
Pieces of content shared in Facebook	3300000	59400	52800	69300

This is more than clearly illustrates that we have become to receive the information in several orders more than our ancestors.

But not all of this information is textual. Maybe in terms of classical literature, ten-pages of description of the sunset is more developed and correct approach. But in terms of information transfer quality photo or video are certainly informative. Even if you do not take as a basis the idea that only a few of us can express in words the perfection of nature, its beauty and uniqueness. Do not forget that during the transfer, we always change the original information. Changing the extent of our senses. Conscious or not, miss something from a picture or put emphasis on something particular. Photography allows each of us to see something different, something important that close to him in the one same picture. While retaining the basic mood wanted to show us by author.

With all that we are still have control over – how much time we should spend on study photography, how far we want to or can now dive into it. Do we want to study it carefully and understand the author, or we just do not have time and we watch it for general information about the events in the text.

Often this as example bring to show that in this way we lose the depth of the author's ideas. So maybe. But anyone who reads a lot, in itself knows that the level of diving into the text also depends from our mood, our free time and skill of the author. We are not machines. Sometimes we want

Psychological and pedagogical problems of modern specialist formation

to reread something for deeper understanding. Another paragraph we just run over. Some pages we are leaf through when author does not excite us. Therefore, the perception of information in the information society becomes even more developed and multifactorial, but not so monotonous as before, when in addition to text information, we simply had no other applications.

And this feature we have kept working with nonlinear/clip information. Which is by its structure gives us more free treatment. It is help us easier to sink into the picture, run through unimportant, grasp the meaning or flip vain.

Results

Although at first sight this is completely fragmented information. But if we are compare this amount of data, received by us now, with information from the text era, it will be obvious that the values are absolutely incommensurable. Now a person is not just read. In correspondence we using audio and visual data. For a couple of hours a person can see the whole history of some country. Or see the story about someone's day, week, month, and even year. And this, at first look, a kaleidoscope of information, is actually an ordered data. Which is ordered by us, in our minds, according to our needs. It's has come time when to obtain the necessary information we need more than one or few books. More than one source. We already have the feasibility to almost parallel not only learn something but also shared something and watch what was shared with us. To collect the data used in this article was conducted search, reading and verification of more than 30 different sources in order to find a more optimal. With almost half of them, the work was at the same time. That probably would not able to afford the average person of XIX century. Therefore, we can reach the conclusion that the book is not dead, and reading is not lost. Just our needs have increased, and the classic format has not had time to adapt. In the beginning we broadcast information by primitive pattern on stones and rocks. When this became insufficient, we have created a written language, developed mathematics. Then began to mix it all. With the development of typography books began to acquire schemes, drawings and photos for transmission deeper meaning. Is that killed a book? Have people stopped reading books? And now we are on the dawn of a new era. We still do not understand what will book become at the end. What will remain in past of it, as once happened with rock art, and that it will remain as an essential part. It is too early to make a verdict, the book is simply not caught up with us yet. Where from arise so many concerns about the death of the book? E. Toffler writes: «The sudden shift of social ground rules today, the smudging of roles, status distinctions, and lines of authority, the immersion hi blip culture and, above all, the breakup of the great thought-system, indust-reality, have shattered the world-image most of us carry

around in our skulls. In consequence, most people surveying the world around them today see only chaos. They suffer a sense of personal powerlessness and pointlessness» [4]. It is this inability to adapt to changes causes pessimistic and very negative assessment of the current transformation of perception, such as the following: «Based on the views of researchers, we can say that clip thinking leads to : mass attention deficit disorder; losses desires of a new knowledge; destruction of needs and ability to creativity; aided by consistent use of secondary information on the level of processing and combining; no structuralization in desires and actions; discrepancy way of thinking of lifestyle; inconsistency in decisions to resolve problems even purely everyday and weakening the responsibility for the consequences; operate only the content of fixed length, inability to work with semiotic structures of arbitrary complexity and focus on any information for a long time; Mass ignorance of youth and their phenomena of their passion of their ignorance; absolute confidence in their correctness, because the people who personify anti-intellectualism, not aware of the problem; disparities between formal and actual level of knowledge; a sharp decline in the actual learning and learning success; falsification of assessment» [4, p. 151].

Discussion and conclusions

According to the study, we found:

1. The process of assimilation information in modern society does not decrease, but rather becomes more developed and multifactorial. The amount of information extends through audio and video inserts, making reading not as monotonous as before, when in addition to text information, we simply had no other options.

2. The book does not die, it's transformed into a new presentation. Currently, we need large amounts of information, so the structure of the presentation should be bright so that we can more easily remember. To obtain the necessary data we can do it longer with one or more books. Most researchers now read in parallel up to the 30 articles in different tabs in browser, which allows us to immediately compare the data and do a lot more detailed conclusions about innovations of contemporary world of science and culture. The term «text reading» itself developing, our needs have increased, and the classical format of the book did not have time to adjust yet.

Psychological and pedagogical problems of modern specialist formation

References

1. Toffler, A. (1980). *The Third Wave*. New York: William Morrow and Company.
2. Baudrillard, J. (1993). *Symbolic exchange and death*. London: Sage Publications, Inc.
3. McLuhan, M. (1962). *The Gutenberg Galaxy: The Making of Typographic Man*. Toronto: University of Toronto Press.
4. Semenovskiyh, T. V. (2013, February 18). «Klipovoe mishlenie» – fenomen sovremennosti [«Clip thinking» – the phenomenon of modernity]. *Optimal'nyye kommunikatsii – Optimal communications*. Retrieved from <http://jarki.ru/wpress/2013/02/18/3208/> (in Russian)
5. Taunton, M. (2014). Print culture. *Discovering Literature: Romantics and Victorians*. Retrieved from <http://www.bl.uk/romantics-and-victorians/articles/print-culture>
6. Intel Corporation. (2013). *What Happens in an Internet Minute?* Retrieved from <http://www.intel.com/content/www/us/en/communications/internet-minute-infographic.html>
7. Internet live stats. (2014). *Internet Users by Country* [table]. Retrieved from <http://www.internetlivestats.com/internet-users-by-country>
8. Roser, M., & Ortiz-Ospina, E. (2017). *Literacy*. Retrieved from <http://ourworldindata.org/data/education-knowledge/literacy/>
9. Roser, M. (2017). *Books*. Retrieved from <http://ourworldindata.org/books/>
10. Naselenie Velikobritanii [Demography of the United Kingdom]. (2017, June 16). Retrieved July 21, 2017, from RuWiki: https://ru.wikipedia.org/wiki/Население_Великобритании (in Russian)

Олексій Савченков. Перспективи книги у сучасній освіті: смерть чи переродження.

У цій статті досліджується феномен «кліпове мислення» та зміни сприйняття інформації у сучасному суспільстві взагалі. Те, як звична нам століттями книга, як лінійна подача інформації, трансформується в щось нове – в кліпову подачу шляхом сприйняття нелінійних, окремих і не завжди упорядкованих шматочків інформації. Це підтверджується проведенням аналізом таких показників, як зростання рівня грамотності протягом останніх, майже сьомі сторіч, постійне зростання друку книг та порівняльний огляд інформації в мережі інтернет. Вони однозначно показують, що, незважаючи на багато песимістичних прогнозів, обсяги сприйняття інформації при кліповому мисленні багаторазово збільшуються в порівнянні з лінійним методом. А книга як метод поширення

інформації не зникає, а лише трансформується у більш зручне джерело, яке більш адаптовано до нових умов сучасному читачеві.

Ключові слова: інформаційне суспільство, кліпове мислення, текст, бліп-культура.

Oleksij Savchenkov. Perspektywy książki we współczesnej edukacji: śmierć czy przeistoczenie.

Ten artykuł analizuje zjawisko «clip myślenie» i zmiany postrzegania informacji we współczesnym społeczeństwie. Od lat zwykła książka, która stanowi liniowe podanie informacji, przekształca się w przekaz clip poprzez nieliniową percepcję, przez postrzeganie nieliniowych, oddzielnych i nie zawsze uszeregowanych fragmentów informacji. Analiza potwierdziła, że nastąpił wzrost umiejętności, w ciągu ostatnich siedmiu stuleci, dzięki zwiększeniu ilości wydrukowanych książek i korzystaniu z informacji w internecie. Widać wyraźnie, że mimo wielu pesymistycznych prognoz wielkość percepcji w clip myśleniu rośnie w porównaniu z metodą liniową. Książka jako sposób rozpowszechniania informacji nie znika, tylko ulega transformacji w bardziej wygodne źródło, lepiej zaadaptowane do nowych warunków współczesnego czytelnika.

Słowa kluczowe: społeczeństwo informacyjne, clip myślenie, blip-kultura.

Received 25.07.2017

Information about the author:

Savchenkov Oleksii – Postgraduate Student, Odessa National Polytechnic University.

Elena Perezva,

Sergey Mironenko

Odessa Automobile and Road College

Odessa National Polytechnic University

**THE FORMATION OF COMPUTER LITERACY AND
INFORMATION CULTURE AMONG FUTURE SPECIALISTS
OF THE TRANSPORT INDUSTRY**

Present the problems of technological education; the issues of increasing the effectiveness of the educational process and pedagogical skill; specificity of teaching computer disciplines for students studying in the specialty «Transport Technologies»; particular qualities of studying computer science and computer technologies in specialties connected with transport and its processes.

Keywords: *technological education, pedagogical skills, transport technologies, educational process.*

Introduction

The problems of the formation of computer literacy among the younger generation and the application of information technologies in the educational process were concerned by a lot of researchers as I. T. Zaretskaya, L. P. Babenko, B. Kolodyazhny, N. V. Morse, V. Y. Bykov and many others. Based on the practical advice of these authors, their theoretical materials, teachers and students very often use them in their educational activities, but the problems of development and effective use of information and communication technologies in education are still very relevant in modern Ukraine. Create conditions which would most effectively operated such information space and an appropriate educational environment, which would be for the students as comfortable and interesting, would encourage them to self-development, have stepped up their cognitive activity, develop their critical thinking and ability to analyze. All of that is the purpos that should be tried to reach not only by teachers in the field, but the government generally.

So information and communication technologies (ICT) are rapidly developing, accelerating all the processes of scientific, technical and social development of the country, influencing the nature of the development of pedagogical systems and the education system as a whole. However, to ensure the integration of Ukrainian education system into the European and

world educational space, we should take steps to modernize the target and technological aspects of education, based on widespread use of ICT. Informatization of education system is a through, comprehensive directions of innovative development of the education system, resources are still not used properly [3].

In our country there are many problems and difficulties that have a negative impact on the development of education informatization process, including the following:

- in the state are not defined strategic goals and development objectives, no long-term and medium-term forecasting and planning of socio-economic development, as envisaged in the developed world and the European Union;

- critical state of national scientific and technical sphere is largely due to the lack of an effective system of public administration science, would be responsible advocated compliance with the law and the current needs of the development of national science and provide its interaction with the production, carried out the necessary coordination of research and development [1];

- imperfection of the legislation on the use of ICT in education;

- a large number of documents (in the form of reports, plans, etc.), must be systematically filled by teachers and through the fact that there is no time for self-education;

- the constant change of curricula also reduces the effectiveness of the work of teachers is one of the reasons for the acceleration of their «teacher burnout»;

- insufficient financing of educational institutions and, accordingly, low motivation of teachers and many other problems.

In modern conditions, developed countries, in which science plays the role of the main economic-reproduction factor, ensure their development through science, the improvement of existing technologies, technology and the use of fundamentally new scientific achievements.

One of the most important strategic goals that the Ukrainian society should set for itself in the modern world is the search for opportunities and the introduction of effective measures aimed at enhancing the development of scientific and technical potential for accelerating the technological development of the state's economy, increasing its competitiveness and innovativeness [1].

Accordingly, information technology training in Ukraine still require some improvement to reach the international advanced level, and this is reflected in the quality of education, the level of training of future specialists and the teachers.

Psychological and pedagogical problems of modern specialist formation

Increasing the level of computer literacy of the future specialist is an urgent issue and requires both high professional skills of the teacher himself and the availability of proper software and hardware that do not always meet modern education requirements.

Materials and methods

The Odessa Automobile and Road College of the Odessa National Polytechnic University has been working the division of transport systems for 15 years now. Taking into account the geopolitical position of Ukraine in general and the South region of Ukraine, in particular, is very predictable need for staff in areas of «Transport technologies». Today, college graduates have a demand not only in the south of Ukraine, but also in the country generally.

To ensure that the future specialist was competitive and highly qualified, on the basis of the college several theoretical and theoretical conferences of international level were held with the participation of representatives of Ghent University, employees of Odessa transport organizations and other specialists of this branch. During such events, students were given the opportunity to analyze modern transport problems, to get acquainted with the modern integrated package of multimodal transportation planning for OmniTRANS. This software is successfully used in transport planning in transportation systems, thanks to its powerful data processing center programming language and interface provides convenient. OmniTRANS transport planners a powerful set of tools used to solve a wide spectrum in the transport modeling problems. One of the main issues facing the planner is the control and management of potentially large and complex data sets that need to be collected and then used in models where a large number of options can be obtained. OmniTRANS established to carry out this difficult task, ensure effective and consistent storage of data in a relational database, and there are no restrictions on the number of zones, nodes or links that make up the transport network. In the near future this software will be introduced in the educational activities of our educational institution.

The future specialist of the transport industry should work day by day with information, presented in the form of tables of data, both textual and numeric, and analyze large amounts of data. Using the Microsoft Excel table processor, a student can perform automated calculations much faster and without errors. The use of tools such as «Finding Solutions» and «Parameter Selection» helps students solve optimization planning problems, transport tasks and other linear programming tasks. Everything has particular importance, since future professional activity will be connected with solving problems of this type.

Using the experience of the colleges from Gent University, such as Frank Whitlock and Dominic Gillis, as well as the teachers of colleges, a methodical manual for diploma and course design for the specialties «Organization of transportation and management on motor transport», «Organization and regulation of road traffic» in the field «Transport and transport infrastructure» was developed. The aim is to familiarize students with the computer model and the design of traffic on the streets of Odessa.

The high level of methodical work of the teachers of the college, the availability of technical facilities and modern software is the basis that encourages students to work harder while performing tasks on computers. Free access to the Internet in the classroom, making tasks more effective and interesting. The use of «Blended Learning» and Internet resources allows students to improve cognitive activity and to carry out a search operation, and allows teachers to combine traditional methods and current technology. The use of information and communication technologies in the classroom improves students' attitude to knowledge, as well as the quality of communication between students and teachers.

Results

The success of educational process will be provided only by the quality of the technologies. They are considered to be the guarantor of obtaining good pedagogical results. Although the same technology can be used by teachers with different levels of professionalism, however, there will be no significant differences in their work. The development of education in the future from these positions is not associated with an increase in professionalism, and with the introduction of high-quality technology.

Paying tribute to the idea of technological education, we cannot disagree with the opinion that it eliminates the problem of pedagogical skill. Certainly, XXI century will make adjustments to the development of pedagogical paradigms; the public functions of the teacher will change. However, it is difficult to imagine a truly humanistic society without a teacher – spiritual guide, mentor, helper, and then – a teacher who knows the art of influence, to awaken thought, to encourage, to infect [2].

In the process of teaching, the teacher must have a high level of pedagogical skill. Pedagogical skills – a set of personality traits, providing a high level of self-organization of professional activities on the basis of the reflexive.

All the components of pedagogical skill are interrelated, they inherent self-development, and not only growth under the influence of external factors.

Psychological and pedagogical problems of modern specialist formation

So, to make teacher acted creatively, independently analyzed the results of its operations and adjusting means of the orientation of the target, it has to have a certain inner base, certain properties, characteristics, the development of which will provide professional self-development of the teacher, and through it – and student development.

The foundation of pedagogical skill is professional competence. The teacher's knowledge is addressed, on the one hand, to the discipline he teaches, and on the other hand to students whose psychology should be well-known. In preparation for the lesson, the teacher think over its contents, methodology takes into account the perception of students of a certain age group, their own capabilities. The content of professional competence is the knowledge of the subject, the methods of teaching it, pedagogy and psychology.

The criteria of the teacher's skill are expediency (in terms of direction), productivity (by results), dialogicality (by the nature of relations with students), optimality in the choice of means, creativity (in terms of content) [2].

Discussion and conclusions

The formation of information society in Ukraine determines how to direct its influence on the modernization of the education system, and indirect, associated with the emergence of a new lifestyle, a change in its quality. The rapid development of ICT, the dissemination of new methodological training systems create conditions for unlimited access of all subjects of education to electronic educational resources. This process is gaining in scale and intensity, and its results convince that there is no alternative for ICT in the modern world [3]. However, in Ukraine there are still unresolved problems that hinder maximum efficiency of the introduction of ICT in the education system, so the question remains open.

The need for effective use of modern computer-oriented training systems to ensure the harmonious development, training and education of students, requiring the teacher high professional competence and pedagogical skills. To effectively form a future specialist, the teacher needs not only as a source of knowledge, but also as a navigator on the life path of personality formation, providing the cardinal needs of the student in self-actualization.

To achieve this goal it is necessary to create such a comfortable environment in which students and teachers will be able to develop and implement as much as possible their abilities, knowledge and skills, but it is necessary to consolidate the efforts of not only the teachers and management of individual schools, and first and foremost the government.

References

1. Postanova Verkhovnoi Rady Ukrainy «Pro Rekomendatsii parlamentskykh slukhan na temu: «Pro stan ta zakonodavche zabezpechennia rozvytku nauky ta naukovo-tekhnichnoi sfery derzhavy» [Resolution of the Verkhovna Rada of Ukraine «On the Recommendations of Parliamentary Hearings on the topic: «On the State and Legislative Support for the Development of Science and the Scientific and Technical Sphere of the State»]. (n.d.), *zakon2.rada.gov.ua*. Retrieved from <http://zakon2.rada.gov.ua/laws/show/182-19> (in Ukrainian)

2. Ziaziun, I. A., Kramushchenko, L. V., & Kryvonos, I. F. (2004). *Pedahohichna maisternist [Pedagogical Excellence]* (2nd ed.). Kyiv: Vyshcha shkola. (in Ukrainian)

3. Bykov, V. Y. (2011). Tekhnolohii khmarnykh obchyslen – providni informatsiini tekhnolohii podalshoho rozvytku informatyzatsii systemy osvity Ukrainy [Cloud computing technologies – leading information technologies for the further development of the informatization of the Ukrainian education system]. *Kompiuter u shkoli ta simi – Computer in school and family*, 6, 3-11. (in Ukrainian)

Олена Перезва, Сергій Мироненко. Формування комп'ютерної грамотності та інформаційної культури в майбутнього фахівця транспортної галузі.

Відображено проблеми технологізації освіти, питання підвищення ефективності навчального процесу, педагогічну майстерність і викладання комп'ютерних дисциплін для студентів, які навчаються за спеціалізацією «Транспортні технології»; особливості вивчення інформатики та комп'ютерних технологій на спеціальностях, які пов'язані з транспортом та процесами, які пов'язані з ним.

Ключові слова: технологізація освіти, педагогічна майстерність, транспортні технології, навчальний процес.

Elena Perezva, Sergey Mironenko. Kształtowanie komputerowego piśmiennictwa i kultury informacyjnej u przyszłego fachowca branży transportowej.

Przedstawiono tu problem innowacji edukacji, rozpatrzono zagadnienia dotyczące podwyższenia efektywności procesu edukacyjnego i umiejętności pedagogicznych; ukazano specyfikę wykładania przedmiotów informatycznych dla studentów, którzy studiują na kierunku «Technologie transportowe»; właściwości studiowania informatyki i komputerowych technologii na specjalnościach, które są związane z transportem i skorelowanymi z nim procesami.

Słowa kluczowe: innowacja edukacji, pedagogiczne umiejętności, technologie transportowe, edukacyjny proces.

Received 26.07.2017

Psychological and pedagogical problems of modern specialist formation

Information about the authors:

Perezva Elena – Lecturer, Odessa Automobile and Road College Odessa National Polytechnic University.

Mironenko Sergey – Doctor of Philosophy in Techniques, Docent, Director, Odessa Automobile and Road College Odessa National Polytechnic University.

UDC 159.925:001.11

DOI 10.26697/9789669726094.2017.100

© Behun-Trachuk L., 2017

Larysa Behun-Trachuk
Mukachevo State University

THE CATEGORY «PROFESSIONAL BURNOUT»: THE ESSENCE AND CHARACTERISTIC

The article is devoted to the problem of burnout as a destructive phenomenon in the work of university teachers. Three main approaches to the definition of professional burnout have been outlined. A generally accepted theory of viewing the structure of burnout as the one including the emotional debilitating, depersonalization process of personal achievement has been scrutinised. Main mental and physical symptoms and hallmarks of debilitation reflected in physical, psychological, and behavioral spheres of a teacher's life have been identified. The article deals with a problem of professional burnout of staff. Considered occupational stress factor leading to the emergence of professional burnout and some views on the nature, symptoms, and consequences of professional burnout and exhaustion of energy in emotional and personal resources of the university teacher.

Keywords: *burnout, depersonalization, university teacher, professional activity.*

Introduction

In existing conditions of globalization, the growth of information, communicative, emotional stresses, lack of motor activity and interference in the harmonious lifestyle of modern man as a result of the intensification of professional activity, the professional burnout has become a present-day phenomenon.

As a phenomenon of the subject of labor our existence, the professional burnout one of the major problems of theoretical and applied psychology of labor, the subject of work psychology, psychology of management and human resources management.

The urgency of professional burnout issues is related to the phenomenon conceptualization of the burnout in the context of labor activity, the definition of mechanisms and risk factors of its evolution aimed at development of scientifically grounded technologies for counteraction to its negative consequences.

Psychological and pedagogical problems of modern specialist formation

Materials and methods

There is no clear updated vision and understanding of the deep psychological mechanisms of the phenomenon of «burnout» at the conceptual level.

So, for example, in the analyzed dictionary sources (Great Dictionary of Modern Ukrainian Language / Formation and editors, V. T. Busel; Philosophical Dictionary / Ed. V. V. Shynkaruk; Psychological Dictionary etc.) there are not clear definitions of concepts «burnout», «emotional extinction», «professional burnout». This proves that, despite of a number of investigations, dealing with certain aspects of the burnout, a significant number of issues remain unresolved.

Among them: the lack of unambiguous understanding and definition of the subject area of the phenomenon of burning; A variety of views on nature, the root cause of burnout and its structure; unreasonably wide interpretation of the phenomenon of burning and its spread to various spheres of human life, except for professional.

Therefore, the purpose of this article is to substantiate the essence and highlight the characteristic of the category of «professional burnout» on the basis of theoretical analysis of science sources.

To do this, consider the concept of «emotional burnout».

The term «burnout» was proposed by the American psychiatrist H. J. Freidenberg in 1974. Sometimes this term is translated as «emotional burning». H. J. Freidenberg investigated the syndrome that manifested itself in the following manifestations:

- a) Feelings of indifference, emotional devastation, exhaustion (one can not give up work as it was before);
- b) dehumanization (development of negative attitude towards its colleagues and clients);
- c) negative self-perception in a professional plane – a feeling of insufficient professional skills.

There are three main factors that play a significant role in the emotional burnout syndrome – personal, role and organizational.

Personality factor. The conducted studies show that age, family status, herds of this work, do not affect the emotional burnout. But women in a greater degree develop emotional exhaustion than men, they fail to connect the motivation (arranged wages) and the development of the syndrome due to the importance of work, satisfaction with professional growth.

Psychologist H. J. Freidenberg describes «burning down» as sympathetic, humane, mummy, idealistic, oriented to people, and – at the same time – unstable, introverted, obsessed with fixed ideas.

V. Boyko points out the following personal factors contributing to the development of a syndrome of professional burnout: a tendency to

emotional coolness, a tendency to intensive experience of negative circumstances of professional activity, weak motivation of emotional dedication in professional activity.

Role factor. Established relationship between role conflict, role uncertainty and emotional burnout. Work in the situation of distributed responsibility limits the development of the syndrome of emotional burnout, and with a not clear or unevenly distributed responsibility for their professional actions, this factor sharply increases even at a significantly lower work load. Contribute to the development of emotional burnout those professional actions in which general efforts are not coordinated, there is no integration of actions, there is competition, while the successful outcome depends on the concerted actions.

Organizational factor. The development of the emotional burnout syndrome is associated with the presence of intense psycho-emotional activity: intensive communication, reinforcement of its emotions, intensive perception, processing and interpretation of the information received and decision-making. The second factor in the development of emotional burnout is the destabilizing organization of activities and the disadvantaged psychological atmosphere. This is a fuzzy organization and planning of work, lack of necessary funds, the presence of bureaucratic moments, many hours of work, which has a difficultly measured content, the presence of conflicts both in the system «leader – subordinate» and among colleagues.

There is another factor that contributes to the syndrome of emotional burn-up – the presence of a psychologically complex contingent, which has to deal with a professional in the field of communication (serious patients, «complex» adolescents, etc.)

Currently, there are several theories that distinguish the stages of emotional burnout.

J. Grinberg proposes to consider emotional extinction as a five-step progressing process.

1. The first stage of emotional burnout («honeymoon»). An employee is usually happy with work and tasks, and is enthusiastic about them. However, as work continues to continue, professional activity begins to bring less satisfaction and the worker becomes less energetic.

2. The second stage («fuel shortage»). Fatigue, apathy appear, there may be problems with sleep. In the absence of additional motivation and incentives, the employee loses interest in his work or disappears attractiveness of work in this organization and the productivity of its activities. Possible violations of labor discipline and disqualification (distancing) from professional duties. In the case of high motivation, the worker can continue to burn, using internal resources, but at the expense of his health.

Psychological and pedagogical problems of modern specialist formation

3. Third stage (chronic symptoms). Excessive work without rest, especially «workaholics», leads to such physical manifestations as exhaustion and predisposition to illnesses, as well as psychological experiences – chronic irritability, acute malice or depression, «tucked into the corner». The constant experience of lack of time.

4. The fourth stage (crisis). As a rule, chronic diseases develop, resulting in a person partially or completely losing capacity for work. Increasing dissatisfaction with their own efficiency and quality of life.

5. Fifth stage («breaking the wall»). Physical and psychological problems become more acute and can provoke the development of dangerous diseases, threatening the person's momentum. The employee has so many problems that his career is in jeopardy.

Scientists B. Perlman and E. A. Hartman proposed a «Dynamic Model» that includes four stages of emotional burnout:

1. The first stage is the tension associated with additional efforts to adapt to situational work requirements. Such tensions call the two most likely types of situations. First: skills and abilities of an employee are insufficient to meet the status-roles and professional requirements. Second: work may not meet its expectations, needs or values. These and other situations create a contradiction between the subject and the work environment, which triggers the process of emotional burnout.

2. The second stage is accompanied by a strong feeling and stressful experience. Numerous stressful situations do not cause relevant experiences, because there is a constructive assessment of their capabilities and awareness of the requirements of the working situation. Movement from the first stage of emotional burn-up to the second depends on the resources of the individual and on the status-role and organizational components.

3. The third stage is accompanied by the reactions of the main three classes (physiological, affective, cognitive) in individual variants.

4. The fourth stage is an emotional extinction as a multifaceted experience of chronic psychological stress. Being a negative consequence of psychological stress, the burnout experience manifests itself as a physical, emotional exhaustion, as an experience of subjective misfortune – physical and psychological discomfort. The fourth stage is figuratively comparable to the «attenuation of combustion» in the absence of the required fuel.

According to M. Burisch the model, the development of the emotional burnout syndrome is a series of stages. At first, there are significant energy costs – the result of an extremely high positive installation for professional activities.

As the syndrome develops, there is a sense of fatigue, which is gradually replaced by disappointment, decreased interest in their work. However, it should be noted that the development of emotional burnout is individual and is determined by the difference in the emotional and

motivational sphere, as well as the conditions in which the professional activities of a person.

In the development of a syndrome of emotional burnout, M. Burisch distinguishes the following stages and phases:

Preventive phase

Excessive part:

- Excessive activity;
- Sacrifice of needs that are not linked with work, conscientious removal from your mind of failures and disappointments;
- Limitation of social contacts.

Exhaustion:

- Feeling of tiredness;
- Insomnia;
- Risk of accidents;

Reduction of personal participation

In relation to colleagues:

- Loss of positive conception of colleagues;
- Step up from assistance to control and supervision;
- Shifting of guilt for one's failures onto others;
- Dominance of stereotypes in personal behavior towards other employees manifestation of inhuman approach to a person.

In relation to other people:

- Absence of empathy;
- Indifference;
- Cynical remarks.

In regard to professional activities:

- reluctance to perform their own duties;
- unsubstantiated prolongation of pauses in work, late arrivals, leaving work sooner;
- focus on material side with unhappiness with work.

Growing requirements:

- loss of life ideal, focus on one's needs;
- feeling of being used by other people;
- envy.

Emotional reactions

Depression:

- Constant feeling of guilt, decline in self-esteem;
- Uncalled for fears, mood changes, apathy.

Agression:

- protective behavior, accusation of others, ignorance of one's own inputs in failures;
- lack of tolerance and ability to compromise;

Psychological and pedagogical problems of modern specialist formation

- suspicion, conflict with other.

Phase of destructive behavior

Intellectual sphere:

- Decrease of concentration, inability to perform complicated tasks;
- Rigid thinking, lack of imagination.

Motivation area:

- Lack of initiative;
- Decrease in effective activities;
- Performing duties strictly following instructions.

Emotional social sphere:

- Indifference, avoidance of informal contacts;
- Lack of participation in other people's lives or excessive attachment to a specific person;

- Avoiding subjects linked to work;
- Self-sufficiency, loneliness, abandonment of hobbies, boredom.

Psychomatic reactions and decline in immunity:

- Inability to relax in a free time;
- Insomnia, sexual disfunctions;
- Increased blood pressure, tachycardia, headaches;
- Pain in the back, digestive disorders.

Disappointment and negative approach to life:

- Feeling of impotence and lack of meaning in life;
- Existence despair.

According to M. Burych, a strong dependence on work leads in the end to complete despair and existential emptiness.

Results

Thus, according to the results of the theoretical analysis of the concepts of «emotional burnout», «professional burnout» is extremely important in the professional activity of the individual.

The study of the mechanisms of counteraction to professional burnout as a systemic effect of subjective-personal, organizational and social factors is important for many branches of science and practice related to practice, professional maladaptation, deformation, mental well-being and professional health, labor motivation, social interaction of employees in various professional groups.

Professional burnout is a system quality of the subject of professional activity, which is formed as a result of the violation of optimal functioning in the system of «subject – profession – organization – society».

It is manifested in negative psychic conditions, attitudes towards oneself or in their own achievements, to other subjects of professional activity, as a cause and effect of reducing the supply of resources at different levels of psychological regulation.

Discussion and conclusions

Thus, professional burnout is an inserted into the system quality of the individual, which manifests itself in the deformation of professional objectives by way of semantic alienation. The dynamics of the development of professional burnout is due to contradictions between the organizational and professional requirements to the subject of labor, its expectations, the activity of attracting resources to the activities and management of them. With the negative development of professionalization, these contradictions contribute to the violation of semantic regulation, semantic alienation (loss of faith and the content of active activity), decrease in the activity of life position and confidence, are manifested in a significant change of subjective assessment of the ratio of vital «losses» and «achievements».

References

1. Boyko, V. V. (1996). *Energija emozij v obshenii: vzgljad na sebja i na drugich [Energy emotions in communication: a look at ourselves and others]*. Moscow: «Filin». (in Russian)
2. Boiko, V. V. (2004). *Energija emozij [Energy of emotions]*. St. Petersburg: «Piter». (in Russian)
3. Freudenberger, H. J. (1974). Zapobigannja emozinomu vigoraniju [Staff burn-out]. *Journal of Social Issues*, 30, 159-166 (in Ukrainian)
4. Jackson, S. E., & Maslach, C. (1982). After-effects of job-related stress: Families as victims. *Journal of Occupational Behaviour*, 3, 63-77.
5. Maslach, C. (1997). *The truth about burnout: How organization cause personal stress and what to do about it*. San Francisco: CA, Jossey-Bass.
6. Perlman, B. (1982). Burnout: summary and future research. *Human relations*, 35(4), 283-305.

Лариса Бегун-Трачук. Сутність та характеристика категорії «професійне вигорання».

У статті розглядається важлива проблема професійного вигорання персоналу. Розглянуто чинник професійного стресу, що призводить до виникнення професійного вигорання, і деякі погляди на суть, симптоми та наслідки професійного вигорання й виснаження емоційно-енергійних і особових ресурсів викладачів вищої школи. Проаналізовано сучасний стан визначення предметної області феномену вигорання; різноманіття поглядів, його першопричину та структуру; трактування феномену вигорання і його поширення на різні сфери людської життєдіяльності. Було розглянуто механізми протидії професійному вигоранню, питання, пов'язані з професійною дезадаптацією, деформацією, душевним благополуччям та

Psychological and pedagogical problems of modern specialist formation

професійним здоров'ям, трудової мотивації, соціальної взаємодії викладачів вищої школи.

Ключові слова: вигорання, деперсоналізація, професійне вигорання.

Larisa Behun-Trachuk. Treść i charakterystyka kategorii «wypalenie zawodowe».

W artykule rozpatruje się ważny problem wypalenia zawodowego personelu. Analizie poddano czynniki zawodowego stresu, który doprowadza do powstawania wypalenia zawodowego, oraz niektóre poglądy na istotę, symptomy i skutki wypalenia zawodowego, a także wyczerpania emocjonalnych, energetycznych oraz osobowych zasobów wykładowców wyższych uczelni. Przeanalizowano aktualny stan określenia przedmiotowego obszaru zjawiska wypalenia; przedstawiono różne poglądy, przyczynę tego zjawiska i jego strukturę; a także jak traktowany jest ten problem i jak rozprzestrzenił się na różne obszary ludzkiego życia. Rozpatrzono także mechanizmy przeciwdziałania zawodowemu wypaleniu, zagadnienia związane z zawodową dezadaptacją, deformacją, jak również psychiczną kondycją i zdrowiem, z motywacją zawodową i społecznym współdziałaniem wykładowców wyższych uczelni.

Słowa kluczowe: wypalenie, depersonalizacja, wypalenie zawodowe.

Received 29.07.2017

Information about the author:

Behun-Trachuk Larisa – Postgraduate Student, Assistant at the Department of Pedagogy Music Education and Performance Art, Mukachevo State University.

UDC 811.111:37.091.33

DOI 10.26697/9789669726094.2017.108

© Lazareva O., Kovtun O., 2017

Olga Lazareva,**Olena Kovtun**

National Technical University «Kharkiv Polytechnic Institute»

**DEVELOPING SOFT SKILLS AT ESP CLASSES
IN TECHNICAL HEIS**

The growing role of social competencies, also referred to as soft skills, for a future working career is discussed, given a significant altering of the concepts of job families and functions, profession, workplace, working hours in the changing economy. The major attention is paid to such soft skills as collaboration, communication, critical thinking and problem-solving and the ways they can be developed at ESP classes in technical HEIs. Some exercises based on student-centred approach aimed to form these important skills are mentioned. To assess the effectiveness of the teaching methods applied through the module devoted to communication in academic and professional environments, a survey was undertaken among students of the first year. Its results show that innovative methods including role plays, team work and brain-storming are generally perceived by students as less appealing and efficient than more traditional ones such as reading or translation. It is concluded that more efforts are needed to introduce student-centred practices for developing soft skills.

Keywords: *soft skills, social competencies, ESP, innovative teaching methods, student-centred learning.*

Introduction

In the coming years the global workforce is expected to experience significant altering of job families and functions. The World Economic Forum recently stated that «65% of children entering primary school today will ultimately end up working in completely new job types that do not yet exist» [1]. Even today we can see that the concept of «profession» itself has blurred, with an employee having to master still new skills and sometimes becoming literally jack-of-all-trades. For instance, emerging small-scale start-uppers usually simultaneously become experts in accountancy, logistics, management etc. apart from their major occupation.

Moreover, the workplace is no more as it used to be. The introduction of advanced information technologies, creation of intercontinental companies, rearrangement of traditional economies have

Psychological and pedagogical problems of modern specialist formation

made and will continue making work and workers more flexible, adjustable to new conditions and challenges. This means that employees are no more strictly tied to a definite workplace and working hours; members of teams may be located in different cities, countries and even continents. And the work itself is less routine requiring skills and knowledge of many adjacent fields. For example, being at least basically computer literate is now a must in almost all areas, while 30 years ago access to computers was a privilege of the few. Project work, one example of non-routine activity, has increased 40-fold over the past 20 years, making collaboration and teamwork more important than ever [2].

This is especially apparent in middle-class jobs that will increasingly depend on a worker's ability to process and convey information [3]. To succeed at work, people must be able not only to analyse problems without the benefit of instructions but also to communicate their findings to others, across borders and time zones.

Another reason to rethink the approach to preparing for future jobs is the huge rise of AI technologies and robotics, which have penetrated into all spheres of our life. While robots have been historically confined to performing manufacturing tasks explicitly preset by designers, now advanced robotic systems have been successfully implemented carrying out a wide range of once only human cognitive tasks. And this tendency is going to ever grow in future. The estimates [4] show that «about 47 percent of total US employment is in the high risk of being automated relatively soon, perhaps over the next decade or two».

The U.S. Department of Education emphasises [5] that 60 percent of all new jobs in the early 21st century will require skills that only 20 percent of the current workforce possesses, which means urgent necessity in reshaping the whole process of preparation for a future working career, especially in higher education.

An individual starts to make choices in education that will affect the skills needed in their career at least a decade before they enter the workplace – by which time technology and consumer preferences will have changed significantly.

In 2015, the World Economic Forum published a report [6] that focused on the pressing issue of the 21st-century skills gap. In that report, they defined a set of 16 crucial proficiencies for education in the 21st century. Those skills include six «foundational literacies», such as literacy, numeracy and scientific literacy, and 10 skills that are labelled «competencies» and «character qualities». Competencies, which are also referred to as *soft skills* [7], are the means by which students approach complex challenges; they include collaboration, communication, critical thinking and problem-solving. Character qualities are the ways in which students adjust to changing environment; they include curiosity, adaptability

and social and cultural awareness. Overall, they argue that social skills – such as persuasion, emotional intelligence and teaching others – will be in higher demand across industries than narrow technical skills (or *hard skills*), such as programming or equipment operation and control. In essence, technical skills will need to be supplemented with strong social and collaboration skills.

That is why it is clear that our education system needs to adapt by providing training that places more emphasis on developing these abilities in students, moving beyond the current learning-for-exam focus to more group-based projects, in-class presentations, and team-working exercises.

Materials and methods

In this article we will focus on soft skills and the ways they can be developed at English classes. We assume that active methods of teaching based on student-centred approach are more efficient in fostering social skills than traditional ones. Our discussion will be based upon the analysis of the survey made in National Technical University «Kharkiv Polytechnic Institute» (NTU «KhPI») aimed at learning how students perceive innovative teaching approaches compared to traditional ones.

Recently, the department of foreign languages has designed and implemented a competence-based syllabus for the students of technological departments who study ESP during their first and second years. The first module, 64 hours long, is devoted to socialising in professional and academic environments. And it is during this time when communication and collaboration skills are mostly developed. The activities fostering these abilities in students are embedded into the syllabus through various tasks including time-proven classical ones such as reading or vocabulary exercises as well as more active pursuits, i.e. role-plays, surveys, interviews, research work etc. The latter are sometimes called innovative methods of teaching despite the fact that they are known and have been used for decades. Nevertheless, it should be admitted that most students have no or little experience in applying them. That is why the word innovative is quite appropriate in this context.

Advocates of the 21st-century skills favour student-centred methods – e.g. problem-based learning and project-based learning – that allow students to collaborate, work on authentic problems, and engage with the community [8]. And, yet, Ukrainian teachers still rarely use them. But most teachers of our department after duly organized ESP teacher development seminars given by the trainers of the British Council (Ukraine) have started effectively using their teaching strategies based on student-centred approach.

Psychological and pedagogical problems of modern specialist formation

Following are the ways we applied during the English classes for non-native speakers to maintain some of the basic soft skills in the framework of this approach.

- Communication. As a soft skill, communication is not about being just loquacious. Able communicators can adjust their speaking style in agreement with their audience, and explain complex issues to their colleagues and collaborators. Communication is also an important aspect of leadership, with the University being the place to raise future leaders in scientific and technological spheres.

To develop this skill in ESP class it is necessary to create a language-rich environment. We can achieve this e.g. using audio- and videofiles of different situations from everyday life and proposing students to role-play them after listening or watching (buying tickets at the booking-office, leaving a message on the phone, booking a hotel room, etc.).

One way of promoting communication is arranging discussion in pairs or groups. The ability to communicate ideas and to be an active listener has been the less developed skill both in Ukrainian secondary school and at the university. Besides, most students with poor English are shy enough to demonstrate their English to the teacher and the whole class, they are afraid of making mistakes preferring to be silent rather than stumbling every other moment. Moreover, the usual practice of the teacher asking the students one after another steals time and demotivates those not engaged in interaction. That is why pair and small-group work, that provides full-scale involvement in the activity, may serve as a technique which can repair communication training gap.

- Collaboration (or Teamwork). Good teamwork involves a combination of other soft skills. Working in a team towards a common goal requires the intuition and interpersonal acumen to know when to be a leader, and when to be a listener. Good team players are perceptive, as well as receptive to the needs and responsibilities of others.

To train this skill, it is important to foster greater respect and tolerance for others and provide opportunity for group work. Only working on a definite task of the project students can have a practical experience of teamwork and learn how to distribute or assign roles in the team and achieve the required goals.

As an example we can discuss preparing a presentation by a small team (3-4 students). They select the topic in the area in question, choose the head of the group who set the tasks. After the presentation is delivered, their work is assessed collectively.

- Problem solving (Critical thinking) does not just require analytical, creative and critical skills, but a particular mindset: the efficiency of the problem solution should also depend on measured judgment and rely on

strong teamwork. Individuals who solve problems with the aid of the team have a great advantage over those who toil alone.

Creative problem solving requires corresponding creative activities. So our teachers use exercises and techniques to help students define the problem, brainstorm ideas, decide on a solution and even implement the solution and review the results. The purpose of these activities is to get students to think about the problem in different ways and have some fun while solving it. The activities can be performed individually (for example, make a rule out of examples) or as a group work when a team of members analyze information, negotiate and cooperate with one another. It also encourages them to listen to each other and to think about the way they make decisions. One example may be suggesting that after reading a professional text the students should discuss and propose another way of solving the same problem.

Results

To assess the effectiveness of the teaching methods applied through the first module, a survey was undertaken among students of the first year. There were 41 respondents from different student groups who evaluated their attitude to the methods and activities. The questionnaire included a randomly arranged list of activities and an evaluation grid. For each activity, students were asked to score from 0 to 5 (1) the frequency of its use; (2) how they like it and (3) its efficiency for them personally. The activities included both traditional ways of teaching, e.g. oral and written translation, learning texts and dialogues by heart, vocabulary exercises, tests etc., and active ones such as pair work, role-plays, presentations, brainstorming, totalling 26 items. This does not mean that all these activities and techniques were used equally by all teachers. The main idea was to receive students' feedback mainly on the perception of active methods compared to traditional ones.

After collecting data from the respondents, we averaged the scores (1), (2) and (3) across each method/activity and then aggregated them into two groups corresponding to the abovementioned traditional and innovative approaches. The obtained data are presented in the following chart (Figure 1).

From the chart it is evident that traditional methods are evaluated higher than innovative ones on each of the three aspects, while the respondents express almost the same positive attitude to both. These results have absolutely proved our assumption on students' little experience in use of the innovative methods. It really took time and effort to make the learners accustomed e.g. to pair work or brainstorming activities. This is one of the reasons, in our opinion, why the scores for innovative methods are a little lower.

Psychological and pedagogical problems of modern specialist formation

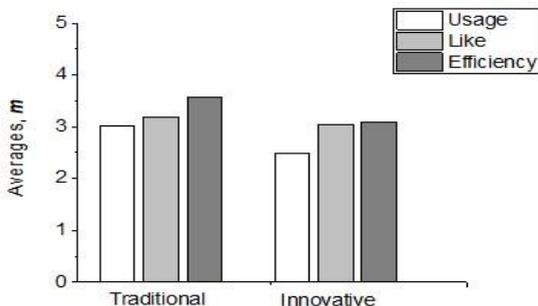


Figure 1. Students' average scores of frequency, likes/dislikes and efficiency of traditional and innovative teaching methods and activities

It is worth, though, mentioning that one of the active practices received the highest possible scores far outranking all others. This is role-plays, their likes averaging 3,87 points and effectiveness – 3,90 points, exceeded only by the traditional way of teaching when students work under the guidance of the teacher with 3,96 and 3,97 respectively. It was evident both in class, when students eagerly participated in such activities, and by the results of the questioning.

The lowest grades out of the innovative methods were given to preparing a presentation: likes – 1,95 and effectiveness – 2,23 points. The reason for students' underestimation of this activity and innovative methods in general may be overwhelming tradition of teacher-centred classes where students rely in obtaining knowledge and skills mostly on the teacher but not themselves or their peers. So changing students' attitude towards active learning methods is really vital.

Discussion and conclusions

Soft skills are an integral part of the 21st century skills required by ever evolving economy. Soft skills give the opportunity to be successful beyond the field of activity and the way of work. They are significant both in work and in life. The higher you climb your career ladder the greater role social skills play in your life. Creation of soft skills is obviously built on the basis of training logical skills with the help of exercises and practical simulations making students to solve problems by themselves. It is hard to check the degree of mastering these skills that is why the development of proper exercises is so important.

More efforts are needed on the part of students and teachers as well as educational policymakers to shift the emphasis from passive receiving knowledge to active knowledge-mining not least via communication and collaboration.

References

1. World Economic Forum. (2016). *Executive Summary: The Future of Jobs and Skills*. Geneva: World Economic Forum. Retrieved from http://www3.weforum.org/docs/WEF_FOJ_Executive_Summary_Jobs.pdf
2. McFarlan, F. W., & Benko, C. (2004). Managing a Growth Culture: How CEOs Can Initiate and Monitor a Successful Growth-Project Culture. *Strategy & Leadership*, 32 (1), 34-42.
3. World Economic Forum. (2016). *New Vision for Education: Fostering Social and Emotional Learning through Technology*. Geneva: World Economic Forum. Retrieved from http://www3.weforum.org/docs/WEF_New_Vision_for_Education.pdf
4. Frey, C. B., & Osborne, M. A. (2013). *The future of employment: how susceptible are jobs to computerisation?* Oxford: Oxford Martin School, University of Oxford.
5. Augustine, N. R. (2007). *Is America Falling Off the Flat Earth?* Washington, D.C.: National Academies Press. doi:10.17226/12021
6. World Economic Forum. (2015). *New Vision for Education: Unlocking the Potential of Technology*. Geneva: World Economic Forum. Retrieved from http://www3.weforum.org/docs/WEFUSA_NewVisionfor_Education_Report2015.pdf
7. Soft skill (2017). In *online Business Dictionary*. Retrieved July 29, 2017, from <http://www.businessdictionary.com/definition/soft-skill.html>
8. Rotherham, A. J., & Willingham, D.T. (2010). «21st-Century» Skills: Not new but a worthy challenge. *American Educator*, Spring 2010, 17-20.

Ольга Лазарева, Олена Ковтун. Розвиток соціальних компетенцій (soft skills) на заняттях з англійської мови за професійним спрямуванням (ESP) в технічних ВНЗ.

Обговорюється зростаюча роль соціальних компетенцій, які також називаються «гнучкими навичками» (soft skills), для майбутньої професійної кар'єри, з огляду на значні зміни у сутності роботи та робочих функцій, професії, робочого місця, робочого часу в умовах мінливої економіки. Основна увага приділяється таким соціальним компетенціям як співпраця, комунікація, критичне мислення та вирішення проблем, а також способам їхнього розвитку на заняттях з англійської мови за професійним спрямуванням (ESP) у технічних ВНЗ. Розглядаються деякі вправи, основані на студентоцентрованому підході, які спрямовані на формування цих важливих навичок. Для оцінки ефективності методів викладання, що застосовуються у навчальному модулі, присвяченому спілкуванню в академічному та професійному середовищі, було проведено опитування серед студентів першого курсу. Його результати показують, що інноваційні методи,

Psychological and pedagogical problems of modern specialist formation

такі як рольові ігри, командна робота та мозковий штурм, як правило, сприймаються студентами як мени привабливі та ефективні, ніж традиційні, наприклад, читання чи переклад. Зроблено висновок, що необхідні додаткові зусилля з впровадження студентоцентрованих вправ та завдань для розвитку гнучких навичок.

Ключові слова: *гнучкі навички, соціальні компетенції, англійська мова за професійним спрямуванням, інноваційні методи навчання, студентоцентрований підхід.*

Olga Lazarjewa, Olena Kowtun. Rozwój społecznych umiejętności (soft skills) na zajęciach z języka angielskiego zawodowej specjalizacji (ESP) na wyższych uczelniach technicznych.

Omówiona została wzrastająca rola społecznych umiejętności, które nazywa się również «miękkimi umiejętnościami» (soft skills), dla przyszłej kariery zawodowej, ze względu na znaczne przemiany w istocie pracy i funkcjach zawodowych, zawodzie, miejscu pracy i czasie pracy w warunkach zmiennej gospodarki. Główną uwagę zwraca się w tym artykule na takie społeczne umiejętności, jak współpraca, komunikacja, krytyczne myślenie i rozwiązywanie problemów, a także sposoby ich rozwoju na zajęciach z języka angielskiego zawodowego profilu (ESP) na wyższych uczelniach technicznych. Rozpatrzono pewne ćwiczenia oparte na indywidualnym podejściu do uczniów, mające na celu kształtowanie w nich owych istotnych umiejętności społecznych. Dla oceny efektywności metod wykładania tych umiejętności, stosowanych w edukacyjnym module, poświęconym relacjom w akademickim i zawodowym środowisku, przeprowadzono wywiad wśród studentów pierwszego roku. Jego wyniki pokazują, że innowacyjne metody, takie jak gra fabularna, praca zespołowa i burza mózgów, z reguły postrzegane są przez studentów jako mniej atrakcyjne i efektywne zadania niż tradycyjne, na przykład czytanie czy tłumaczenie. Sformułowano wniosek, że konieczne są dodatkowe wysiłki, żeby wprowadzić ćwiczenia i zadania nastawione na uczniów dla rozwoju miękkich umiejętności.

Słowa kluczowe: *miękkie umiejętności, socjalne kompetencje, język angielski, specjalizacja zawodowa, innowacyjne metody nauczania, podejście nastawione na uczniów.*

Received 07.08.2017

Information about the authors:

Lazareva Olga – Doctor of Philosophy, Docent, Associate Professor at the Department of Foreign Languages, National Technical University «Kharkiv Polytechnic Institute».

Kowtun Olena – Associate Professor at the Department of Foreign Languages, National Technical University «Kharkiv Polytechnic Institute».

UDC 378:[37.011.3-051:54+57]

DOI 10.26697/9789669726094.2017.116

© Chuvasova N., 2017

Natalia Chuvasova

Kryvyi Rih State Pedagogical University

**METHODOLOGICAL APPROACH TO THE RESEARCH
OF THE PROBLEM OF FUTURE CHEMISTRY AND BIOLOGY
TEACHERS' CREATIVE POTENTIAL DEVELOPMENT
IN HIGHER EDUCATIONAL ESTABLISHMENTS**

In the article on the basis of the pedagogical theory and practice analyses there were investigated and discovered the opportunities of the methodological approach to the research of the problem of future chemistry and biology teachers' creative potential development in the process of specialist training in the higher educational establishments. It is declared that a particular way reference enables to determinate the teaching activities strategy, the lines of approach, to explain the project conception of the developing model of the researched phenomenon. It has been investigated that the paradigmatic approach usage, being realized through the system of such approaches: system-practical, person-centered, competent, dialogical which compose methodological basis of the problem investigation, just provide a means of system development of future chemistry and biology teachers' creative potential.

Keywords: *approach, future chemistry and biology teachers' creative potential development.*

Introduction

Under the condition of the industrial society the role of higher education in the society functioning and in man's life has been changed essentially: the high rate of scientific and practical mankind knowledge accumulation, the complicity of all kinds of man's activities set much higher conditions to the level of specialist training with the diploma of higher educational establishments compared to the previous practice. Firstly, this is reflected in proficient higher level of knowledge use that will help future chemistry or biology teacher to fulfill effective professional implementation; secondly, in qualitative deeper and system acquisition variety of skills, technologies and strategies of cognitive and practical activity; thirdly, in motivation training to individual study which rise in arms and from the sphere of «intellectually» advanced merge into something of minimal necessity as a result of rapid alternation in

Psychological and pedagogical problems of modern specialist formation

professional and social spheres. The scientific literature analyses claims that modern teacher's creative potential is a very important characteristics of the professionalism, as well as a multiplex and dynamic phenomenon. The creative potential is connected with the search of some new paradigm attitude and methodological approaches, which characterize the pedagogical reality, its methodological basis without which one cannot reach the effective research problem solution.

Materials and methods

For the achievement of the objective, challenges implementation and hypothesis proof there was used such complex of methods: analysis, synthesis and philosophic psychologically-pedagogical systemization and methodical research, inquiry (filling a form, testing, discussion), pedagogical experiment for discovering of results rating of future chemistry and biology teachers' creative potential development in higher educational establishments.

Discussion

Category «approach» is used in the pedagogical practice as a practical commitment of a teacher on «certain totality of interrelated concepts, ideas and methods of pedagogical activity» (O. Stepanov and L. Luzina [3, p. 83]). L. Kondrashova considers the concept «approach» in scientific literature is interpreted as an orientation on those or other aspects of student's cognitive activity, the process of personality individuality becoming. Any approach unites initial concepts, principles and technologies of studies [1].

For different students is characteristic for different degree or intensity in the active cognition. A student's degree display of creative potential in the educational process is a dynamic, constantly new index. For realization of our research we must know the initial level of the creative potential development.

Experimental work was conducted on the basis of the articles of the chemical-biological cycle, because during the process of chemical processes analysis, solving chemical problems, implementation of laboratory and practical work from the courses of biology, chemistry and other studies, students get used to the valuable argumentation of their actions. It allows to avoid groundless generalizations, analogies, keep the formally – logical chart of reasoning, develop the ability to work in a necessary rate to all members of the group, carry out self-control.

During the ascertaining experiment the level of creative potential development of future chemistry and biology teachers was found out. 53,2% students have a low level of this difficult personality education, 41,9% have middle level, 5% have high level.

The analysis of the received facts allows to talk about inefficiency of traditional studies. Paradigm approach to the lessons organization does not get the proper attention which confirms supposition about the absence of the focused effort on future teachers of chemistry and biology's creative development. The ascertaining experiment discovered that essence of development of creative potential is understood far not by all teachers (and if it is understood, it's very approximately) that is why it is not used.

The obtained information gives the opportunity to suggest that at traditional studies there can be seen spontaneous development of creative potential of future teachers of chemistry and biology, that does not provide high – quality studies. All process of studies carried intuitional spontaneous character, self-organization and self-control were fragmentary.

One need to search the reasons of such circumstances not only in social terms but also in genesial system of studies. Methodical and subject content side of the visited lessons were not aimed at the students' creative potential development, providing of creative atmosphere which stimulates the students' creative approach to the solution of creative cognitive tasks. The focused effort of teachers in relation to the development of students' positive motivation and cognitive interest was absent.

The place of student in the role of a passive listener, a simple performer of teacher's will, when he is forced mainly to reproducing the mastered, leads to the decline of creative potential's level, low degree of getting creative knowledge and skills, the subject specific of terminology. Teachers pay not enough attention to the development of students' creative potential, to its emotionality, expressiveness, sequence, conviction that leads to the decline of creative potential level.

Paying attention to the fact that in pedagogical practice not full scope of paradigm approach is used by students during studies, we made attempt to find out the possibilities for development of creative potential future teachers of chemistry and biology.

Today the problem of development of creative potential is fully described with system – practical approach, which is based on theoretical positions of A. Asmolov, L. Vigotskiy, P. Galperin, V. Davidov, D. Elkonin, A. Leontiev.

Using the system – practical approach in the process of preparation of future chemistry and biology teacher the studies were organized as an active process of mastering of different types of professional activity. At the same time the purpose of studies included not only the acquiring of knowledge and abilities but also forming practical skills (competence), which confirm the profession selected. Exactly this skills set afterwards will come forward as a basic criterion of competence of future of chemistry and biology teacher.

Psychological and pedagogical problems of modern specialist formation

The system – practical approach presented the variety of variants of the development of the the same preparation system of future chemistry and biology teacher. In relation to higher professional education this approach excludes the presence of the unique and universal system of professional preparation for all specialities. The research of process of development of future chemistry and biology teacher's creative potential demands bringing in such categories, as «system», «unit», «part», «relation», «structure», which represent an ambiguousness and dynamic of researched phenomena. The components of this difficult personality education of future chemistry and biology teacher were analysed through the prism of integral approach, as the main function of each component of creative potential is work for «the unit».

From the point of view of system – practical approach, the main sense of any pedagogical theory consisted in the exposure of integral properties of every component of the system. At every level of preparation of competent chemistry and biology teacher of we dealt with integral personality and in the total got a graduate who not only obtained a university diploma, but also owned qualified characteristics of a chemistry and biology teacher. Without regard to that a graduate has the opportunity to apply the obtained education to practice, the marked levels are the components of the integral multilevel system of higher professional education, because they are interrelated.

The basis of personality – oriented approach in studies comprised the conceptual positions of psychologists about the dominant role of activity in intercourse and forming of a personality. Taking into account that fact, the educational process was directed not only on knowledge mastering, but also on the methods of mastering and thinking process, on the development of cognitive forces and creative capabilities of future of chemistry and biology teachers. We considered that in accordance with that there must be a student in the centre of studies, his aims, reasons, interests, inclinations, the level of his proficiency and capabilities.

Competency – based approach, in obedience to V. Serikov's position [2, p. 112], comprises the progress of culturological and practical approaches to the content of education and at the same time refreshes the pragmatic, effective component of the professional culture. A competence similarly comes forward as personality quality which is based on knowledge, intellectually and personality predefined social – professional description of a man.

For preparation of chemistry and biology teacher presented a most valued was practical – oriented component of competency – based approach, as it strengthens the actuality of professional education, promotes its quality and results efficiency. Strengthening of practical essence of studies resulted in displacement of accents on character of actions

conducted by the future of chemistry and biology teacher. It similarly influenced on the integration of professional and personality (especially, motivational) structures of specialist.

It is clear, that dialogic approach which today is intensively developed in pedagogical science comes into a large notice in methodological basis of development of creative potential of future of chemistry and biology teachers.

The questions of the effective use of linguistic activity are examined: linguistic activity as index of development of subject activity (G. Schukina); pedagogical organization of linguistic activity is in an educational process (A. Ksenofontova); connection of language and thought (L. Vigotskiy); the practical approach to the language (O. M. Leontiev, O. O. Leontiev).

The creative potential of future of chemistry and biology teachers is an attribute property of any personality, inseparable component of its structure. If student's creative potential does not develop, he stops feeling his or her creative personality. But creative potential does not develop by itself. It can remain at a low level in every student, if in the process of studies in higher educational establishment he was not plugged into creative process, did not obtain experience of some active creative activity. The search of more detailed approaches to the creative potential development generates the necessity of lining up an educational process so, that not a single talented personality went out, that the active cognitive capabilities of every student could be realized to the full extent. At dialogic approach character of creative activity and position of student differ considerably. During organization of educational process on principles of dialogic approach creative potential rises to the higher level, students are ready for independent work, display of initiative, creativity. Have the opportunities to be equal in rights students, to influence on character of creative activity, feel responsibility for themselves and for the result. For dialogic approach the peculiar personal character of creative activity is characteristic of, as well as display of the attitude towards the obtained knowledge, their usage as the instrument of solution of creative practical tasks.

The dialogic approach allowed to develop intercourse skills in different situations with surrounding people, ability to listen to others, chose the reference point, capacities for self – realization, to self – knowledge, the situation of favourable creative display and development of individual capabilities was created.

The teachers activity in groups, where there prevailed students with the low level of creative potential, were lead for the creation of some special emotional lesson atmosphere, which pushed the future chemistry and biology teachers to plugging in a creative educational process. So there was a chain: state of students' comfort, absence of fear, and then sense of

Psychological and pedagogical problems of modern specialist formation

confidence, readiness and expectation of meeting, with a teacher, expectation of a lesson with creative activity. Psychological pre-conditions were created for student's passing to the higher level of development of creative potential.

During the forming experiment the degree of development of creative potential was studied. Diagnostic materials which enabled to find out the level of development of creative potential of future of chemistry and biology teachers in the process of professional preparation of pedagogical university were developed.

The results of research showed that realization of the offered experimental program had provided the improvement of components state of the probed creative potential from low to the middle and high levels in experimental groups.

As it can be seen, the first level (the high one) of development of creative potential is owned by 29,5% students, by the second level (the middle one) – 61,3%, by the third level (the low one) – 9,2%.

The obtained facts confirm, that students become more mobile, unchained, active, they are able to conduct a dialog, capable to offer different ways and methods of solutions of creative educational tasks, prove their viewpoint and methods of the task implementation, are ready for a discussion, defend their own vision of educational problem, and its creative solution. Introduction of the paradigm approach of studies as a base principle of planning and conducting of lessons on his basis considerably extended possibilities for studies, development and growth of creative potential of future chemistry and biology teachers. Students developed their skills of the active listening, choosing the main idea, argumentative defending their own viewpoint, their creative potential increased to a higher level. Students developed their creative skills for solution of various problems, that enabled to find an output in any situation, creatively to solve the tasks.

The realization of the research – experimental program in experimental groups reflected positively at the level of development of creative potential of future chemistry and biology teachers. On the basis of the conducted experiments we can state that the most favorable situation for awakening and development of creative potential of future chemistry and biology teachers in the process of professional preparation in the pedagogical university involves providing of positive motivation development, proof cognitive interests to creative activity, cognitive necessity; providing self-management of studies process and successful forming of the knowledge system, successful applying of the intellectual abilities, related to processing of the gained information, by abilities of lingually – mental activity; pedagogical educational environment, collaboration and co-work of a teacher and students for providing the

success situation, psychological comfort of every student, stimulation of self-perfection, self-criticism, confidence in themselves are necessary for development of creative potential of future chemistry and biology teachers.

Introduction of the paradigm approach to the development of creative potential of future chemistry and biology teachers extends the possibilities for studies, development and increase of student's creative personality. For students the creative approach develops the solution of various problems, that gives an opportunity to compensate the effect of aging of the scientific information gained at the university. Every lesson must create a favourable situation for the display of students' creativity, forming the skills of making decision and readiness to the creative personal responsibility for their result.

Conclusions

Combining in the educational process various approaches and principles provides gaining the main aim, that is the preparation of competitive specialist, able to creative pedagogical activity at the level of world standards, ready to the permanent pedagogical development, social and pedagogical mobility. A clearness, logic, scientific validity of conceptual positions, predetermines efficiency of the development of creative potential of future of chemistry and biology teachers, as the important description of their professionalism.

References

1. Kondrashova, L. V. (2014). *Pedagogika vishei shkoly: problemy, poiski, resheniya* [Pedagogics of higher education: problems, searches, solutions]. Kryvyi Rih: Bohdan Chmelnytskyi ChNU. (in Russian)
2. Serikov, V. V. (1998). *Lichnostno orientirovannoe obrazovaniye: poisk novoy paradigmy* [Personally oriented education: the search for a new paradigm]. Moscow: Znanie. (in Russian)
3. Stepanov, E. N., & Luzina, L. M. (2002). *Pedagogu o sovremennyh podhodah i kontseptsiyah vospitaniya* [Teachers about modern approaches and concepts of education]. Moscow: TS Sphera. (in Russian)

Наталія Чувасова. Методологічні підходи до дослідження проблеми розвитку творчого потенціалу майбутніх учителів хімії та біології у вищих навчальних закладах.

У статті на основі аналізу педагогічної теорії і практики проаналізовані та розкриті можливості методологічних підходів до дослідження проблеми розвитку творчого потенціалу майбутніх учителів хімії та біології у процесі фахової підготовки у вищих

Psychological and pedagogical problems of modern specialist formation

навчальних закладах. Наголошено, що орієнтація на той чи інший підхід дозволяє визначити стратегію педагогічної діяльності, шляхи та способи вирішення досліджуваної проблеми, обґрунтувати проектування моделі формування досліджуваного феномена. Досліджено, що використання парадигмального підходу реалізується через систему підходів: системно-діяльнісного, особистісно-орієнтованого, компетентнісного, діалогічного, які складають методологічну основу дослідження проблеми й припускають розробку системи розвитку творчого потенціалу майбутніх учителів хімії та біології.

Ключові слова: *підхід, розвиток творчого потенціалу майбутніх учителів хімії та біології.*

Natalia Chuvasova. Metodyczne podejście do badań problemów rozwoju potencjału twórczego przyszłych nauczycieli chemii i biologii w szkolnictwie wyższym.

Na podstawie analizy teorii i praktyki pedagogicznej ujawniono możliwość podejścia metodologicznego do studiowania problemu twórczego potencjału przyszłych nauczycieli chemii i biologii, w trakcie szkolenia w wyższych instytucjach edukacyjnych. Podkreślić należy, że skupienie się na konkretnym podejściu do określenia strategii działań edukacyjnych, sposobów i środków rozwiązania badanego problemu uzasadnia model konstrukcyjny analizowanego zjawiska. Zbadano, że stosowanie paradygmatycznego podejścia realizowanego poprzez: aktywność systemową, zorientowanie na osobowość, kompetencje stanowią metodologiczną podstawę do badań problemów rozwoju potencjału twórczego przyszłych nauczycieli chemii i biologii.

Słowa kluczowe: *podejście, rozwój twórczego potencjału przyszłych nauczycieli chemii i biologii.*

Received 10.08.2017

Information about the author:

Chuvasova Natalia – Doctor of Philosophy in Pedagogy, Associate Professor at the Department of Chemistry and Teaching Techniques, Kryvyi Rih State Pedagogical University.

UDC 159.9.07:316.613.4.:159.925]37.091.12:159-051-021.412.1.:005.523-027.561:116

DOI 10.26697/9789669726094.2017.124

© Grankina-Sazonova N., 2017

Natalia Grankina-Sazonova

V. N. Karazin Kharkiv National University

THE STUDY OF PSYCHOLOGY STUDENTS' EMOTIONAL INTELLIGENCE AS AN IMPORTANT FACTOR OF PROFESSIONAL FORMATION

The article is devoted to the study of psychology students' emotional intelligence and comparison of their index with other specialties students' level. It is stated that EI is an important treat for psychologist's professional formation. The study found, that the Psychology Students' EIQ is higher, than Physics Students' and Clinical Laboratory Diagnostic Students' EIQ, which confirms the idea that psychology students pay more attention to emotional sphere. But at the same time their emotional intelligence doesn't differ significantly from other humanitarian science students' level and needs to be developed purposefully as a professional skill of psychologist in the process of education.

Keywords: *emotional intelligence, psychology students, psychologist professional formation.*

Introduction

The profession of psychologist relates to the «man-man» system, that is why it requires development of some specific personal features from the specialist. The professional competence of the psychologist includes not only professional knowledge and skills, but also such qualities as empathy capability, communication competence, readiness to establish contact and other treats that promote opened relationships with other people.

An important base for successful interaction with another person and growing trust and mutual understanding, which are required for diagnostic, corrective and therapeutic work of psychologist, is Emotional Intelligence. Emotional Intelligence (EI) is the ability to perceive, use, understand, and regulate emotions [6]. Therefore, the professional formation of psychologist demands development of EI in education process for successful work in future.

An important role of EI for psychologist formation as a specialist underlines a raw of modern researchers in their studies [1-5; 7]. A. M. Dvoinin and G. M. Danilova note that development of EI and reflexiveness is a significant part of professional formation of psychology

Psychological and pedagogical problems of modern specialist formation

students [2]. A. F. Kachanov names EI as one of four personal traits, which promote effectiveness of Psychology students in communication [3]. A. S. Obukhova considers that «personal features and Emotional Intelligence are the instruments for professional activity» of psychologists [5, p. 292].

Different studies show different results on EI level of psychology students. For example, A. M. Dvoinin found average level [2], and I. N. Mescheryikova found low EI level among psychology students, and proposed a special program to develop EI [4]. Besides, the studies of EI in the post-soviet countries are mostly held with the help of reflexive questionnaires.

The purpose of the study is to measure EIQ (Emotional Intelligence Quotient) of Psychology students and to compare it with EIQ of other faculties' students, using Mayer-Salovey-Caruso Emotional Intelligence Test MSCEIT V.2.0, which has another reliability comparing to subjective questionnaires [6], and to find if the development of Psychology Students' EI needs additional efforts.

Materials and methods

187 students of 4 different Faculties took part in the research: 55 Psychology Faculty students (5 male, 50 female), 42 Historical Faculty students (18 male, 24 female), 56 Clinical Laboratory Diagnostics (CLD) Faculty students (10 male, 46 female) and 34 Physics Faculty students (26 male, 8 female). The age of the students ranges from 18 to 23 years old, average age is 20 years old. In this way, the representatives of different scientific dimensions took part in the study: humanitarian, natural and exact sciences.

To measure the EIQ the MSCEIT (Mayer-Salovey-Caruzo Emotional Intelligence Test) v.2.0 Russian language version, adaptation by E. A. Sergienko and I. I. Vetrova, was used. It is an ability-based test designed to measure the four branches of the EI model of Mayer and Salovey. The branches of EI according to this model are:

- Perceiving Emotions: The ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli;

- Using Emotions: The ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes, to facilitate thought;

- Understanding Emotions: The ability to understand emotional information, to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings;

- Managing Emotions: The ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth.

Also two Areas scores are provided by MSCEIT v.2.0. They are the Experiential EIQ (recognizing emotions, comparing them to other sensations, and determining how they interact with thought; includes Perceiving Emotions and Facilitating Thought branches) and Strategic EIQ (understanding emotional meanings, their implication for relationships and how to manage them; includes Understanding emotions and Managing Emotions branches) [6].

The Program StatSoft Statistica v.6.0 was used for statistical processing of the data, which included Comparison of groups by the Student t test method and Fisher's angular transformation.

Results

We compared the results of testing of four groups of students using the Student t test method and received following data, represented in Table 1 (only statistically significant data are represented):

Table 1

Results of comparison of EI of four groups of students

Item	Group 1	Group 2	t-value	p
EIQ	PsSt	CLD St	2,0616	p<0,0416
Strategic EIQ	PsSt	CLD St	3,4547	p<0,0007
	PsSt	HSt	2,1374	p<0,0351
Using Emotions	PsSt	PhSt	2,4541	p<0,0161
Understanding Emotions	PsSt	CLD St	3,4919	p<0,0006

* Group 1 is the group with higher index, and Group 2 is the group with lower index in pare comparison;

** PsSt – Psychology Students, PhSt – Physics Students, CLD St – Clinical Laboratory Diagnostics Students, HSt – History Students.

As far as some studies show difference between men and women in EIQ, we used Fisher's angular transformation to evaluate reliability of differences in groups considering different quantities of males and females in each of them. The result showed that the differences in relation of sex in groups are reliable, so the differences in EIQ may be connected with sex, not with study direction.

To check this supposition we compared the females of the same groups. Females were chosen because of two reasons:

1) The total quantity of women in current research is higher than the quantity of men;

2) The studies show that women have higher EIQ, than man in young age.

Psychological and pedagogical problems of modern specialist formation

The results of comparison of women EIQ is represented in Table 2 (only statistically reliable differences).

Table 2

Results of comparison of women EIQ in four groups of students

Item	Group 1	Group 2	t-value	p
EIQ	PsSt	PhSt	2,3098	p<0,0247
Expereintial EIQ	PsSt	PhSt	2,0438	p<0,0458
Strategic EIQ	PsSt	PhSt	2,0311	p<0,0471
	PsSt	CLD St	2,8125	p<0,0059
Using Emotions	PsSt	PhSt	2,4727	p<0,0165
	CLD Stt	PhSt	2,0918	p<0,0413
	HSt	PhSt	2,9035	p<0,0069
Understanding Emotions	PsSt	PhSt	2,4652	p<0,0169
	PsSt	CLD St	3,0798	p<0,0027

* Group 1 is the group with higher index, and Group 2 is the group with lower index in pare comparison;

** PsSt – Psychology Students, PhSt – Physics Students, CLD St – Clinical Laboratory Diagnostics Students, HSt – History Students.

Discussion and conclusions

As we can see from the results, though the Fisher's angular transformation didn't affirm the reliability of the results considering different relation of men and women in groups, three statistically reliable differences of five are confirmed in comparison of women's results in different groups. We can't say exactly if the differences exist due to selection to the faculties or form during study process and characters, needed for future profession, but we can scan the current picture for the moment of testing.

Therefore, we can state that Psychology students have reliably higher Strategic EIQ and higher rate of Understanding Emotions, than CLD Students. Besides, comparison of women showed that Psychology female students have higher general EIQ than female CLD Students. This may mirror the dimension of activity of CLD «man-machine», when the person is oriented first of all to receive exact information from the equipment, and to give exact description of these data. They don't contact directly to other person in their professional activity, so they don't need to develop EI to reach success in professional formation. On the other hand, profession of psychologist suggests constant contacting other people and building

relations with them to become successful. EI is a kind of «tool» for psychologist, and students have to examine and develop emotional sphere.

Another fact, which was confirmed, is that Psychology Students have statistically reliable higher level of Using Emotions than Physics Students. Besides, in comparison of female groups Physics Students also showed lower level of Using Emotions, than CLD and History Students. Probably the character of problems they have to resolve explains it. Mostly those are exact tasks, which require «cold mind», i. e. they try to put the emotions aside, but not to use them in their work. Thus, it may be a common fallacy, and excited interest, happiness in process of resolving the physical or mathematical task may contribute to higher achievements.

The comparison of women groups also presented that female Psychology Students have statistically reliable higher index of general EIQ, both Experiential and Strategic EIQ, and Understanding Emotions level, than female Physics Students. In this way, the orientation to numerical information, exact data in study process makes the emotional information less evaluated and important, like in the case with CLD Students.

At the same time we didn't find statistically reliable differences between female groups of humanitarian sciences: psychologists and historians. This fact may mirror the common interest for human and humanity, which makes humanitarian students examine its inner nature, from the one hand. From the other hand, it may be a sign that psychology students need more studies, directed specifically to developing EI as an important professional «tool», a skill, which is extremely important for specialist formation in this area. It is EI, that makes possible to understand another person, to create an open contact, to build trustful relations, which are necessary for psychological work.

We can make next conclusions from our study:

1. There were found several statistically reliable differences in EIQ level between students of various faculties. In all described cases, the EI of psychologists was found to be higher, than EI of other faculties' students. Consequently, we can suggest that the study of future psychologists promotes development of EI function.

2. At the same time, we do not observe significant differences between female groups of psychologists and other humanitarian oriented students (historians) in EI level. This fact may be a sign that psychology students need more studies, directed specifically to developing EI as an important professional character.

3. We found that students taking different studies have statistically reliable differences in levels of EI. It should be further examined if it happens due to selection or during study process because of various educational tasks.

Psychological and pedagogical problems of modern specialist formation

References

1. Volkodav, T. V. (2016). Formirovanie emotsionalnogo intellekta budushchikh pedagogov-psikhologov [Formation of emotional intelligence of future teachers-psychologists]. *Istoricheskaiia i sotsialno-obrazovatelnaia mysl – Historical and Socio-Educational Thought*, 8(5/3), 51-53. (in Russian)
2. Dvoinin, A. M., & Danilova, G. I. (2012). Emotsionalnyi intellekt i reflektivnost studentov-psikhologov [Emotional intelligence and reflexivity of psychology students]. *Vestnik PSTGU: Pedagogika. Psikhologiiia – Bulletin PSTGU: Pedagogy. Psychology*, 1(24), 121-134. (in Russian)
3. Kachanov, A. F. (2012). Razvitie lichnostnykh kachestv, sposobstvuiushchikh effektivnosti v obshchenii u studentov-psikhologov [Development of personal qualities that promote efficiency in communication among students-psychologists]. *Severo-Kavkazskii psikhologicheskii vestnik – North Caucasian Psychological Herald*, 10(2), 19-22. (in Russian)
4. Meshcheriakova, I. N. (2010). Formirovanie emotsionalnogo intellekta studentov-psikhologov v protsesse obucheniia v VUZE [Formation of emotional intelligence of students-psychologists in the process of studying at the university]. *Vestnik TGU: Pedagogika i psikhologiiia – Bulletin TGU: Pedagogy and Psychology*, 1(81), 157-161. (in Russian)
5. Obukhova, S. G. (2015). Vzaimosviaz pokazatelei emotsionalnogo intellekta i lichnostnykh osobennosti studentov-psikhologov [Interrelation of indicators of emotional intelligence and personal characteristics of students-psychologists]. *Mezhdunarodnyi nauchnyi zhurnal «Simvol nauki» – nternational scientific journal «Symbol of Science»*, 8, 291-293. (in Russian)
6. Sergienko, E. A., & Vetrova, I. I. (2010). *Test J. Mayer, P. Salovey, D. Caruso «Emotsionalnyi intellekt» (MSCEIT v. 2.0) [The Mayer-Salovey-Caruzo Emotional Intelligence Test (MSCEIT v. 2.0)]*. Moscow: Izdatelstvo «Institut psikhologii RAN». (in Russian)
7. Valeeva, R. A., & Khakimova, E. K. (2015). Study of Educational Psychologists' Emotional Competence Development. *Review of European Studies*, 7(5), 91-100.

Наталія Гранкіна-Сазонова. Дослідження емоційного інтелекту студентів-психологів як важливого чинника професійного становлення.

Стаття присвячена дослідженню емоційного інтелекту студентів-психологів та порівнянню його показників з показниками студентів інших спеціальностей. Стверджується, що емоційний інтелект є

важливою складовою для професійного становлення психолога. Дослідження виявило, що рівень емоційного інтелекту студентів-психологів вищий, ніж рівень емоційного інтелекту студентів-фізиків та факультету клінічної лабораторної діагностики, що підтверджує припущення про те, що студенти-психологи звертають більше уваги на емоційну сферу. Але, в той же час, їхні показники емоційного інтелекту не відрізняються значимо від показників студентів інших гуманітарних факультетів. Необхідний цілеспрямований розвиток емоційного інтелекту в якості професійного навичку у студентів-психологів в процесі навчання.

Ключові слова: емоційний інтелект, студенти-психологи, професійне становлення психолога.

Natalia Grankina-Sazonova. Studium inteligencji emocjonalnej studentów psychologii jako ważny czynnik rozwoju zawodowego.

W artykule omówiono inteligencję emocjonalną studentów psychologii i porównano jej wydajność z inteligencją emocjonalną studentów innych specjalizacji. Zarzuca się, że inteligencja emocjonalna jest ważnym elementem rozwoju zawodowego psychologa. Studium pokazuje, że poziom inteligencji emocjonalnej studentów psychologii jest wyższy niż poziom inteligencji emocjonalnej studentów fizyki oraz Wydziału Laboratorium Klinicznego, co potwierdza założenie, że studenci psychologii zwracają większą uwagę na sferę emocjonalną. Ale w tym samym czasie ich wskaźniki inteligencji emocjonalnej nie różnią się znacząco od wskaźników innych studentów humanistyki. Dlatego lepiej ukierunkować rozwój inteligencji emocjonalnej jako umiejętność zawodową studentów psychologów podczas szkolenia.

Słowa kluczowe: inteligencja emocjonalna, studenci psychologii, rozwój zawodowego psychologa.

Received 10.08.2017

Information about the author:

Grankina-Sazonova Natalia – Postgraduate Student, V. N. Karazin Kharkiv National University.

Ganna Polyakova

Simon Kuznets Kharkiv National University of Economics

**ENVIRONMENTAL, MARKETING-MONITORING AND
STAKEHOLDER APPROACHES TO INSTITUTIONAL QUALITY
ASSURANCE IN HIGHER EDUCATION**

The content of environmental, marketing-monitoring and stakeholder approaches has been actualized and developed. The ways of their implementation for internal quality assurance in higher education institutions are proposed. The essence of the environmental approach in higher education is considered as theory, methodology, tools of indirect (through the environment) management of personal and professional students' formation, development, self-development and self-actualization of the educational process subjects. The implementation of this approach is presented through the introduction of a system of actions for the integral quality assurance and development of educational environment components in higher education institutions (value-oriented, socio-psychological, informative-communicative, spatially-objective, the use of educational monitoring technologies and feedback tools for the educational process subjects. The marketing-monitoring approach involves studying the external and internal environment in the higher education institutions as marketing and creating strategies for education quality on this basis. Its implementation will be presented in undertaking marketing-monitoring studies, which form the basis of information quality management in higher education institutions. The stakeholder approach allows to consider a higher education institution as a stakeholder-company concentrating on the parties concerned interests. The implementation of this approach is in defining the parties concerned groups in a higher education institution (external and internal stakeholders), studying their positions (aims, interests, expectations, requirements, needs, etc.), as a consequence presenting educational services quality evaluation and providing appropriate changes in higher education institutions activity.

Keywords: *quality assurance of higher education, environmental approach, marketing-monitoring approach, stakeholder approach.*

Introduction

The training of modern specialists is carried out in the conditions of active reformation of the national system of higher education in Ukraine, which is aimed at joining the European educational environment, ensuring the quality of higher education at the level of national and international standards.

In the Communiqué of the Conference of European Ministers Responsible for Higher Education «The Bologna Process 2020 – the European Higher Education Area in the new decade» (28-29 April 2009), the following priorities for the development of the European higher education area are outlined: Social dimension: equitable access And completion, Lifelong learning, Employability, Student-centered learning, and the teaching mission of higher education, Education, research and innovation, International openness, Mobility, Data collection, Multidimensional transparency tools, Funding [19].

The main components of the quality assurance, that a higher education institution has to focus on, are identified in the Standards and Guidelines for Quality Assurance, that is: Policy for quality assurance, Design and approval of programs, Student - centered learning, teaching and assessment, Student admission, progression, recognition and certification, Teaching staff, Learning resources and student support, Information management, Public information, On-going monitoring and periodic review of programmes, Cyclical external quality assurance [18, p. 9-17].

The construction of internal quality assurance systems in higher education institutions makes it necessary to turn to the international and local research of theory and practice, to look for new approaches to the management of the quality of educational activities and the results of higher education. We propose to draw attention to the following methodological approaches: 1) environmental, as the quality of educational results depends on the quality of educational conditions and resources of higher education institutions; 2) marketing-monitoring, as the providing of educational services is carried out in open market conditions; 3) stakeholder approach, as the quality of higher education must meet the requirements and needs of the parties concerned.

Materials and methods

The article presents methods of analysis and generalization of scientific research for studying the state of development of the problem; modeling for determination the essence of environmental, marketing-monitoring and stakeholder approaches to quality assurance in higher education.

Psychological and pedagogical problems of modern specialist formation

Results

Ensuring the quality of higher education is directly related to the formation of a qualitative model of the educational environment, its ability to respond to external and internal changes, the availability of tools (methods, technologies), monitoring demand and satisfaction of stakeholders in higher education.

Quality of higher education is defined as «A multi-dimensional, multi-level, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programme or discipline» [14, p. 70].

Quality assurance – «An ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system» [14, p. 74].

Quality assurance at the institutional level will be facilitated by the *environmental approach*.

Referring to the environmental approach in higher education was considered by A. Artyukhina [1], M. Bratko [4], O. Horchakova, [8], T. Menh [11], O. Yaroshinskaja [20] and others.

The study of above-mentioned research allows to consider the environmental approach in higher education as: theory, methodology, tools of indirect (through the environment) management of personal and professional students' formation, development, self-development and self-actualization of the educational process subjects.

On the basis of the analysis and generalization of scientific research of M. Bratko [4], O. Horchakova [8], and our previous studies (G. Polyakova [13]) as for the educational environment in the higher education institutions essence and structure, we define the educational environment of a higher educational institution as a conceptually holistic, loosely-coupled interconnections, conditions, impacts and resources that excite, direct, support the activity of higher education institutions subjects (internal stakeholders) for personal professional development, personal potential realization and satisfaction of educational needs. Components of the educational environment are the following: value-oriented, socio-psychological, informative-communicative, organizational-active, spatially-objective (physical and virtual).

An environmental approach to institutional quality assurance in higher education will consist of introducing a complex of actions with the higher education institutions educational environment, aimed at the integral quality assurance and development of its components, taking into account external and internal changes, equipped with educational monitoring technologies and feedback tools for the educational process subjects.

The second approach we have highlighted for providing quality education in higher education institutions is the *marketing approach*. The basis of the marketing approach in education can be found in the studies of B. Bratanich [3], V. Dmitriiev [5], P. Gibbs [7], Ph. Kotler, K. F. A. Fox [10], A. Pabedinskaite, M. Friman [12], Z. Riabova [16] and others.

In the marketing approach, the external environment in the higher education institutions is considered as a marketing environment and creating strategies for education quality on this basis, that is «a set of active subjects and intensity operating outside the firm and affect the ability of the marketing service management to establish and maintain relationships of successful cooperation with target clients» [10, p. 103].

The marketing-monitoring approach to the internal quality assurance in higher education institutions will be presented in creating a system of marketing-monitoring studies, which form the basis of information quality management: the study of world and national trends in the development of higher education; the study of the labor market (demand, supply, requirements); determination the higher education institutions competitiveness (its image, attractiveness, competitive advantages, positioning in national and international ratings); definition of strategic development state in higher education institutions; the study of competitors in providing educational services.

Due to the growth of human-centred orientation in social-pedagogical systems, the stakeholder approach based on R. E. Freeman theory of the parties concerned focuses attention.

The stakeholder approach in higher education was considered by, O. Belash, M. Popov, N. Ryzhov, Y. Ryaskov, S. Shaposhnikov [2], M. Rahmanova, K. Solodukhin [15], V. Savvinov, V. Strekalovskij [17] and others. In these studies, consideration of stakeholders' interests in management, strategic analysis and image formation are considered.

The stakeholder approach allows higher education institutions to be viewed as a stakeholder company, that is «an organization whose precondition is the ability to establish and maintain relationships with the parties concerned» (M. Rachmanova, K. Solodukhina) [15].

By R. E. Freeman definition, the parties concerned of the company are «any individuals, groups or organizations that have a significant influence on the decisions made by the firm and/or are under the influence of these decisions» [6, p. 25].

V. Savvinov, V. Strekalovs'kij distinguish two groups of stakeholders in higher education institutions: external and internal stakeholders. External stakeholders include a state; regional executive authorities and local self-government bodies; employers (representatives of business and social sphere); students, entrants, their parents; different

Psychological and pedagogical problems of modern specialist formation

educational institutions located in the region; various public organizations and associations [17]; to this list we suggest adding ratings agencies, quality certification agencies (international, national); mass-media. The internal stakeholders include students of all levels of education (undergraduate, master's degree), post-graduate students, doctoral students; their parents; scientific and pedagogical staff; educational auxiliary and administrative staff [17]. To this list it is necessary to add functional structural units (departments, faculties, laboratories, centres, groups, student youth organizations).

The use of the stakeholder approach for ensuring the quality of educational activities in higher education institutions will be presented by means of technologies, tools for studying the positions of external and internal stakeholders of higher education: their attitudes, demand, requirements, needs, expectations, and satisfaction with the quality of educational services. These data should be taken into account for the appropriate changes in the organization and updating of the educational process content.

Discussion and conclusions

The concept of «quality of higher education», «quality assurance» has been considered. On the basis of analysis and generalization of local and foreign experience, the content of environmental, marketing-monitoring, and stakeholder approaches in higher education institutions has been reviewed and actualized. The ways of their implementation for internal quality assurance in higher education institutions are proposed.

The use of environmental approach suggests the following: 1) defining the educational environment of a higher education institution as a conceptually holistic, loosely-coupled interconnections, conditions, impacts and resources that excite, direct, support the activity of higher education institutions subjects (internal stakeholders) for their personal professional, personal potential realization and satisfaction of educational needs; 2) identification the structural components of the educational environment (value-oriented, socio-psychological, informative-communicative, spatially-objective); 3) providing a system of actions with the higher education institutions educational environment, aimed at the integral quality assurance and development of its components, taking into account external and internal changes; 4) the use of educational monitoring technologies and feedback tools for the educational process subjects.

Using the marketing-monitoring approach is assumed: 1) defining the external and internal environment in the higher education institutions as marketing; 2) conducting marketing - monitoring studies, that form the management information basis of marketing management in higher

educational institutions; 3) making on this basis management decisions as for educational activity quality and higher education results quality.

The implementation of the stakeholder approach to institutional quality assurance in higher education is as follows: 1) to consider higher education institutions as stake-companies; 2) to identify parties concerned groups (external and internal stakeholders); 3) to study external and internal stakeholders' positions (aims, interests, expectations, requirements, needs, etc); 4) to present educational services quality evaluation; 5) to provide appropriate changes in higher education institutions.

The use of the above-mentioned approaches in higher education institutions will allow to create such an internal quality assurance system that takes into account changes in the external and internal environment of higher educational institutions, will be based on a marketing strategy in providing educational services, will have operational information support to identify the main interests and educational needs quality of all the parties concerned.

References

1. Artjuhina, A. I. (2006). *Obrazovatel'naja sreda vysshego uchebnogo zavedenija kak pedagogicheskij fenomen [The educational environment of a higher educational institution as a pedagogical phenomenon]*. Volgograd: Vol. GMU. (in Russian)
2. Belash, O., Popov, M., Ryzhov, N., Ryaskov, Y., Shaposhnikov, S., & Shestopalov, M. (2015). Research on University Education Quality Assurance: Methodology and Results of Stakeholders' Satisfaction Monitoring. *Procedia. Social and Behavioral Sciences*, 214, 344-358.
3. Bratanich, B. (2006) Osvitnii marketynh v konteksti hlobalizatsii [Educational marketing in the context of globalization]. *Filosofiiia osvity – Philosophy of education*, 3(5), 103-110. (in Ukrainian)
4. Bratko, M. (2015). Environmental approach in higher education: methodological aspects. *Neperervna profesiina osvita: teoriia i praktyka – Continuing professional education: theory and practice*, 4(45), 15-18.
5. Dmytriiev, V. Yu. (2013). Kontseptsiia marketynhovooho menedzhmentu u sferi posluh VNZ [The concept of marketing management in the field of services of higher educational institutions]. *Problemy suchasnoi pedahohichnoi osvity. Pedahohika i psykhologhiia – Problems of modern pedagogical education. Pedagogy and psychology*, 40(1), 96-100. (in Ukrainian)
6. Freeman, R. E. (1984). *Stakeholder Management: A Stakeholder Approach*. Marshfield, MA: Pitman Publishing.

Psychological and pedagogical problems of modern specialist formation

7. Gibbs, P. (2001). Higher education as a market: a problem or a solution? *Studies in Higher Education*, 26, 85-94.

8. Horchakova, O. A. (2011). Seredovyshchnyi pidkhdid do upravlinnia navchalnym zakladom v umovakh polikulturnosti [An environmental approach to management of an educational institution in a multicultural environment]. *Visnyk Cherkaskoho universytetu – Cherkasy university herald*, 209(1), 8-15. (in Ukrainian)

9. Kotler, Ph., & Fox, K. F. A. (1985). *Strategic Marketing for Educational Institutions*. New Jersey: Prentice Hall.

10. Kotler, Ph. (1995). *Osnovy marketinga [Marketing bases]*. Moscow: «Biznes-kniga», «IMA-Kross. Pljus». (in Russian)

11. Menh, T. V. (2008). Sredovyj podhod k organizacii obrazovatel'nogo processa v sovremennom vuze [Environmental approach to the educational process organization in a modern higher education institution]. *Izvestija RGPU im. A. I. Gercena – News RSPU named after A. I. Herzen*, 52, 70-83. (in Russian)

12. Pabedinskaitė, A., & Friman, M. (2003). Marketing as efficient innovation in higher education institutions. *Organizacijų Vadyba: Sisteminiai Tyrimai*, 27, 101-114.

13. Poliakova, H. A. (2013). Diialnist kafedry v konteksti rozvytku osvitnoho seredovyshcha vyshchoho navchalnoho zakladu [The activity of the department in the context of the educational environment of a higher educational institution]. *Teoretychnyi ta naukovo-metodychnyi chasopys «Vyshcha osvita Ukrainy» – Theoretical and methodological journal «Higher education of Ukraine»*, 3(2), 103-108. (in Ukrainian)

14. Quality assurance. (2007). In M. Seto, & P. J. Wells (Eds.), *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions*. Retrieved July 30, 2017, from <http://unesdoc.unesco.org/images/0013/001346/134621e.pdf>

15. Rahmanova, M. S., & Soloduhin, K. S. (2010). *Innovacionnyj strategicheskij analiz vuza na osnove teorii zainteresovannyh storon [Innovative strategic analysis of the higher education institution based on the parties concerned theory]*. Vladivostok: Izdatelstvo VGUJeS. (in Russian)

16. Riabova, Z. V. (2013). *Naukovi osnovy marketynhovoho upravlinnia v osviti [Scientific basis of marketing management in education]*. Kyiv: Pedahohichna dumka. (in Ukrainian)

17. Savvinov, V. M., & Strekalovskij, V. N. (2013). Uchet interesov stekholderov v upravlenii razvitiem obrazovaniya [The interests inclusion of stakeholders in the education development management]. *Vestnik mezhdunarodnyh organizacij – International organizations herald*, 1(40), 87-99. (in Russian)

18. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels: EURASHE.

19. The Bologna Process 2020. (2009, April 28-29). *Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve*. Retrieved from https://www.eurashe.eu/library/modernising-phe/Bologna_2009_Leuven-Communique.pdf

20. Yaroshynska, O. O. (2014). Metodolohichni zasady proektuvannia osvithnoho seredovyshcha profesii noi pidhotovky maibutnikh uchyteliv pochatkovoï shkoly [Methodological principles of designing an educational environment for the intended primary school teachers]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii – Pedagogical sciences: theory, history, innovative technologies*, 7(41), 380-389. (in Ukrainian)

Ганна Полякова. Середовищний, маркетингово-моніторинговий, стейкхолдерський підходи до інституаційного забезпечення якості вищої освіти.

Актуалізовано та розкрито зміст середовищного, маркетингово-моніторингового, стейкхолдерського підходів. Запропоновано шляхи їх застосування для внутрішнього забезпечення якості у вищому навчальному закладі. Сутність середовищного підходу у вищій школі розглядається як теорія, методологія, інструмент опосередкованого (через середовище) управління особистісно-професійним становленням студентів, розвитком, саморозвитком та самореалізацією суб'єктів освітнього процесу. Застосування цього підходу полягає у: запровадженні системи дій із інтегрального забезпечення якості та розвитку компонентів освітнього середовища вищого навчального закладу (ціннісно-орієнтаційного, соціально-психологічного, організаційно-діяльнісного, інформаційно-комунікаційного, просторово-предметного); використанні технологій освітнього моніторингу та інструментарію зворотного зв'язку із суб'єктами освітнього процесу. Маркетингово-моніторинговий підхід передбачає вивчення зовнішнього і внутрішнього середовища вищого навчального закладу як маркетингового та побудову на цій основі стратегії забезпечення якості освіти. Його застосування полягатиме у проведенні маркетингово-моніторингових досліджень, які складають інформаційну основу управління якістю освітньої діяльності ВНЗ. Стейкхолдерський підхід дозволяє розглядати вищий навчальний заклад як стейкхолдер-компанію, зосереджувати увагу на врахуванні інтересів зацікавлених сторін. Застосування цього підходу полягає у визначенні груп зацікавлених сторін (внутрішніх та

Psychological and pedagogical problems of modern specialist formation

зовнішніх стейкхолдерів), дослідження їх позицій (цілей, інтересів, очікувань, вимог, потреб тощо), визначенні на цій основі якості надання освітніх послуг, рівня задоволеності якістю освіти та здійснення відповідних змін у діяльності вищого навчального закладу.

Ключові слова: забезпечення якості вищої освіти, середовищний підхід, маркетингово-моніторинговий підхід, стейкхолдерський підхід.

Ganna Polyakova. Podejście środowiskowe, podejście marketing-monitoring i podejście interesariuszy do zapewnienia jakości wyższego wykształcenia.

Ujawnia się treść podejścia środowiskowego, marketing-monitoring, podejścia interesariuszy. Omówiono sposoby jego zastosowania do wewnętrznego zapewnienia jakości w szkolnictwie wyższym. Istotą podejścia środowiskowego w szkolnictwie wyższym jest teoria, metodologia narzędzia (poprzez środowisko) zarządzania osobistą i zawodową formacją studentów, rozwój, samorozwój i samorealizacja podmiotów procesu edukacyjnego. Zastosowanie tego podejścia polega na wprowadzaniu zintegrowanych operacji systemowych i zapewnieniu jakości komponentów środowiska edukacyjnego uczelni wyższej (oceniający, orientacyjny, społeczno-psychologiczny, organizacyjny działalność, informacyjny komunikacyjny, przestrzenny); za pomocą narzędzi edukacyjnych technologii monitorowania i informacji zwrotnej z podmiotów procesu edukacyjnego. Podejście marketing-monitoring obejmuje badanie wewnętrznego i zewnętrznego środowiska uczelni wyższej jako marketing i budowanie na tej podstawie strategii zapewniania jakości. Jego stosowanie będzie polegało na prowadzeniu badań marketingowych i monitorowaniu, co umożliwi stworzenie bazy wiedzy zarządzania jakością edukacji w uczelni. Podejście interesariuszy pozwala rozważyć wyższej uczelni jako interesariuszy-firmy, skupić się na uwzględnieniu zainteresowania stron. Jego stosowanie polegało w identyfikacji grup interesariuszy (wewnętrznych i zewnętrznych), badanie ich pozycji (cele, zainteresowania, oczekiwania, wymagania, potrzeby etc.), wyznaczenie podstaw jakości usług edukacyjnych, poziomu zadowolenia z jakości kształcenia i wdrażania odpowiednich zmian w działalności uczelni.

Słowa kluczowe: zapewnienie jakości wykształcenia wyższego, podejście środowiskowe, podejście marketing-monitoring, podejście interesariuszy.

Received 14.07.2017

Information about the author:

Polyakova Ganna – Doctor of Philosophy in Pedagogy, Docent, Head of the Department of Education Quality Assurance and Innovation Development, Simon Kuznets Kharkiv National University of Economics.

UDC 159.9.018.4.:008-024.63:165.192-047.22-057.4:33

DOI 10.26697/9789669726094.2017.140

© Khachatryan Ye., 2017

Yeva Khachatryan

Simon Kuznets Kharkiv National University of Economics

**ASPECT ANALYSIS OF CROSS-CULTURAL DISCOURSE
COMPETENCE OF FUTURE SPECIALISTS IN ECONOMICS**

The article emphasises vital importance of formation of cross-cultural discourse competence of future specialists in economics as pledge of a country's prosperity and its citizens' well-being. The necessity of all-aspect study of the notion «cross-cultural discourse competence of future specialists in economics» is proved. The aspect analysis of the given notion is realised in various branches of knowledge, in particular philosophy, culture studies, psychology, linguistics and applied economics. The essence, structure and functions of cross-cultural discourse competence of future specialists in economics are revealed on the basis of the aspect analysis.

Keywords: *aspect analysis, discourse, cross-cultural discourse competence, cross-cultural communication, future specialists in economics.*

Introduction

In conditions of social and economic transformations of the society one of the dominating tasks of the state is to train competent future specialists in economics, whose professional activity influences economic prosperity of the country and well-being of its citizens. Improvement of the quality of economists' professional education that activates the necessity to use a competence approach, presupposes training for professional communication in conditions of international cooperation. Attaining economic goals during cross-cultural communication with business-partners of other countries is provided by a high level of professional communication culture, the basis of which is cross-cultural discourse competence (CDC). The relevance of the given problem is revealed in the recent article [2].

CDC is realised by future specialists in economics during cross-cultural discourse activity (CDA). As the analysis of language and speech is claimed to be a part of philosophy, sociology and psychology, it is necessary to consider all sides of CDC on the grounds of scientific literature in various branches of knowledge.

Psychological and pedagogical problems of modern specialist formation

Materials and methods

To realise the task of the research a range of theoretical and empirical methods were used. Among them theoretical analysis and synthesis, generalisation and comparison were used to study philosophical, culture, linguistic, psychological and other scientific resources. To reveal the essence of CDC, the methods of modelling and projecting were applied in the research. The methods of diagnosing (questionnaires, interviews, and scientific observations) were used to reveal the relevance of CDC formation.

The research is based on the theoretical and methodological theses dedicated to formation of future economists' cross-cultural communication revealed by T. Kolbina [3].

Results

According to the results of the analysis of scientific literature it is ascertained that the notion «discourse competence» is less researched in comparison with the notion «cross-cultural competence». As the definition of the notion CDC has to reflect its content structure, it is expedient to research its structural components.

As it is known, the structure of any competence consists of the following elements: motivational (presupposes readiness for exposing the quality under discussion in activity and behaviour), cognitive (encompasses awareness of means, ways, programmes of doing actions, solving tasks, realisation of rules and norms of behaviour); behavioural (consists of experience of knowledge realisation in various standard and non-standard situations); value and content (presupposes attitude to the competence content, its personal significance, emotional and will regulation as the ability to expose and regulate competence realisation according to the situation of social and professional interaction [7]. Thus, the mentioned elements will be taken into account together with the following aspect analysis in order to identify the structural elements of CDC.

In *the philosophic aspect* the notion «discourse» has been researched by a number of scholars (O. Chorba, V. Kremen, V. Taran, O. Volkov and others). Discourse is defined as a verbally articulated form of the object content of a person's consciousness that is regulated by a rationality type dominating in this or that socio-cultural tradition. It is considered to be a special instrument for perceiving socio-cultural interaction. Denotative meanings are not as important as outlining the special signs that reflect socio-cultural communicative events [5]. Besides, discourse is considered as «social material» in which the definite speech acts make conditions for the following speech acts which are expected to be consistent, relevant and corresponding to communication etiquette [4, p. 18]. Thus there is a necessity to analyse «a discourse event» in the context of extra-linguistic

conditions of different types of discourse, in our research – economic one. It presupposes studying discourse in cross-cultural communication as one of the main and vitally important spheres for efficient professional activity of future specialists in economics.

In philosophic works the difference between a dialogue and discourse is researched. It lies in the fact that a dialogue emphasises interactive character of the language usage while discourse is aimed at getting into the social context of communication. Namely discourse is directed at specifying contents and working out common ideas, thoughts and beliefs. Such a form of communication gives the possibility to generate democratic relations, fosters readiness to compromise and find collective solutions that is of paramount importance for future specialists in economics.

Still, discourse behaviour may be of both constructive and destructive nature. In philosophers' view it depends upon the idea and understanding of what kind of a person a recipient should be, as well as understanding of oneself and the surrounding reality. Such awareness affects the discourse means used by a person and thus the effectiveness of communication.

As for cross-cultural discourse, philosophers emphasise the influence of interconnected tendencies in development of national and ethnic communities. Among them there is ethnic differentiation (separating social and ethnic communities, striving for national independence) and integration (deconstructing barriers, developing and enlarging cross-cultural connections).

So, the analysis of the philosophical aspect allows to define CDC as a person's quality that provides democratic development of the society, regulation and humanisation of social relations, humane attitudes to representatives of other cultures. The following functions of CDC are identified: cognitive (obtaining or transmitting knowledge, ideas or images); forming (formation of a world outlook, ideology and a system of values); educative (fostering ethic norms, moral qualities of a specialist in economics as a subject of CDA).

It is worth noting that understanding and interpretation of foreign discourse becomes more complicated due to national differences in people's world outlook, cultural varieties in social norms of communicative behaviour as well as individual peculiarities of people's world perception. That is why *the aspect of culture studies* (researched by P. Herchanivska, Y. Kozhemiakin, A. Sadokhin and others) is of vital importance in the analysis of CDC.

In a wide sense discourse is interpreted as a complex unity of speech practices and extra-linguistic factors that reflect a communicative situation, i. e. give the idea about participants of communication, their purposes and

Psychological and pedagogical problems of modern specialist formation

aims, as well as conditions of communication [1, p. 50]. Thus discourse is equalled to the unity of a thought and word, a meaning and sign, knowledge and its semiotic expression that becomes sensible only in the process of communication [6, p. 201]. So, the essence of discourse is defined as a significant component of socio-cultural interaction, the peculiarities of which are revealed in interests, goals and communicative styles of communicators.

On the basis of the aspect of culture studies, the following functions of CDC can be outlined: cognitive (research and analysis of different cultures, in particular business ones), developing (favouring development of a creative personality in the process of CDA); forming (formation of a communicator's image capable for a cross-cultural discourse; his individual style on the basis of knowledge about types of business discourse); normative (creating or realising norms, standards, rules of behaviour); signifying (giving meanings and values to objects of reality).

In spite of the fact that philosophic and culture studies' aspects are the grounds for defining the basic notions of our research, still the main sphere of the discourse usage is *the linguistic aspect* (presented by works of Z. Harris, D. Hymes, G. Rickheit, F. Sossior, T. Van Deik and others). In this aspect discourse is not limited by written or oral speech but also means semiotic processes. Its interactive nature, which is perceived in the social context, as well as extra-linguistic factors, is emphasised. Discourse renders information about events, subjects, people, their qualities and relations that create a communicative situation. Thus future economists need to know typical business situations to produce the corresponding type of activity. Such awareness of a «situation model» allows to interpret any communicative situation in terms of general social context and characteristics of social interaction by participants (positions, qualities, relations, and functions), their individual experience (knowledge, beliefs, needs, wishes, feelings, emotions).

Besides, the linguistic aspect emphasises paralinguistic (tone pitch, intonation, timbre, tempo, rhythm, loudness etc) and extra-linguistic components (mimicry gestures and all circumstances and events that accompany a speech act) [4, p. 113-114].

Among the main discourse features outlined by scholars, there is completeness (uninterrupted interdependence of its structural components); coherence (that is stipulated by specific rules of communicative behaviour); chronotope nature (representation and perception of space and time relations that are realised mainly through verbs and adverbs), informing nature (that is illustrated even by the absence of a recipient's response); inter-subjectivity and intentionality (presence of a subject which is influenced by speech); processuality (a process of mutual coordination through verbal and non-verbal semiotic systems).

So in the core essence of the discourse analysis in linguistics there is the most complete interpretation of the text that is reached by understanding an extra-linguistic context that takes into account cognitive processes of generating and perceiving the text as well as pragmatic choices and connections with other texts.

In *the socio-linguistic aspect* (T. Anisimova, V. Hrigorieva and others) the two main types of discourse are outlined: personal (personality oriented) and institutional. In the former one a speaker is a personality presented by the inner world, while the latter type characterises a speaker as a representative of a definite social institution [5]. For each type of the institutional discourse there is a certain correlation: status component ↔ personal component. The institutional discourse genres are divided into speech situations of a monologue type (conferences, meetings, presentations) and speech situations of a dialogue type (sessions, discussions, negotiations).

Basing on the main issues of the linguistic aspect of CDC we outline a developing function. It presupposes advancing the development of a creative and language personality of future specialists in economics, formation of their communicative competence.

In *the social and psychological aspect* scientists (A. Asmolov, R. Baron, M. Makarov, L. Pochebut) research oral and written forms of communication in natural conditions of the «real world». The three main discourse categories are considered: action, construction of interaction and its variable nature. Social factors are exposed through specific linguistic resources chosen by communicators among a variety of language means, functional styles, rhetoric modes etc.

Cognitive character of discourse analysis is expressed through the desire to solve problems by studying communication connected to correlation and interaction of a person's outer and inner worlds, genesis and mentality, individual and social substances. In such a way with the help of discourse analysis scientists reconsider basic psychological categories, such as purposes, perceptions, emotions etc [4, p. 80].

On the basis of the social and psychological aspect the following functions of CDC are outlined: motivational – satisfying demands of communicators; developing – development of intellect and memory; forming – influence on the emotional sphere, communicative behaviour of the recipient, regulative – reflexive perception and control of personal communicative behavior and as a result regulation of a psychological climate in a social group and solving conflict situations.

The peculiarities of *the economic aspect* (H. Burkitbaieva, V. Karasik, W. Orlikowski, J. Yates and others) reveal professional discourse as aim-directed mental and speech activity of specialists

Psychological and pedagogical problems of modern specialist formation

connected by business relations during interaction concerning solving a certain professional problem. Such a kind of social communication is based on the defined norms and rules.

The analysis of the economic aspect has shown that studying the types of professional discourse has to become an integral part of training future specialists in economics as they use oral and written types of discourse during professional communication. Professional activity of specialists in economics consists of the following oral types of business discourse: presentation, interview, report, business telephone talks etc. Among the types of written business discourse in the professional activity of specialists in economics are business letters, memorandums, electronic and other short messages as well as recruitment documents (resumes, applications) etc. Awareness of communicative means in typical situations of business communication allows future specialists in economics to communicate effectively, prepare brief interpretation of professional texts in the form of abstracts, resumes etc.

Discussion and conclusions

So, the aspect analysis of the notion «CDC of future specialists in economics» as well as the analysis of scientific research concerning the competence structure allowed to define the following CDC components: motivational and reflexive, cognitive, communication and activity oriented. On the basis of the aspect analysis, the following functions of CDC in professional activity of future specialists in economics are outlined: motivational, cognitive, forming, regulative and educative.

The results of the aspect analysis of CDC, outlining its structure and functions have given grounds to define «CDC of future specialists in economics» as a high level of CDA in the professional sphere that is based on system knowledge in different types of business discourse and rules of its construction necessary to perform efficient economic activity, discourse skills and habits, and personal qualities that are exposed through motivated nature, will, tolerance and reflective ability during professional interaction with representatives of other cultures.

References

1. Herchanivska, P. Y. (2015). *Kulturologiia: terminologichnyi slovnyk [Culture Studies: Terminology Dictionary]*. Kyiv: Natsionalna Akademiia kerivnykh kadriv kultury i mystetstv. (in Ukrainian)
2. Khachatryan, Y. L. (2016). Obgruntuvannia aktualnosti problem formuvannia mizhkulturnoi dyskursyvnoi kompetentnosti maibutnikh fakhivtsiv z ekonomiky [Substantiation of the Relevance of Forming Cross-Cultural Discourse Competence of Future Specialists in Economics].

Naukovi pratsi vyshchogo navchalnogo zakladu «Donetskiy natsionalnyy tekhnichnyi universytet»: Pedagogika, psykholohiia i sotsiologiia, 1-2 (18-19), 155-159. (in Ukrainian)

3. Kolbina, T. V. (2008). *Formuvannia mizhkulturnoi komunikatsii maibutnikh ekonomistiv [Formation of Cross-Cultural Communication of Future Economists]*. Kharkiv: VD «INZhEK». (in Ukrainian)

4. Makarov, M. L. (2003). *Osnovy teorii dyskursu [Basics of Discourse Theory]*. Moscow: ITDGK «Gnosis». (in Russian)

5. Discourse. (2003). In A. A. Gritsanov (Ed.), *Noveishiy filosofskiy slovar [New Philosophic Dictionary]* (p. 327). Minsk: Knizhnyi Dom. (in Russian)

6. Sadokhin, A. P. (2014). *Kulturologiia. Slovar terminov, poniaty, imion [Culture Studies. Dictionary of terms, notions, names]*. Moscow: Direkt-Media. (in Russian)

7. Zimniiaia, I. A. (2004). *Kliuchevyie kompetentnosti kak rezul'tativno-tselevaia osnova kompetentnogo podkhoda v obrazovanii [Key Competences as Result and Target Base for Competence Approach in Education]*. Moscow: Issledovatelskiy tsentr problem kachestva podgotovki spetsialistov. (in Russian)

Єва Хачатрян. Аспектний аналіз міжкультурної дискурсивної компетентності майбутніх фахівців з економіки.

У статті наголошено на важливості формування міжкультурної дискурсивної компетентності у майбутніх фахівців з економіки як запоруки процвітання країни і добробуту її громадян. Доведено необхідність всебічного вивчення поняття «міжкультурна дискурсивна компетентність майбутніх фахівців з економіки». Здійснено аспектний аналіз указанного поняття в різних галузях знань, зокрема філософії, культурології, психології, соціології, лінгвістиці, прикладній економіці. На основі аспектного аналізу виявлено сутність, структуру та функції міжкультурної дискурсивної компетентності майбутніх фахівців з економіки.

Ключові слова: аспектний аналіз, дискурс, міжкультурна дискурсивна компетентність, міжкультурна комунікація, майбутні фахівці з економіки.

Eva Xachatryan. Analiza dyskursu o aspekcie kompetencji międzykulturowej przyszłych specjalistów w dziedzinie ekonomii.

W artykule podkreślono znaczenie kształtowania kompetencji dyskursu międzykulturowego przyszłych specjalistów w dziedzinie ekonomii jako gwarancji dobrobytu i pomyślności obywateli. Uzasadniono konieczność kompleksowego studium pojęcia «międzykulturowej kompetencji dyskursu».

Psychological and pedagogical problems of modern specialist formation

przyszłych specjalistów w dziedzinie ekonomii». Określono specyfikę analizy pojęć w różnych dziedzinach wiedzy, w tym filozofii, kulturoznawstwa, socjologii, psychologii, lingwistyki, ekonomii stosowanej. Uczyniono to w oparciu o aspekt analizy charakteru, struktury i funkcji międzykulturowej kompetencji dyskursu ekspertów w dziedzinie ekonomii.

Słowa kluczowe: *aspekt analiza, dyskurs, dyskurs kompetencji międzykulturowej, komunikacja międzykulturowa, przyszli specjaliści w dziedzinie ekonomii.*

Received 15.08.2017

Information about the author:

Khachatryan Yeva – Postgraduate Student, Lecturer, Simon Kuznets Kharkiv National University of Economics.

AUTHORS

Behun-Trachuk Larisa – Postgraduate Student, Assistant at the Department of Pedagogy Music Education and Performance Art, Mukachevo State University.

Bondarenko Volodymyr – Doctor of Philosophy in Pedagogy, Docent, Head of the Department of Pedagogy and Psychology of Vocational Training, Kharkiv National University of Automobile and Highways.

Chuvasova Natalia – Doctor of Philosophy in Pedagogy, Associate Professor at the Department of Chemistry and Teaching Techniques, Kryvyi Rih State Pedagogical University.

Drobot Olga – Doctor of Psychological Sciences, Professor at the Department of Psychology, State Higher Educational Establishment «Pereyaslav-Khmelnysky State Pedagogical University named after Hryhoriy Skovoroda».

Gordyeyeva Anzhela – Doctor of Philosophy in Pedagogy, Docent, Associate Professor at the Department of Foreign Languages, Taras Shevchenko National University of Kyiv.

Grankina-Sazonova Natalia – Postgraduate Student, V. N. Karazin Kharkiv National University.

Gulina Maria – Postgraduate Student, Kharkiv National University of Automobile and Highways.

Khachatryan Yeva – Postgraduate Student, Lecturer, Simon Kuznets Kharkiv National University of Economics.

Kondratska Ludmyla – Doctor of Pedagogic Sciences, Full Professor, Professor at the Department of Musicology and Music Techniques, Ternopil Volodymyr Hnatiuk National Pedagogical University.

Kostina Valentyna – Doctor of Philosophy in Pedagogy, Docent, Doctoral Candidate at the Department of Primary, Pre-School and Professional Education, H. S. Skovoroda Kharkiv National Pedagogical University.

Kovtun Olena – Associate Professor at the Department of Foreign Languages, National Technical University «Kharkiv Polytechnic Institute».

Kozhevnikova Alina – Master Student, Peter the Great St. Petersburg Polytechnic University.

Lazareva Olga – Doctor of Philosophy, Docent, Associate Professor at the Department of Foreign Languages, National Technical University «Kharkiv Polytechnic Institute».

Melnyk Yuriy – Doctor of Philosophy in Pedagogy, Docent, Professor at the Department of Psychology and Pedagogy, National Academy of the National Guard of Ukraine.

Mironenko Sergey – Doctor of Philosophy in Techniques, Docent, Director, Odessa Automobile and Road College Odessa National Polytechnic University.

Psychological and pedagogical problems of modern specialist formation

Mitina Svitlana – Doctor of Philosophy in Psychology, Docent, Associate Professor at the Department of Pedagogy and Psychology of Postgraduate Education, Bogomolets National Medical University.

Orlov Nicolay – Doctor of Public Administration Sciences, Docent, Professor at the Department of Operative Art, National Academy of National Guard of Ukraine.

Perezva Elena – Lecturer, Odessa Automobile and Road College Odessa National Polytechnic University.

Podchernyayeva Nataliya – Postgraduate Student, H. S. Skovoroda Kharkiv National Pedagogical University.

Polyakova Ganna – Doctor of Philosophy in Pedagogy, Docent, Head of the Department of Education Quality Assurance and Innovation Development, Simon Kuznets Kharkiv National University of Economics.

Pypenko Iryna – Doctor of Philosophy in Economics, Docent, Director of the Educational Center, Kharkiv Regional Public Organization «Culture of Health».

Savchenkov Oleksii – Postgraduate Student, Odessa National Polytechnic University.

Shepel Maryna – Doctor of Philosophy in Pedagogy, Lecturer, Odessa Automobile and Road College Odessa National Polytechnic University.

Yuzefovych Kateryna – Applicant, Taras Shevchenko National University of Kyiv.

Zavaruieva Inna – Doctor of Philosophy in Philology, Associate Professor at the Department of Humanitarian Disciplines for Foreign Students, Dnipropetrovsk National University Of Railway Transport named after academician V. Lazaryan.

Scientific publication

**PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS
OF MODERN SPECIALIST FORMATION**

Collected articles

ISBN 978-83-65554-15-4 (Poland)
ISBN 978-966-97260-9-4 (Ukraine)
DOI 10.26697/9789669726094.2017
BIC JNM/JNC; BISAC EDU008000

Printed in author's edition
(authors are responsible for content of the materials,
the Editorial Board does not always share the opinions and positions
of the publications' authors)

designer – Yuriy Melnyk
editing – Iryna Pypenko
designer cover – Yaroslava Svyachenaya
administrator of sites – Yuriy Melnyk

Format 80x64¹/₆
Symbol «Times». Paper for multipl. equip. Printed on the risograph.
Cond. print sheets 8,71. Acc. publ. sheets 959.
110 copies.

KRPOCH Publishing House
61-105, Ukraine, Kharkiv, Zabaykalsky line, 6/6.
E-mail: KhRPOCH@gmail.com; CultureHealth@ukr.net;
Tel/fax: (057) 775 75 23; URL: <http://www.culturehealth.org>.
Certificate of state registration of publishing house
DK № 4387, 10.08.2012

ANAGRAM Sp. z o.o. Publishing House
03-916, Poland, Warsaw, Walecznych str., 12/7.
Tel/fax: (22) 698 70 70; E-mail: anagram@adres.pl;
URL: <http://www.anagram.com.pl>; e-Book: www.anagram.com.pl
TIN 113 286 73 63

PRINTED IN POLAND