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**Oleksandr Dovzhenko Hlukhiv
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**ГЛУХІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ ОЛЕКСАНДРА ДОВЖЕНКА**

ВІСНИК

**ГЛУХІВСЬКОГО НАЦІОНАЛЬНОГО ПЕДАГОГІЧНОГО
УНІВЕРСИТЕТУ ІМЕНІ ОЛЕКСАНДРА ДОВЖЕНКА**

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V. P. Kurok

THE COMPREHENSIVE SCHOOL PUPILS TECH TUITION PECULIARITIES

The article reviews the comprehensive school pupils technical tuition profile organization in the context of future LT teachers engineering tuition. The profile tuition term is defined, the pre-profile training and profile tuition forms and purposes are also revealed.

Key words: profile tuition, pre-profile training, engineering education branch, practically oriented studies/courses.

В. П. Курок

ОСОБЛИВОСТІ ТЕХНОЛОГІЧНОГО ПРОФІЛЮ НАВЧАННЯ УЧНІВ ЗАГАЛЬНООСВІТНЬОЇ ШКОЛИ

У статті розглядаються особливості організації технологічного профілю навчання учнів загальноосвітньої школи у контексті інженерної підготовки майбутніх учителів трудового навчання. Розкриті поняття «профільне навчання», виявлені цілі, форми допрофільної підготовки та профільного навчання учнів.

Ключові слова: профільне навчання, допрофільна підготовка, освітня галузь «Технології», практично-орієнтовані курси.

In the youth material sphere work training actualization conditions the peculiarities of engineering tuition profile introduction and realization at the tertiary comprehensive school need to be revealed, the engineering place in the profile tuition structure is also needed to be found out.

The article aim. The profile tuition term must be defined, the engineering profile tuition and pre-profile training forms are required to be revealed.

The problem setting and its important tasks connection. The main engineering tuition aim is to prepare the pupils for the individual work activity, the widely educated, well-bred, creative and initiative person development and breeding.

At the same time the engineering education branch, which is most connected with the pupils practical activities itself (70-75% of tuition time is thought to be dedicated to the practice work), must help pupils to actively participate in society life, labor collectives organization and work and in the family as the main society cell. It provides:

- the youth polytech development, their familiarization with the technics basics, modern perspective technologies of materials, energy and information transforming considering the economical, ecological and business knowledge, the technologies usage social consequences;
- the aesthetic and creative pupils development, especially, while the projects completion and artificial material processing;
- the pupils' mastering of the general labor skills, especially the work, relations and non-conflict conversation culture, required for collective and family life;
- providing the pupils with possibilities of self-cognition, professions world studying and practical experience gaining at professional activity for the reasoned professional self-definition;
- forming of the knowledge and skills at materials, energy and information processing into the finished consumable product or service in the resources and choice freedom limit;
- the pupils training for the considered professional self-definition at the differentiated tuition limits and the humaniter life aims reaching;
- the labor creative relation forming for the quality labor completion;

The person's miscellaneous qualities and socio-economical changes professional adaptation development;

according to that aims the pupils are needed to have the creative person quality formed, because of such persons demand at the new socio-economical conditions starting from the product need and ending with its realization. To make that the pupils must be able to:

- 1) define some production or service needs and their production self participation possibilities;
- 2) find and use the required information;
- 3) propose the appearing tasks resolving ideas (the construction design and technology choice);
- 4) schedule, organize and complete the work (equipment fixing and operation);
- 5) evaluate the results of every stage, correct their activities and reveal the production realization conditions.

The main research material exposure. The general labor skills mastering provides the general labor scheduling and organization in all human activity spheres. But the workplace organization, tools and equipment using and safety rules question are already connected to the distinct technologies. Such technologies list is immense nowadays, that's why the education space has to be limited with some modern and perspective materials, information and energy converting technologies.

During the LT teaching the teacher directs his actions at the next tasks resolving:

- to form the pupils' polytech knowledge about the main and the most spread technologies and the cognitive/sensor/physical actions system;
- pupils familiarization with the modern industry and service basics;
- the pupils' independence and ability to resolve the creative and inventional tasks;
- providing the pupils with self-cognition, professions diversity studying, professional attempting to have an adequate professional self-definition;
- the moral breeding;
- the nature care breeding, active ecological position formation during the labor tuition;
- mastering the main market economy, management and marketing definitions and ability of their usage at the own production and service realization (the business culture);
- using the consumable production as work objects and their making with design conditions consideration to increase their concurrency at realization, develop the child's creative initiative;
- to habitate the pupil for householding.

The tuition subject direction is to teach how to work in quality while the consumable production project creating, from the idea to its embodiment considering the design, ecology and economy requirements, expand the pupils' polytech outlook, help their creative skills development and their self-definition.

So we can conclude about an immense engineering education branch potential in the pupils' social training aspect and their creative self-development conditions creation. But the new tuition standards don't foresee the LT urgent studying at the tertiary school. The standards developers are sure that the technologies can't be learnt in general, besides the distinct human productive sphere. As a result, the students choosing the academical profiles won't get any knowledge about modern tech processes basics and have no tech culture basics formed.

The tech profile tuition which includes the specialities of computing, labor training, design and construction, service and management etc. provides the pupils' deepened studying of any modern production basics and mastering the special knowledge on the primary professional education level.

The analysis of that profiles schedules shows that the distinct technologies lessons amount is not enough to form the specialist-proper skills, while being enough to expand the pupils' imagination of professions world. At that situation the picked variative courses role becomes very important. Their study can help the school graduates socializing, their key competences development etc. without lowering of education accessibility level and choice limitation [1].

The picked courses, directed to pre-profile training at the 8-9th forms must help the pupils to choose the tertiary school profile and the profession to master at the colleges entrance.

That practice directed courses can be divided into three groups.

The *first group* courses are directed to master the urgent key competences diversity, such as communicability, teamwork and IT usage skill.

The second group courses are the distinct but widely used professional activities kinds. Their advisability is in our case defined with that activities overall accepted meaning, their importance in the most practical uses of worker's labor potential despite the level of resolved professional tasks.

The third group of that part courses most corresponding to the profile professional direction is the methodical tuition pack for professional and profile orientation at the 8-11th forms of comprehensive school.

The tech tuition profile essence analysis allows to define the LT teacher's activities sense in its realization. We think that it must include the main pre-profile organization stages of 8-9th form pupils as the tertiary school pupils profile teaching.

The pre-profile tuition organization includes such profile orientation commencing components as:

- pupils informing about the profile tuition possibilities, professional education types and levels and the further professional establishment on the afterschool stage;
- the previous diagnostics of pupils' interests, skills, educational demand, accounting their parents viewpoint;
- the pre-profile tuition results spectating. The main pre-profile tuition forms are the picked courses and different outschool work forms.

The profile tuition is made according to the educational scheduling which includes basic comprehensive subjects, profile comprehensive subjects and picked courses. The LT teacher holds the profile comprehensive subjects and picked courses. The profile comprehensive subjects learning provides the individual tuition formation for every pupil.

The tuition peculiarity is its mixed groups holding. The teacher is required to design the new pupils' group work organization principles because the classic tuition system doesn't correspond the used technologies (dynamic group contingent for every lesson and subject).

The foreign and domestic profile tuition experience analysis shows that portfolio is one of the real pupil's success indexing.

It will help to consider the pupil's achievements in different activities, which is the practice oriented approach in education. The portfolio is reviewed as a powerful pupils creative activities factor. Its gathering provides the pupils' tuition motivation increase and gives them (alongside with the parents) more responsibility.

The portfolio needs to become an ethalon of pupil's self-esteem formation. Its important role is to report about pupils' education and to see the "picture" of important educational results and demonstrate his abilities to use the gained skills at practice.

That portfolio composing work is an important way of LT teacher at profile school. It demands a serious pedagogical and didactical training.

The profile tuition realization gives the tertiary forms pupils the possibility of education level choice at the professional directions and requires the educational programs level correction and process organization. The level profiling is done within the tuition schedules design:

- the individual tuition plans forming process defines three main stages:
- previous tuition scheduling;
- the final schedule correction basing at the profiles and forms complecting.

The pupils' individual plans design and their complecting on the basis of profile level groups.

The third stage is the most difficult at the organization. Every pupil of the profile form must independently design his own tuition schedule. If the tech forms only pick the profile subjects studying tempo and courses picking, the multi-profile forms capture the basic and variative plan part.

If the individual plan is needed to be right-composed and to correspond the chosen profile, every blank of it needs to have the step instruction of its filling and the possible profiles patterns. The practice shows, that most pupils need the individual consultings.

Every individual plan is signed by a pupil, his parents, tutor and is affirmed by school administration and after that it becomes real. If there are some questions about the plan change, they are reviewed at the teachers colloquial work and can sometimes significantly change the profile while causing no schedule changes.

The pre-profile scheduling differs from the profile one. The basic part of such schedules is invariant and is required for everyone. The variative part consists from subject courses, expanding/deepening the basic knowledge. The courses are profile-grouped. Every lesson must add 3-4 studies to the basic tuition plan from the chosen pre-profile part. That studies are picked by a pupil for a year. They can be changed or prolonged in the next tuition year the individual schedule blank is filled by a pupil and his parents at the 1st of September every year and defines the chosen subjects in one of direction blocks.

Summary. The profile tuition concept authors [2] think that the new LT integrative branch includes the parts capturing the most perspective and spread technologies and methodics, providing the pupils development at the project system under the special teachers control and adequate tuition base availability will able the youth to gain the general labor and partially special knowledge and skills, provide the miscellaneous pupils development ant their adaptation to the modern socio-economic conditions.

That aims reaching requires the availability of the trained teachers, mastering the tech culture, having the wide engineering training and are the high-quality specialists in some tech profile branch.

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N. V. Slyusarenko, G. M. Havrylyuk

THE METHODOLOGICAL ASPECTS OF TECH PROJECT ACTIVITIES ORGANIZATION AT THE LABOR TRAINING LESSONS

The article highlights a question of project teaching use during the pupils labor training. There's given an approximate pupil activity structure during the creative projects realization at the LT lessons and there are presented the methodical recommendations of their implementation with the studying process of elementary institutions allowing the teacher to use them professionally.

Key words: labor training, tech project activities, project structure, projection stages, creative project, projecting activities methodics, study process.

Н.В. Слюсаренко, Г.М. Гаврилюк

МЕТОДИЧНІ АСПЕКТИ ОРГАНІЗАЦІЇ ПРОЕКТНО-ТЕХНОЛОГІЧНОЇ ДІЯЛЬНОСТІ УЧНІВ НА УРОКАХ ТРУДОВОГО НАВЧАННЯ

У статті висвітлено питання застосування проектного навчання в процесі трудової підготовки школярів. Подано орієнтовну структуру діяльності учнів у процесі реалізації на уроках трудового навчання творчих проектів та методичні рекомендації щодо їх упровадження у навчальний процес загальноосвітніх навчальних закладів, що дозволить учителю трудового навчання використовувати їх зі знанням справи.

Ключові слова: трудове навчання, проектно-технологічна діяльність, структура проекту, етапи проектування, творчий проект, методика проектної діяльності, навчальний процес.

The problem setting. The engineering activities is one of the leading directions of a modern LT content realization. The every pupil's cognition skills, uniqueness, persistence, straight direction, the independent knowledge construction, informational space orientation ability and independence development are the basis of engineering approach, which allows every pupil to build his own

education trajectory [3].

The recent research analysis. There are many scientific works dedicated to engineering activity usage at the LT lessons. So, the historiography of projects is tracked in the works by P. Arkhangelsky, D. Duis, V. Ignatyev, V. Kilpatryk, E. Collings, M. Krupenin, N. Krupskaya, B. Levithan, S. Reddy, S. Shatsky, V. Shulgin etc. The engineering basements were researched in the works by T. Antonyuk, V. Bezrukova, V. Bondar, O. Kirichuk, A. Ligotsky, J. Toschenko, Ye. Polat. The distinct questions of projects method usage at the LT lessons are reflected in the researches by N. Borinets, S. Dyatlenko, O. Kobernyk, G. Kondratyuk, N. Krylova, N. Matyash, O. Novikov, L. Orshansky, M. Retiviykh, V. Sydorenko, V. Symonenko, M. Pavlova, A. Tereschuk, S. Yaschchuk etc.

It's needed to point out the Ukraine's immense engineering tuition experience. Otherwise there are many problem questions particularly connected with the engineering tuition methodics. One of this questions is a lack of practically oriented materials for the effective engineering introduction into the pupils labor training. The didactic complexes, systematized albums, digital project banks, the work objects catalogs appropriate for projecting are actually needed for the LT lessons methodical supply at the modern stage of Ukrainian school development.

Let us point, that despite the existing engineering tuition realization experience, there are some teachers, who unfortunately, are low-skilled at the planning and realization at the LT lessons (especially at the sequence of projecting stages completing and pupil activities content filling at the every lesson).

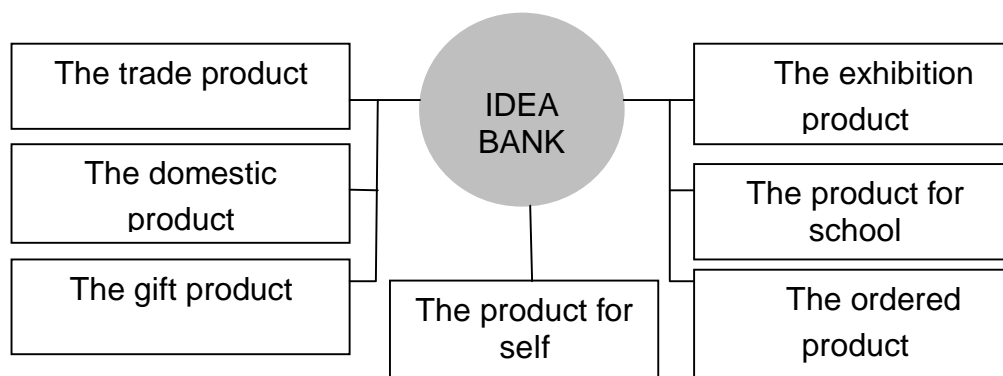
The purpose of the article is to give the methodical recommendations in pupils engineering activity organization at the LT lessons.

The main materials exposure. At first let's point out the stage project realization of the creative project at the LT lessons at comprehensive schools. Let us examine it in details.

1. The preparation and organization stage of a creative project.

1.1. The perception of the problem urging to realize the project.

On receiving the project theme the teacher is advised to direct the pupils work to the perception of a problem sphere which will urge them to start an immense project activity. For doing that teacher must help the children to pick such a problem. At the "idea bank" shown at p. 1 the most typical search problem spheres are depicted.



Picture 1. The search problem spheres.

Let us suppose that problem spheres list can help to quickly choose the project topic and orient in the choice of required engineering project. While setting the search results pupils must briefly and motivatedly describe their real life problem and how will the creative project realization help to resolve it.

1.2. *The setting of the creative project purpose and tasks, defining the requirements to a project model.* The project purpose needs to be exactly set. The pupil must be able to reach it at the moment of project finishing, because the end result (the completeness of a product and a project) will be fully dependent on the activity purpose importance.

The project work tasks are defined due to the content of main engineering stages and can be connected to a work with different information sources, the mini-marketing research holding, engineering object evolution historical reference, analog objects analysis, tech documentary development, picking of required materials, instruments and devices and the engineered product manufacture, completing the required economical calculations and ecological expertise holding, creating the ads for creative project (using the communicative, research and group-working skills development). Generally the tasks definition depends on their expedience and meaning to presented project work. Their overall number is limited with project completing time and scheduled works volume. The teachers should know that all tasks must be without exceptions directed to the project purpose reaching.

The requirements to a project model must be tightly connected with the problem. This will cause the children to complete the project. The exact requirements definition will stimulate the pupils to engineer at their best and to produce the craftwork. The most universal requirements are the aesthetism, construction originality, usage convenience, practiceness, functionality, tech processing quality, economy, model concurrence ability etc.

1.3. Holding of the mini-marketing researches directed to the object choice, projecting and its production expediency. The purpose of marketing researches lies in required information gathering and using it at the goods production and promotion; the expedience of project completing from the material and energetic resources economy viewpoint. That's why the elementary mini-marketing researches are required to be held allowing to conclude the product to have it's consumer and to teach the pupils to find the cheapest and the most optimal project constructions variants. Besides, the chosen project constructions variants, in the difference with the same ones, must have a number of advantages.

The mini-marketing researches holding sphere is quite varied. The most spread methods used at the projecting object choice are so: spectating, comparing, quiz, analysis, synthesis, anqueting, interviewing etc. The gathered results are appropriate to be arranged as a explaining note, marketing mini-reference, conclusions note, different diagrams etc., which will the engineer an opportunity to ensure in the some product creation urgency and expediency.

1.4. The preparation of the projecting object evolution tech-historical guide.

The pupil must pay attention to the historical background of the engineered object nascence while preparing the historical guide about its evolution and possibly to explore the factors which caused the society to create such products; which materials our ancestors tried to make them of and which processing technologies were used there (it will be also advisable to point out the best materials and technologies); which additional properties has the projecting object gained while evolution. The analogical required products selection starting will be also expedient for the pupils to construct their own models. The processed materials is needed to be arranged as a small historical guide which is needed to briefly highlight the most meaningful information for an own project.

1.5. The search and analysis of analogical objects and the best ideas choice for being realized in the own project. Using the books, magazines, special albums, Internet, etc., the pupils find the analogical objects which are basis for the own product modeling. The young engineers can pick from 3 to 5 analogs most corresponding in quality to project own products. The own engineering product criteria can be the product attraction, usage safety, practiceness, some expluataion features, etc.

The 4 or 5 most corresponding criteria can be chosen for the 5-point system evaluation. The analogs with the most points will become a prototype for an own product.

1.6. The projecting object choice motivation based on the held investigations. It will be advisable to analyze and briefly conclude the completed work using the arranged historical guide and these the completed work before summarizing the preparation activity.

2. The object construction stage.

2.1 Completing the engineering object clausure. The construction stage must be started with making the graphical composition (the product clausure) which is the different construction variants sketch with its explanations. Its execution sense lies in construction of the future product image with a help of known engineering methods (fancy, combination, fokal objects method, combinatory etc.) and depicting the products and their contents basic for an own model construction.

2.2. The description of the engineering model appearance and construction. The description of the engineering model appearance and construction ables the pupil looking at the closure and consulting the teacher about production difficulties and projected product realization to analyze the future model construction, to define a name of the product and its functional assignment; to make some constructive thinking about required materials choice with proving it, define the number, shape and size of details, to choose the detail linking species and their processing technologies etc.

2.3. Designing the required tech-construction documentation. The construction documentation consists of graphical and text documents (closure, sketch, scheme, instructions, etc.), which define the product contain and structure and have the required data for its development and production.

The tech documentation consists of graphical and text documents defining the production technological process.

Arranging the engineering documentation pupils should most exactly stick to the normative requirements, given to some kind of documentation, not to mistake and precisely execute the graphical images, avoiding the gum abuse. Without any denying the teacher can offer the pupils to prepare different kinds of tech constructive documentation considering their graphical skills and possibilities.

Besides, the children need to remember the dependence of the project product quality from the right tech projecting documentation execution. Let us point out the pupils attention on the skills/work volume correlation. The engineer-unknown technologies or his experience lack are senseless. The only rational is the usage of well-known technologies showing a positive result.

2.4. The required tools, devices and materials picking.

Picking the required materials, tools and devices teacher needs to concentrate pupils' attention on the advantages and exluatation features of construction materials underlining the project model design, construction and decoration, choosing the required modern tools and devices if needed.

2.5. Economical reasoning of the scheduled handiwork production expediency.

The economical calculations execution essence lies at the expediency definition from the funds economy viewpoint. So the teacher is needed to pay pupils attention on the project profit.

While the creative projects execution there are the cases when the overall product price is much bigger then the market price. Of course, the created product won't be bought because of a vast analogs choice and those ones have the less price. So, it's urgent to tell the pupils about the product cost definition (which is of course not correlant with the material outgoings) and offer to independently calculate some outgoings for construction materials (and possibly the special tools which are sometimes needed to be bought for some tech operations execution), electricity, salaries and make conclusions about the further project realization steps.

3. A project tech stage.

Here the pupils must study the technological sequence of project products manufacturing, the symbols, schemes, tech card and to make the own product using the tech constructive documentation. The main teacher's tasks at this stage are so: the right planning and pupils activities organization; formation of their working skills; some distinct personality features (the broad imagination, coordination, the executed operations or hands move precision, etc.); the breeding of diligence, persistence, practiceness, etc.

4. A final project stage.

4.1. The economical calculations and ecological expertise of a product.

The product economical value of a product is one of the required conditions at its execution. It directs the pupils to the rational and economical usage of materials, the care of the tools and devices. Besides, during those calculations children form the skills of the product price definition. They give the possibility to price it right. The pupils need the explanation of the product price and profit importance to the facility activities at the market economy conditions.

While the ecological product expertise a big attention must be paid to the pupils' ecological culture breeding. The society's low ecological conscience level lead to the heavy degradation of Ukraine's environment. It's worth remembering the product's ecological cleanness as one of engineering conditions, because the production and exluatation of the goods must not harm the

environment and life of the human.

While the project work analysis the teacher should offer the children to think about the positive factors and negative consequence which can be caused by the analogical goods production. The pupils must pay attention to the ecological problems of environment while executing the tech tasks: consider the healthy way of life requirements, learn to produce project goods from the recycled raw.

The expertise is advisable according to the given evaluation criteria (environment industrial pollution; the recycled waste usage possibility, the possibility of the secondary production after the service term expiration etc.)

The ecological conclusions are considered to be required but they can be short (just two or three sentences).

4.2. *The creative project presentation form reasoning and its advertisement.* At the final stage pupils should have a possibility to prepare the project presentation. So it's advisable to offer the pupils a usage of hints at the creative project advertisement arrangement prepared by the tutor, it's presentation plan and the project works presentation offerings.

4.3. *Summary (the executed work analysis).* At this engineering stage pupils must independently summarize the project work and prepare for its presentation. There is advisable to point out the work meaning to the children.

Conclusions. According to aforcited it's advisable to state that the creative project would be successful only in the case of high-quality tasks execution at the every stage of the work, including the explanatory statement, which must be right arranged.

The highlighted methodical material would help the teachers to organize the engineering activity at the LT lessons but it's not finished. The further investigation are advisable to define the difficulties and contradictions appearing while pupils' mastering the essence of the main engineering work stages.

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I.V.Povechera

THE USE OF INFORMATION PROVISION IN THE DESIGN AND TECHNOLOGICAL ACTIVITIES OF STUDENTS

The article describes the main types of information provision and opportunities to use information and communication technologies for optimizing the design and technological activities implementation process and make it purposeful and effective. There are reviewed the network technologies significantly expanding the forms of interaction between teacher and students and an asynchronous process that ensures a training opportunity to students and working with information.

Key words: design and technological activities, information management, information and communication technology.

I.B. Повечера

ВИКОРИСТАННЯ ІНФОРМАЦІЙНОГО ЗАБЕЗПЕЧЕННЯ В ПРОЦЕСІ ПРОЕКТНО-ТЕХНОЛОГІЧНОЇ ДІЯЛЬНОСТІ УЧНІВ

У статті розглянуто основні види інформаційного забезпечення та можливості використання інформаційно-комунікаційних технологій, що дозволяють оптимізувати процес впровадження проектно-технологічної діяльності, зробити його цілеспрямованим і ефективним. Розглянуто мережеві технології які дозволяють значно розширити форми взаємодії між вчителем та учнем. Проаналізовано асинхронну організацію навчального процесу, яка забезпечує можливість консультування учнів та роботи з інформаційним забезпеченням.

Ключові слова: проектно-технологічна діяльність, інформаційне забезпечення, інформаційно-комунікаційні технології.

The problem setting. The society informatization is a process of an active IT usage for the production, processing, saving and spreading the information. The school while being one of the social institutions can't resist the changes happening to society. The society informatization process imminently causes the education informatization that's why the informational supply usage problem at pupils' engineering activities becomes very actual.

The recent investigations analysis. The information supply usage while studying process was investigated in the works by such Ukrainian scientists as: V. Yu. Bykoff, M. I. Zhaldak, S. A. Rakoff, V. M. Kukhareno, Yu. I. Mashbyts, A. M. Gurzhiy, Yu. O. Zhuk etc.

Z. V. Tschernyavska highlights two directions of computer usage: 1) as a training machine for mastering the methodics of independent investigation; 2) to familiarize the theoretical basics of the experiments organization. S. M. Yashanoff, A. V. Penkoff explored the computer usage possibilities to master the theoretical material. L. V. Pleukhova, Yu. K. Sytnykyv use the CDB built with a certain study course and methodics contain. The scientific works analysis at the investigated topic shown the enough processedness of the theoretical and methodical aspects of IT usage, but the effective network resources usage left behind the investigators' attention.

The purpose of an article. The realization of an effective pupils' engineering activity informational supply implementation idea must be directed to overcome the main contradiction between the large knowledge and skill volume, needed to master and the limited time and possibilities to master them. The tuition methods are oriented for the pupils engineering activity envolumation, traditionality decreasing at the material exposure, increasing the pupils' independent activity in a search, processing and usage of the required information while projects execution. Due to that the question of an effective informational supply (complying with conditions of keeping the required theoretical data for project completion, rational time use, arranging the usage of IT during tech engineering activities and supplying full control possibilities) creation becomes urgent.

The usage of different level and direction ICTs can become an advisable resolving of this problem. The modern IT means analysis allows to highliths three types of them: digital books, communication resouces, control and tutorial programs, multimedia products, digital libraries etc. [1].

The main material exposure. The pupil must be supplied with a sufficient numbers of different handbooks. He must have a possibility to chose the handbooks corresponding his knowledge level, predispositions and material possibilities. During the engineering activities the traditional and other resources can be used. The printed book text is been replaced by a CD or Internet hypertext. The e-books have their advantages over the traditional issues because of automatically being searched by Key words and information is constantly refreshed.

The digital tutorial and control programs usage allows to resolve certain tasks of pupils' engineering activity. Those programs consist of a theoretical, practical part and a control system. The main advantages of a pupils' study materials digital form are the illustrativeness and accessibility (server special archives, e-Libraries, e-mail, educational web-pages). The communication intensiveness between the pupil and a teacher while using the network abilities increases, the studies become more individualized (the pupil gains methodical materials, the teacher receives pupil's works, has a possibility to review and consult).

Internet is one of the main means of pupils' engineering activities. Its usage at the study process has a lot of advantages: the required information gaining possibility, e-books usage, individual work graphs, chat rooms participation.

Today there are created a lot of educational resources in the Internet. The testing systems, virtual lectures, labs, when the computer and network connection are enough for a user to gain the tasks and speak with a teacher. The information means usage increases the role of pupil's individual work and allows to radically change the teaching methodics. The pupil can receive certain tasks and methodical tasks through the server which enables him to consider his possibilities and the time required to complete the tasks. The teacher's consulting methodics can be executed with a help of electronic messages through the mail server. The on-line tests are the easy and accessible method to self-control which helps to detect own knowledge level, mistakes and be recommended for a further material mastering[3]. That's why the modern ICTs have a wide possibilities spectre to use in an education branch and increase the pupils' interest at the engineering activities and give a convenient tasks completion graph under the teacher's control.

Using the ICTs during the pupils' engineering activities organization is caused by the following aspects: study process differentiation, wide ICT possibilities involving different resources for a methodical supply preparation, gaining a big audience, the possibility of instant information update, using the direct links with other Internet resources etc. During the pupils' engineering activities involving into the studying process they play a distinct role due to the optimal usage of such teaching principles as activity and accessibility. To our mind it is advisable to develop a computer equipment with a consideration of modern pedagogical conditions.

Conclusions. The rational pupils' engineering activity organization is nowadays impossible without the usage of the new effective pedagogical process participants contraction forms which can be developed on the basis of ICT usage. The network technologies allow to significantly expand the teacher-pupil contraction forms. The asynchronous tuition process organization grants the ability to consult the pupils and work with an informational resources created by a teacher at the convenient, but not scheduled time.

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A. Yu. Tsyna

THE TECH EDUCATION BRANCH SPECIALIST MODEL PROJECTING

There are reviewed the structure and functioning of the tech education branch specialist professional distinguishing components. There are analyzed its personal direction, professional competence experience and professional distinguishing features. There is also underlined and analyzed the specialist-modeling explaining sequence which has the psychological and pedagogical purpose to reveal the specialist structure and function and also the forecasting sequence having the euristic meaning to reveal new approaches to its professional training and development.

Key words: specialist model, professional and pedagogical competence, personal features.

А.Ю. Цина

ПРОЄКТУВАННЯ МОДЕЛІ СПЕЦІАЛІСТА ОСВІТНЬОЇ ГАЛУЗІ «ТЕХНОЛОГІЇ»

Розглядаються структура і функціонування професійно-значущих складових особистості фахівця освітньої галузі «Технології». Аналізуються його особистісна спрямованість, досвід професійної компетентності і професійно-значущі якості. Виділено та проаналізовано пояснюючу функція моделювання спеціаліста, яка має психолого-педагогічну мету – з'ясування структури і функціонування особистості фахівця, та прогностичну, що має евристичне значення для визначення нових підходів до його професійної підготовки і розвитку.

Ключові слова: модель спеціаліста, професійно-педагогічна компетентність, особистісні якості .

The general problem installation. The specialist model is a some kind of ethalon for every specialty opening the conditions of its social and professional competence, professionally meaningful personal psychological and psycho-physiological features. The education professionalization, according to the Ukrainian PSA President V. Kremen, must provide the efficient and measurable education result, arranged in the terms of competence and credits and is expressed in the given qualifyings [6].

There is some discrepancy between the civilian needs and expectations. We share the opinion of O. E. Smirnova about the specialist model for the deeper situation understanding out of the university walls as far as to foresee the changes at the specialists' activity branch to consider those changes during those specialists tuition [16, p.7].

The problem connection with next investigations and publications.

The specialist model as a source of a professional education content choice and reasoning is reviewed in the works by O. S. Ponomaryov [12]. The investigations by O. E. Smirnova [16] reveal the essence of specialist model definition, general methodology and creation methodics. The professional activities processes are analyzed in the investigations by O. M. Dzhezdzhula [3]

The problem connection with the important practice tasks. The specialist model projecting tasks are resolved at the base of the specialist professional activities character and content precision analysis, which defines the main problems, species and conditions of the worker's professional activity and his functional duties. This will enable to reveal the logical and structural scheme of their connection between the social direction, professional competences, psychological and psycho-physiological features of a specialist's person in it's solid model. The solid specialist model must determine not only the list of the main specialist manifestations but the requirements to their formage level [12, p. 14].

The specialist model is directed to resolve such important practical tasks at the increasing the specialist training and involvement efficiency:

- the ways and directions of specialist professional training and personal development at the branch reforming conditions
- the normative documentation development to project and arrange the new profile specialists training
- providing the professional training tasks, content and process correspondence to the future specialists' personal direction, their socio-professional competence, psychological and psycho-physiological development level
- the education branch standarts development for every specialty;
- revealing the discrepancy between the graduates' professional training and personal professional readiness
- getting the information about main requirements, possible tendencies and effective branches of such specialists' professional skills usage
- the development of post instructions, the specialist passport creation

The investigated part separation from the problem. In our investigation we proceed from a model definition as a simplified and schematized original prototype between which the analog isomorphism relations can exist (the full structures likeness) [1; 11; 18]. The adequate and dynamic specialist model provides the structure and function interaction of a specialist person elements as its

direction, experience, psychological and psycho-physiological features providing the specialist's successful activity.

The investigated part actuality. The specialist person model projecting is one of the future specialists personally oriented professional training stages. That's why the projecting of the enough full specialist's personality model, revealing his personal direction, professional competence experience, psychological and psycho-physiological meaningful features, is a main investigation purpose at this investigation stage.

The investigation purposes. We use the specialist model to define the specialist's professionally meaningful features structure and specifics and to prognose his personal and professional development abilities.

The problem investigation methods. The solid specialist model psycho-pedagogical projecting bases on the system approach to the definition of its sense and structure, social, psychological and psychophysiological requirements to the competence and personal specialist features. The solid descriptive model formation provides the mental transfer of the sense, tasks, species, functional duties and professional activity commitment defined in the specialist activity model into the sense, interior structure and the specialist's most essential personal features and competences formation levels.

The gained results characterizing and reasoning.

Our investigation reviews the main tendencies at the specialist professional direction model, his professional experience, professionally significant psychological processes and psycho-physiological features connected with the subject modeling which is identified as an artificial system assigned for professional activity. Such system must be able to education, self-improvement and self-regulation.

The specialist model must satisfy such conditions:

- reveal the complex of all the social requirements to the level and social competence, personal development and features [12, p.9]
- contain the overall list of features causing the professionalism at some human's activity sphere, to be an ethalon comparasing with which defines the closure degree of some persons to the satisfactory professionalism level[14, p.191]
- include the fast reaction skills at the society needs, analytical skills with a critical thinking accenting at the problems resolving as the result of deeper integral psychological-pedagogical sciences understanding, innovation projecting and projecting skills, the self-education skill and problem self-resolving, universalismus and professionalism, the skills of theory and praxis connection [13, p. 43-44];
- to be the descriptive analog reflecting the main characteristics of the some profile specialist overall image for a some period of time as the objective state standard requirements [15, p. 8].
- to be a empiric-descriptive analog of the specialist activity, reflected in the representative specialists totality characteristics
- to have a dynamic direction to a specialist personality development to the self-regulation [2] and the sense field expanding [8].

The professional training must help the teacher to reestimate himself at the different stages of professional establishing from "me"-cognitive to "me"-professional. Such understanding of professional training requires not static, but dynamic teacher model which is a result of student into teacher transforming.

The descriptive model includes the human's cognitive abilities list, required for the effective professional training process (skills, knowledge, self-characteristics) and the achievements for the previous studying period (portfolio) [20, p. 124; 19, p. 275]. The skills and characteristics are diagnosed at the cause of a didactics cognitive approach that gives an opportunity to construct the pedagogical cognitive models. The student appurtenance to one of the types is defined on the basis of a cognitive profile informational reflection. The cognitive profile interpretation rules and a cognitive model together create the student's knowledge database.

The contain of the tech bachelor (specialist) education and qualifying characteristics allows to

set the state requirements to the labor training teacher features and qualities, causing the competence in professional pedagogical tasks and problems resolving, and are realized with a help of some skill and knowledge.

Professional pedagogical competence is a difficult construction which main contents are knowledge, skills, motivational, behavioric and social components. The graduate professionally essential qualities competent integration characterizes the competence as a level result of professional training. The urgency of a personal professional training orientation is defined by a presence of the future specialist qualities, causing the ability to the independent definition of the efficient professional pedagogical situations resolving. Reaching that most important pedagogical aim is a successful professional adaptation guarantee for an every university graduate. The young tech teacher can have a strong theoretical knowledge in his subject but have no ability to share them with pupils due to the lack of ability to make independent and right decisions at the certain professional or pedagogical situations and to practise them.

The future teacher professional competence forms not in the tuition, but through the different professional activities approbation at the different situations.

The technologies choice corresponding to the value orientations helps the formation of an individual activities style. A. M. Mityaeva defines the way to a professional competence as the student's way through the sequence of a reality-like pedagogical situations demanding the competence increasing at the deeds, evaluation, the gained experience reflection [9, p. 59].

The professional pedagogical competence, as a tuition product, can be a future teacher self-development outcome, which integrates the personal and activity experience. The teachers qualification level is defined by the degree and level of professional and pedagogical competences mastering. For example, the bachelor qualification provides a narrow practice-executive professional and pedagogical teacher's activity at the starting situations, but the magister qualification provides the high level of an individual style formation and the scientific-creative professional lessons.

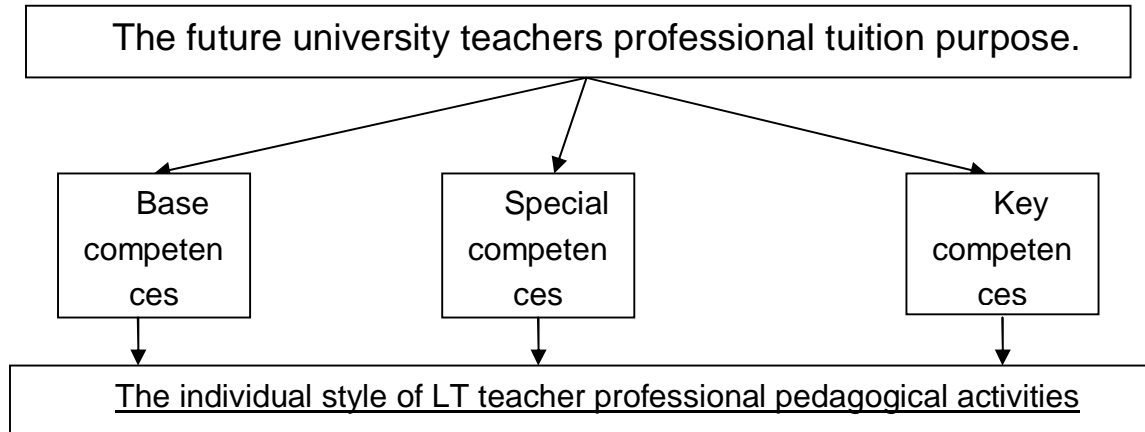
Due to the professional activity usage specifics we developed a professionally sufficient competences classification:

- special - the competences of a narrow applying radius providing the realization of professional tasks and functions in the way of mastering the professional pedagogics knowledge and skills, the independent projecting/scheduling the teacher's activities, the tuition sense and process construction, controlling and analyzing pedagogical process and its results, summarizing and offering abilities, the skills of the gained pedagogical activity results representation.
- basic – the mid-radius competences defining the orientation in the specific professional education system functions and tasks sphere, mastering the strategies and experience of resolving them, readiness for a featured work while the professional functions commencing, the ability to orient in the standard professional activity situations, the new conditions adaptation, non-standard decisive skill at professional activities, the full formation of the professional and socio-significant personal qualities.
- key – the broad functioning radius competences define the overall professional culture and the future teacher person direction, influence his socialization success, provide the moral principles formation, innovational thinking development, speaking foreign language, the knowledge of scientific cognition forms and methods, mastering the communicative and socio-right technologies, the cognitive study activities.

Integral personality of teacher of technologies is created integration all three types of jurisdictions, formuyuyuchi individual style him professionally pedagogical to activity from the decision of important professional tasks. Shown in the system of knowledges, abilities and displays of personality qualities, which stipulate efficiency professionally pedagogical it is exposed activity of future teacher of technologies, jurisdiction, requirement to end-point of professional preparation. In the unfolded kind these requirements are expressed as a model of teacher of technologies, which legalistically exposes the most substantial generalized signs of purpose of professional preparation of future teachers in the INSTITUTE of higher (Rice. 1).

The solid LT teacher person is created by all three competence kinds integrity forming his

individual pedagogical activities style in resolving the important professional tasks. Being expressed in the system knowledge, skills and personal features displaying which cause the efficiency of the future LT teacher pedagogical activities, competences reveal the professional training end result requirements. In details those requirements are displayed as the LT teacher model, formally revealing the most essential general professional tuition features for a future university teachers. (pic. 1)



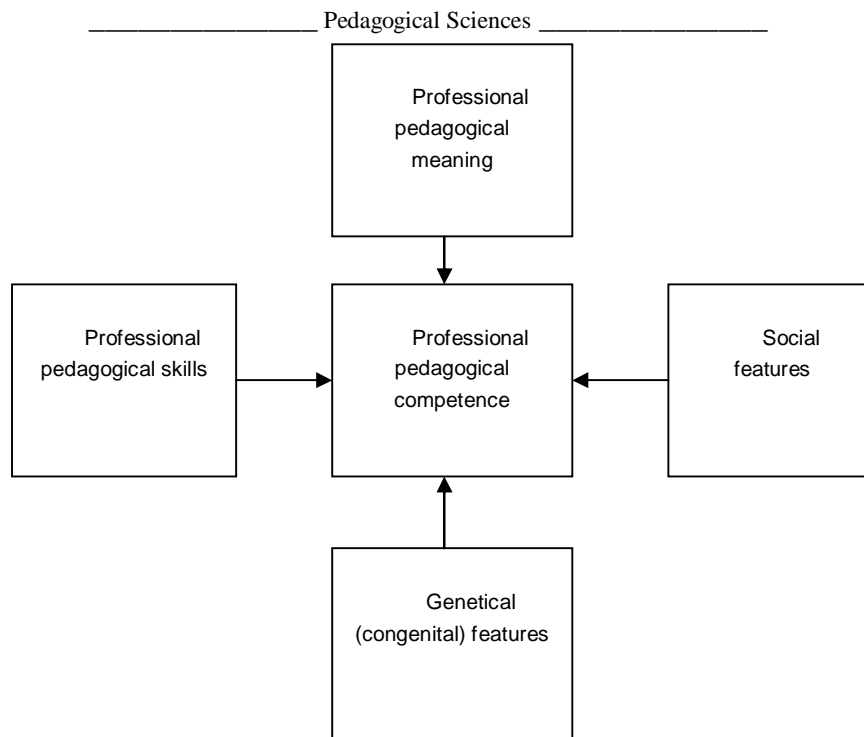
Pic. 1. The LT teacher model structure.

The teacher's individual style becomes the result of competences interaction in three professional pedagogical spheres as "a stable means system, being built within the human aiming at the best activity execution [4].

The certain professionally oriented novelties at the personal-sense LT teacher model is defined on the cause of the teacher professional activities. To model the LT teacher person, except the professionally significant knowledge and skills there is needed to define the plurality of his personal qualities providing required professional pedagogical competence (a capability of an effective professional functioning). The future LT teacher competences are characterized by the unity and interplay at their contents setting up. The contents backtracking interplay takes its place from the starting professional knowledge and skills formation, so they stimulate the further development of the sufficient personal features.

The personal features must be understood as a plurality of significant and relatively constant properties, significantly defining the person and providing (by A. G. Kovalyov) "some activity and behavior level, typical for the shown human" [5, p. 25]. The feature itself is defined by K. K. Platonov as the adjective to that, that's assigned as a noun [10, p. 58]. If the personal features are changed the individuality also changes. The personal features at the same time act as a properties, but the only sufficient for the individual person displays can be displayed as the personal features. If the only sufficient property is absent – the feature will be also absent.

O. E. Smirnova divides the personal features by the social and genetic ones. [16, p. 34]. The first ones have the congenital psycho-physiological basement (e. g. the skills, temperament) and can be formed just partly. Other features (a person direction, character, psychical features) are bred and developed under the society influence. This professionally significant person features division causes the meaning and formation specifics for every subgroup: congenital features can define the university abiturients' test contains, but the social features formation must be attended while the teacher's professional training at the university. These statements are depicted at the pic. 2.



Pic. 2. The future LT teacher professional pedagogical competence contents.

The LT teacher professionally significant features formation requires their division into three groups according to the competences supplied by them: the special features, specific for the given training direction; the base features, which are the superprofessional and specific for the high-educated specialists at all; the key features, defining the future specialist organization success. The first group features form separately for every specialty; the 2nd and 3rd group features are the same for many specialties.

During the professional tuition and professional pedagogical activities of a future LT teacher the professionally significant features interact, creating the difficult temperament structures (as the natural properties system), direction (as a system of ideals and interests), skills (as an intelligence, will and emotional properties), character (the activity relations and ways integrity). The person qualities structuring features, the professional pedagogical activity correspond degree, their expression at the university environment (character) define the individual features of the future teachers.

The person skills as one of the future LT teacher model parts are defined as the individual psychological human peculiarities causing the success in some activities kind [4, p. 129], the personality properties synthesis corresponding the activity requirements and provide high results there [5, p. 237]. The skills separation by the applying sphere into the overall, special and practice ables to commit their differentiation, according to the key, special and basic professionan pedagogical competences, exactly describe them in the future LT teacher model and to measure them further. The LT teacher required professional skills definition can be made by the upgiven method of the personal features highlighting.

The modern universities practise only the skill-dependent specialties – the teachers of art, dancing, physical training music and singing. The other pedagogical specialties don't need to check the professional skills, so they are not checked. V. Ognevjuk, the headmaster of Kyiv Grinchenko Pedagogical University, points out that the good specialist – physicist, historian, philologist, can be bred out, but not every specialist becomes a real pedagogue. We can't say that every abiturient has the natural skill to work with children, because of no entrance psycho-pedagogical test.

The Ukrainian PSA points at the test introduction to reveal the school-graduates university studying abilities, because nowadays subject testings fix the knowledge and skills but give no imagination about the abiturient's possibilities [7, p. 3].

The insufficient qualification level of many teachers at high schools nowadays makes the

Ukrainian education ministry to experimentally offer the pedagogical universities the renewed teacher training model: at first the specialist is prepared at the university; after getting a diploma the graduate can continue the studying by the university recommendation and to become a teacher. The starting specialty training level of the future pedagogical student will allow to differ the future graduates specialties (e. g. LT teacher). During the bachelor professional training the high school will be able to reveal and develop the psychological and pedagogical skills of the future teachers. Such a skill-picking system considers the leading school education countries experience: Finland, where every teacher must have a magister degree and South Korea, where the specially picked candidates take their psycho-pedagogical training for a diploma at the mastery.

During the professional tuition the new professionally significant features based on the present skills form within the future teachers making them competent at the professional teaching activities. They replace the natural properties lacking for a competent professional education functions. The skills are compensated with a positive relation to the professional tuition activities and the industriousness. Competence is a display of skillfulness – the quality providing the professionally significant skills as the functioning psycho-physiological systems of professional education activities.

The investigation summaries. The engineered specialist model can be used to transform its data into the certain tuition process actions changing the specialists' training. The instrucional and competence contain dynamic changes revealing creates new requirements to the dynamic process of the future specialist personal professional potential growth during the study.

The specialist (LT teacher) model we developed is a basis for a further development of a personally orientated professional future teacher training, the concept of speciality development, education-qualifying chars (EQC), professional education program (PEP) and the professional specialist training and his personal development.

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UDK 37.032

S.M.Pryshchepa

ENGINEERING AS AN EFFECTIVE TECHNOLOGY OF STUDENT'S VITAL ACTIVITY FORMATION

The article analyzes scientists' opinions concerning the determination of planning concept essence, and also different approaches towards the educational process projecting, its actuality and features as the effective technologies of a student's educational activity are proven. Five main tuition projecting stages (the basic one, the planning itself, project implementation, project correction and the final one) are defined and main tutor tasks for those stages are also analyzed.

Key words: planning, educational activity, form collective, pupils, vital activity, the tutor.

С. М.Прищепя

ПРОЕКТУВАННЯ ЯК ЕФЕКТИВНА ТЕХНОЛОГІЯ ФОРМУВАННЯ ЖИТТЄВОЇ АКТИВНОСТІ ШКОЛЯРА

У статті проаналізовано позиції вчених стосовно визначення сутності поняття “проектування”, обґрунтовано актуальність та особливості проектування як ефективної технології виховної діяльності школяра. Визначено п'ять (початковий, власне проектування, впровадження проекту, корекції проекту та заключний) основних етапів проектування виховної діяльності вихованців та проаналізовано основні завдання педагога на даних етапах.

Ключові слова: проектування, виховна діяльність, класний колектив, школярі, життєва активність, класний керівник.

The problem setting and it's connection to the important tasks. Modern socio-economical problems create new difficulties in tuition. Even the comprehension school which dramatically changes the education couldn't get rid of the tuition and breeding monotony. The full-value tuition system absence is still noticed; the monological approach dominates at the teacher-pupil contacts.

So it requires the new tuition system approaches, the new technologies search to radically change the pupil's passive position to the active one.

The recent problem research and publications analysis, the separation of its unresolved parts. The theoretical aspects of tuition process projecting are reviewed in the works by V. Bezrukova, I. Wolkoff, V. Haluzynsky, A. Ligotsky, O. Kirichuk, O. Kobernyk, Yu. Kulyutkin, G. Sukhobaska, Ye. Surkoff and others.

O. Kobernyk reviews the engineering as a creative pre-construction of the tuition process subjects' activity program; to S. Yelkanoff opinion it is the tuition end result projection. The scientists touched the engineering typology and function problems. But the projecting formation efficiency problem is unrevealed.

The main research material revealing with the full gained results proving. The Ukrainian national children and youth tuition program defines the growing generation breeding strategy at the citizen society formation conditions in Ukraine. The program points out that the harmonically developed, socially active, patriotic and highly educated person is the best culture acquisitions bearer and is able to self-develop and improve.

The modern civilization development, characterized by the global problems nascence has to embody the high-moral, active and creative person establishment. The person has to make independent decisions and prove them.

The pedagogical engineering itself is a technology realized at the tuition process conditions and directs to provide the effective tuition functioning and development.

The terms of project and engineering are widely used in the different knowledge branches and have some meanings. First let us refer to the Ukrainian vocabularies giving the next meaning. The Modern Foreign Words Vocabulary defines the “project” term as: 1) a tech document, a plan for some construction; 2) some document pre-text; 3) a plan; and a “projecting” or “engineering” term is defined as a project creation process; 2) the projection, some figure or thing drawing. The “Definition Vocabulary” explains the “project” term as “projection-linked”[7].

First the engineering methods are widely used in machine construction and architecture. This sphere project and engineering terms meant the making of a future product projection. The wide projecting usage is involved into the economics and management.

It’s worth to highlight the importance of tuition process engineering was discussed in the last century. A. Makarenko noted that it’s impossible to build the house without the project, the same is the people breeding without a projected activity because it’s possible to include the required tuition purposes in the tuition process.

We think that today is needed more attention to the tutorial school function because the pupils’ knowledge must pass through the further engineered tuition activities system.

At first, the tuition process must be the well-judged activity expanding and enriching the personal development only possible within the engineering

The scientists’ engineering definition is given at the table 1:

Таблиця 1

№	Scientist	Engineering definition
1	O. Kobernyk	The directed creative definition and construction of the tuition process subjects’ featured work and its further embodiment directed to provide the self-developing approach to reach the tuition purpose [5, 22].
2	O. Dubasenyuk	The strategic program modeling to resolve the pedagogical tasks [3].
3	M. Potashnyk	The development tendencies research [8]
4	V. Bezrukova	The design of main teachers’ and pupils’ future activities details [1]
5	S. Yelkanoff	The tuition end result image projecting and making a tuition activities plan to reach the purpose [6].
6	J. Jones	The environment change-starting process [2].

So, the table shows the pedagogical engineering as an activity result or the perspectives research plan designing, imaging, pupil-teacher interaction or the image embodiment description. It’s worth to note the pedagogical engineering as a function of any pedagogue, as important as the organizing, gnostic or communicative one.

We think that engineering is a creative process built on the original decisions, being at the both sides individual and collective.

The tuition process engineering at the comprehensive schools has the distinct meaning while having a new tuition approach. The tuition is reviewed as the developing open system which main factor is the pedagogical interaction between teacher and pupil.

I. Bech points out the tuition purpose conversion into the life perspective of every pupil. The tuition purpose given by a tutor needs to be accepted by the students, because otherwise he can't realize it. When the purpose is accepted by a student it becomes personally distinct and enters his own purposes system.

On the V. Kirichuk's opinion [4, p. 87] the personal development contents projection is a scientific description of the tuition process duration at the sequent change of developing interaction between pupils, teachers and parents psycho-pedagogical situation.

So the form collective tuition activity engineering must become the important stage of the tutor activity. The tutor functions are normatively defined but don't enter the school life practice enough. It's widely accepted that the modern school needs not the "commander", but a "tutor"; the elder comrade able to understand every pupil and the entire form, providing their partner interaction, professionally pick the effective methods of tuition.

That's why we consider the study year planning as the main tuition projecting task, because it must guarantee the physical, spiritual, intellectual and social development of pupil's person.

The tuition plan contents must be definitely connected to the school tuition plan. So the immense plan part will depend on the pupils' and tutor's participation during the school projects realization; another one will embody the main tutor's project purpose.

The pedagogical engineering as a tuition technology is a difficult multi-level system including the tightly connected components which reveal the tutor-student interaction sequence and character. That technology includes such stages as:

- psycho-pedagogical diagnostics
- the main purposes definition with further clarifying;
- choosing the optimal engineering way for the highest tuition results;
- modeling (the tuition engineering process discussion);
- the final planning;
- the tutorial realization;
- the summary

Before the tuition engineering the detailed information about every pupil's person is required. That information is important to begin the tuition engineering that could be got within the all-level psycho-pedagogical pupil development diagnosis (physical, spiritual, intellectual and social)

During the second projecting stage the tutor projects the object image seeming to be seen in future. This defines the next start stage action – the purposing. One of the main moments at that stage is the importancy of the tuition tasks for everyone.

On the starting engineering stages including the prognosis procedure the optimal person tuition planning is worth picking.

One of the most important stages is the modeling describing the tuition sequence contents and structure, the forms and methods picking for project realization.

The final planning is also the important part of engineering stage, because of a pinpoint calculation of scheduled actions. For the given stage completion the tuition tasks volume needs to be correlated with the time, the given training and tuition terms must be subdivided. It's very important to make the programs and plans concretizing the project contain.

The next stage is a project implementation providing the project contain embodiment into the tuition process. The main part of this stage is the conscient relation of every pupil to the tuition engineering.

The ending stage of tuition engineering farsees the final conclusions for the future project usage in the tuition process.

To our opinion the tuition engineering is a featured activity between pupils and teachers to define the sense and the way of the person life activities.

It's worth to note that the effective pedagogical scheduling enables the person's main qualities development and considering the tuition contents.

The investigation summaries and the further discipline works perspectives. So we can conclude that the tuition process engineering is the technology helping to consider the main guiding lines of tuition subjects' activities, scheduling the innovations introduction into the tuition process.

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O.V. Kudrya

**THE ENGINEERING APPROACH REALIZATION DURING
THE TECH PRACTICE TUITION**

There's revealed the students independence development problem during the Bologna system tuition organization. It's connected with an engineering approach realization. It is reviewed the possibility of students familiarizing to engineering activity while completing the research tasks. The students are noticed to gain required knowledge and skills at tutorial engineering essence together with the tutorial stage realization skills. The tutorial projectsexecution is concluded to appear the important future LT teachers professional tuition element.

Key words: Bologna system tuition technology, independence, personal engineering research tasks, engineering activity.

O.V.Кудря

**РЕАЛІЗАЦІЯ ПРОЕКТНО-ТЕХНОЛОГІЧНОГО ПІДХОДУ ПРИ ВИКЛАДАННІ
ТЕХНОЛОГІЧНОГО ПРАКТИКУМУ**

В статті визначається актуальність проблеми розвитку самостійності студентів при організації навчання за модульно-рейтинговою технологією. Розвиток самостійності студентів пов'язується з реалізацією проектно-технологічного підходу. Розглядається можливість залучення студентів до проектно-технологічної діяльності при виконанні індивідуальних науково-дослідних завдань. Зауважується, що у процесі проектно-технологічної діяльності студенти оволодівають необхідними знаннями стосовно суті навчального проектування та уміннями, навичками поетапної реалізації навчального проекту. Зроблено висновок стосовно того, що виконання навчальних проектів є важливим елементом фахової підготовки майбутніх вчителів трудового навчання.

Ключові слова: технологія модульно-рейтингового навчання, самостійність, індивідуальні науково-дослідні завдання, проектно-технологічна діяльність.

The problem setting. The modern high-school important task is the directed and scheduled aiding the students' active need in the knowledge mastering, providing their independent cognitive activity and creativity development. This task is resolved within the introduction of modern tuition technologies, e. g. the person-oriented. The projecting method gains the unique importance.

The person's independent creative work is a basis of engineering, that's why the projects tuition method is linked to the students' independence development.

The students' independence development during their professional training is highly accented. The high-school teachers ascertain that the abiturients aren't ready for the independent knowledge gaining. It actualizes the problem of the students' cognitive activity, which resolving requiredness is defined by the high-school purpose to train students at the independent knowledge obtaining.

The recent investigations analysis. There were lots of pedagogical investigations dedicated to the independence problem in the different high-school types. The cognitive independence was investigated by M. Danyloff, T. Kalashnikova, I. Lerner, P. Pidkasyty, O. Savchenko, V. Tyurina. The person's cognitive and communication independence was reviewed by L. Rostovetska. The practical and tech organizing independence was researched by Ye. Holant. The cognitive independence problem resolving was referred by the works of N. Kuharoff. The applied and empirical independence were investigated by N. Polovnikova.

The article purpose is to reveal the students' independence development while their engineering tuition organization.

The primary part. The independence category always was the research object in psychology and didactics. For example I. Kon considers the independence as the most precious personal quality. He defined the essence of that formation: the independence while being the personal value at first covers the independence, the ability to make important decisions and to respond for the deeds consequences and at last it must be the sureness in the reality, possibility and moral correctness of that behaviour

The independence is reviewed as a personality difficult integral value (I. Balabina, G. Ignatenko, T. Isaeva, T. Lodkina, S. Rubinstein). The fullest independence definition is given by G. Golubev and K. Platonov: "independence is an ability to schedule and regulate the activity without a constant guidance and tutor's practical help" [5, p. 218].

Accenting at the importance of independence development V. Kozakoff defines it as an ability to manage activities without any help or guidance [2, p. 11].

So, the student's independence is characterized by his self-sufficiency, task setting, detection and resolving skill, ability to self-estimate, self-control and scheduling.

The personality formation, according to the personal activities concept happens during involving it into the different activity means. The researches by I. Balabina, T. Isaeva, N. Tschukova, Yu. Yantovska show that the independence development process is connected to the person involving in a work. The practice knowledge mastering reveals the wide possibilities to realize creative abilities based on independent tasks resolving [2, p. 24].

Nowadays the engineering approach is used at the youth labor training [1;3]. The tuition engineering is first of all directed to the students' independent activity. One of the main teacher's task while managing the engineering activities is to teach the students to earn the knowledge independently, to form its usage ability to resolve the new cognitive and practical tasks.

So during the engineering activities students learn the independent, scheduled and systematical practice work. It points out the actuality of students involving into tuition projects completion during studying different disciplines providing transfer from explanatory-illustrative tuition to the personal oriented technology based on a person's cognitive activity.

The individual work is possible to be commenced as an extracurricular kind of tuition while managing the engineering tuition according to module rating technology. It will be reviewed in details using an example of tech practice discipline.

At the first and the second semesters the houseworking speciality students study the basics of sewing goods technology. At the start during the tailory studying and products formation they gain a

main knowledge base at making some moves, actions, different tools usage and the entire handworking, mechanical, steam and other works. At that period the tech requirements completion, mechanical and handworking tools mastering and workplace organization skills are formed.

The preparation works at studying the means of decoration at sewing is directed to empower the different operation groups combining while crafting some dress details in different ways. That is the way of tech and technological requirements compliance, qualitative work marking skills formation. The tech tuition works evaluation is gradually introduced, the normalized time duration for each detail production is set to form the starting skills in mastering the fast abilities.

One of the individual students' work kinds during the tech practicing are the individual investigation tasks. Their completion is directed to deepen the discipline study and forsee the projects method usage.

According to the students creative activities stimulation urgency, their involvement into the individual investigations completion, using the mastered technologies and materials is advisable. It's possible at the household goods productions such as linen with difficult decoration kinds and patchwork goods production. In that case the independent knowledge transfer is made to some project or subject. The creativity is revealed as the highest level of cognitive activities.

The tuition project completion consists from some stages; the starting one is for collecting, studying and processing the project topical information; the second or constructive stage commences the optimal project task resolving search and product manufacturing manuals. The third or a tech stage is for scheduling the project practice realization and required materials and tools picking. It's also for completing the scheduled tech operations and quality controls. The quality evaluation, project completing analysis and it's results usage revealing is a purpose of a final stage.

So, during the individual investigations, students tuition is organized as engineering. Let us point out the engineering activity as the scheduled process forseeing the construction design, the product technology, crafting and realization, is directed at some creative skills formation [1, p. 116].

During the second semester the students study the nodular sewing goods processing at the tech practice. The tuition at this period is directed to fix the work kinds knowledge and to form the knowledge of tech nodes variety, the possible defects and the ways of their fixing. During the practice students master the sewing tech nodes processing abilities, the defects revealing and fixing.

The skills gained during the second semester able to choose the sewing objects for engineering (apron, baby dress). The offered goods production covers the product model choice, construction, modeling and sewing. Such tasks completion within the engineering allows talking about the free choice situations demanding the students' personal initiative as the highest independency revelation.

The engineering usage during tuition is directed to form the creative person able to think independently, generate original ideas and make the uncommon decisions during the production activity. It's one of the most actual socio-pedagogical problems of society progress.

Let's point out that during the engineering activity students master the required knowledge in the tuition engineering essence and the stage project realization skills. So, the tuition projects completion is the important professional tuition element, because they must organize the engineering tuition at the future labor activities.

The houseworking students' mastering the tech practice content during six semesters is directed to study the sewing, knitting, bead goods production technology and their decorating with Ukrainian folk elements. If the engineering is used in tuition process the directed future LT teacher training for tech-project approach realization in tech tuition branch will hold on same as providing conditions for the pupils' creative abilities development and their labor training.

Conclusions. 1. The independence development is connected with person involvement to the labor activities. Nowadays the engineering approach is used at the youth labor training. The students habitate to the independent and scheduled practice systematic work.

2. The students engineering involvement is possible at module rating tuition technology while using the individual investigations as one of the individual work completion.

3. The students independence development during the engineering activities while completing the individual investigations is provided by their independent activity during making such works as problem forming, engineering scheduling, topical information gathering, studying and processing;

optimal project task resolving search and product documentary drafting; planning the project practising, choosing the required materials, tools and equipment, completing the scheduled tech operations and current quality control; evaluation and result analysis at project completion.

4. The tuition engineering essence mastering is the important part of students' professional training at the LT teaching.

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I. G. Matrosova

THE SYNERGIC ASPECTS OF PEDAGOGICAL DESIGNING EFFECIENCY

The article reviews some aspects of the pedagogical designing effeciency rating from the synergic approach combined with the innovational pedagogical system potential rating and the resources to supply its growth. The synergic effect valuation is reviewed as a directed definition process with its separate structural elements increasing or decreasing the significant possibilities of every system element functioning effeciency.

Key words: pedagogical project, effeciency, synergic approach, innovation potential.

I. Г. Матросова

СИНЕРГЕТИЧНІ АСПЕКТИ ЕФЕКТИВНОСТІ ПЕДАГОГІЧНОГО ПРОЕКТУВАННЯ

У статті розглядаються окремі аспекти оцінки ефективності педагогічного проектування з позицій синергетичного підходу за допомогою оцінки складових інноваційного потенціалу педагогічної системи та наявних ресурсів для забезпечення його зростання. Оцінку синергетичного ефекту розглянуто як цілеспрямований упорядкований процес визначення, у якому взаємодія окремих частин структурних елементів підсилює або послабляє індивідуальні можливості результативності функціонування кожного елемента системи.

Ключові слова: педагогічний проект, ефективність, синергетичний підхід, інноваційний потенціал.

The problem setting. The investigation topic actuality is defined by the importance and priority character of tuition engineering efficiency. The efficiency marks play an important role because of allowing to estimate the pedagogical technologies, processes and systems. Almost every pedagogical research needs the evaluation of developed pedagogical system and pedagogical process model efficiency. But the existing modern methods of pedagogical project evaluation are mainly focused on quality studying the set purpose reaching process in the given conditions. The pedagogical

engineering efficiency is not enough investigated theoretically, its solid evaluation methodics is practically absent.

This causes the requireness of scientifically proven evaluation approaches using the balanced criteria system for its further upgrading.

Recent investigations and publications analysis. The efficiency term is very often used in many theoretical disciplines and at the daily practice together with the quality, system and management terms, so it became scientific. That's why at first the system functioning efficiency evaluation problems are worth attention. It must be pointed out, that the most investigations are dedicated to the economical or social efficiency problem aspects (V. Afanasyev, K. Nort, I. Prokopenko etc.).

The efficiency is explained as a quality characteristic of gained results at the tuition process. The tuition model efficiency evaluation provides the comparison of gained results with the purpose-spent resources and considering the inner and outer factors and conditions [8].

L. Kolesnikoff points out that the efficiency is often used as a synonym to the words "success" and "result" [5, p. 28-30]. The actions are efficient when they give the targeted result. But nowadays there's no solid definition of efficiency as a pedagogical category.

The given article purpose is the pedagogical engineering efficiency evaluation distinct aspects from the synergetic approach.

The main material exposure. The engineering definition involvement into the educational sphere, its adaptation to the new environment, transforming to the "pedagogical engineering" is connected to the big methodological problems amount because it causes the science term space expanding, some traditional categories review, their urgency to be correlated etc. pedagogical engineering was investigated by V. Bezrukova, V. Bezpalko, E. Zair-Bek, V. Yusupoff etc. Despite the numerous investigations the problem terminology and content filling is still unanswered.

The retrospective analysis of the engineering problem resolving approaches in the education sphere enabled the assumption of the important theoretical ideas laying in the home pedagogics in the 20-30th XX cent. years (A. Makarenko, S. Shatsky etc.) and there was a hypothesis of the pedagogical engineering formation as a new science (G Schedrovitsky).

Only from the end of 80th years of past century the interest to engineering investigation is grown, the new approaches to its study are formed.

L. Gouriet in his "Pedagogical systems projecting" work [2] points out the ideal engineering form provides the material and spiritual practice results. That's why the pedagogical engineering is impossible to be defined as the only subjective or objective pedagogical activity sides. "It's multifunctional and the pedagogical activity upgrading is its basis and it's connected to the corresponding pedagogical processes" [2, p. 21].

The project paradigm education forming causes the urgency of some definitions clarifying, e. g. the pedagogical project definition.

The project is reviewed as the contentually proven and documentally arranged initiative directed to reach the education purposes at the defined time period, as the strategical social systems development document, as the means of some distinct system qualities control [2].

To the opinion of V. Slobodchikoff, the tuition project is an arranged innovational education ideas complex. The engineering in such case is defined as an ideal idea and a practical embodiment of the needed event [11].

It's needed to note a pedagogical project as a difficult transformations system. The project idea and its realization way depend on the subjective factors of human activities, the author's understanding of pedagogical tasks and ideas, the objective conditions of their reaching; project participants' value orientations and their needs, motives and relations during the pedagogical interaction.

That's why the projects are the products of pedagogical engineering, which have the rational and sense-valuable features. The pedagogical engineering is an activity implemented at the education process conditions and directed to provide its functioning and development. It is caused by the need of actual problem resolving, has a creative character and centers on the value orientations. It's result is a pedagogical activity object model having the system properties and basing on the pedagogical

invention.

The pedagogical engineering is tightly connected to the new problem resolving way which is an innovation in the pedagogical sphere.

The pedagogical efficiency is connected to the optimality, result and reliability.

The given definitions introduction at the same place with the efficiency was reviewed as the socialization of an efficiency economical definition [1, p. 63], its overall social sphere spreading, not only the economics. It became to be used for every kind of activity. The need to expand it was for including not only the result of activity but also the purpose or the needs, which this activity is made for.

O. Dubasenyuk reviews the “efficient” definition as the result-guiding and the most effect-giving phenomenon. The philosophical and sociological efficiency meaning is analyzed in the works by O. Lal. The scientist points out that efficiency term first appeared in the economical works by W. Petty and F. Kennet [6] but wasn’t processed as an independent economical definition and had an impact meaning. The economical sounding of that term was given by D. Ricchardo, who used it to esteem the result/outlay ratio.

The term became to be used to evaluate different actions from the end of XI century and actively entered the management theory. But G. Emerson in his “Twelve efficiency principles” (1912) used it in different meanings but underlined its connection to functionality.

The further efficiency term development was given at psychology within the works by T. Kotarbinsky and Ya. Zelenevsky. T. Kotarbinsky who highlighted the activity characteristics connected to success referred to the productivity term. Ya. Zelenevsky introduces the efficiency term as a summary/expected value ratio [6].

All of these definitions are common in many things but every of them reflects the specific problem aspect. The pedagogical activities productivity is reviewed in the acmeological context. The acmeology basics were fundamented in the works by B. Ananyev. N. Kuzmina while developing these ideas in the sphere of teaching and psychology reasoned the acmeological approach to teaching. As the personal pedagogue activities creativeness is discussed, so the professionalism, but not the age is the main criterion.

The pedagogical activities productivity definition is multi-meaningful. We can speak e. g. about the functional and psychological productivity. The functional activities products of course is the pedagogical methods and skills system creation. The psychological ones are the prominences in the pupil’s personality. There is no direct connection between functional and psychological products because the adequate psychological level doesn’t correspond to an adequate psychological one.

The optimality is one of the pedagogical innovations effectiveness criteria. Different teachers can get high results at the different intensity of own and pupils work. The pedagogical innovation involvement to the tuition process and getting high results while spending a little resources amount shows its optimality.

Effectiveness as means the criterion of innovation certain firmness of positive results in activity of teachers. Technologicalness in measuring, possibility to look after and fix results, an unambiguity in exposition is done this criterion by a necessity in the estimation of meaningfulness of new receptions, methods of studies and education.

So, the efficiency term expanding has to reflect different activity aspects correlation: the result to the spending, the result to purpose, etc. The efficiency is the multi-aspect term and is defined by different criteria. The multicriteriality demands special ways of criteria correlation. Depending on that we can get diverse efficiency values.

According to V. Sukhomlynsky pedagogical system is firstly a teacher’s influence at the mind, feelings and will of the real pupil as an active tuition process force. It’s efficiency depends on the *pedagogue personality influence at the pupils’ self-tuition* [12].

A. Evtodyuk points out that in the context of synergetic paradigm methodology the tuition system modeling center moves to the *inner development mechanisms* immanent for the tuition systems. The tuition systems establishment program together with the social or outer organization provides the inner mechanisms able to react the fluctuations diversity which disbalance the system, react the inner energy and information accumulation condition, which ables the tuition system to

develop, defines the attractor status and the system self-organizing summary

Synergic approach bases on such theses: the difficultly organized systems must not be propagated with the development ways, only their own development tendencies must be assisted; the chaos can be the constructive source, the new system organization can appear out of it; during some instability moments the little perturbations can have the macro-consequences and develop to the macro-structures, so the one person actions can influence the macro-social processes; there are some alternate development ways for the complex systems but at the distinct evolution stages some pre-determinity of processes deployment and today's system status are defined not only by its past but the future next order; the complex system absorbs not only the simple structures, but generates the different age structures in the solid tempo world; considering the regularities and different development processes duration conditions we can initiate those processes within the human management [4, p. 4-5].

The principal bases of synergical approach are pointed out in the work by prof. B. Kuznetsoff which is called "The introduction to the economical synergy"

The system synergic effect is a revolutionary effect which generates the timespace new quality sequence, it's an effect of the coordinated subsystems activity in the conditions of imbalance, imminence and nonlinearity.

We can make a conclusion about the project efficiency evaluation, that it is the synergic efficiency evaluation.

The nature of synergic effect is the distinct structure elements interaction strengthening or weakening the distinct abilities of every system element functioning [10, p. 50-52.]

The synergic effect evaluation is the calculation and reasoning of the gained result difference between its consisting factors sum. By the other words this evaluation is the directed definition process, so the distinct structural element parts synergy strengthens or weakens the individual abilities of every system element functioning.

The pedagogical engineering system elements are the personalities of a pupil and a teacher and the values of tuition environment. That's why the pedagogical project can be considered as the pedagogical engineering system elements interaction, their development direction and the system strengthening. In this case the pedagogical project efficiency will be reflected in the engineered system innovation potential growth which improves the every tuition process participant potential.

The pedagogical project efficiency evaluation is firstly the evaluation of pedagogical system innovation potential and the resources to supply its growth.

Generally the synergy of every system components is required for creating the synergical effect of pedagogical project; also there are required the solidity and time synchrony and the project purpose harmony.

The investigation summaries. The synergical approach usage to value the pedagogical engineering has some advantages to define the pedagogical project essence which appear in the value categories redirection to the tuition process participants creative potential domination.

The further work perspectives are in the pedagogical project innovation potential and resources investigation.

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V.P. Kurok, B.O. Shevel

THE ANALYSIS OF APPROACHES TO DETERMINING STAGES OF BECOMING VOCATIONAL EDUCATION IN UKRAINE DURING 1917-1991

The article deals with the importance of taking into account historical experience of Ukrainian vocational education during the preparation of qualified specialists. Article is devoted to the main approaches to defining the stages of formation and development Ukrainian vocational education, to the scientific approaches which indicated that there was a division into periods based on the analysis of socio-cultural and economic changes in society and political trends in the Soviet Union. The experience gained in training of qualified workers in this period contributes to the improvement of vocational education nowadays.

Key words: vocational education, stages of becoming, socio-cultural and economic changes

В. П. Курок, Б. О. Шевель

АНАЛІЗ ПІДХОДІВ ДО ВИЗНАЧЕННЯ ЕТАПІВ СТАНОВЛЕННЯ ПРОФЕСІЙНО-ТЕХНІЧНОЇ ОСВІТИ В УКРАЇНІ В ПЕРІОД 1917-1991 РР.

У статті відзначається важливість урахування історичного досвіду професійно-технічної освіти України під час підготовки кваліфікованих фахівців. Аналіз праць провідних учених дав можливість виділити основні підходи до визначення етапів становлення та розвитку професійно-технічної освіти України. У статті проаналізовано наукові підходи, в яких зазначено, що поділ на періоди відбувався на основі аналізу соціокультурних та економічних змін у суспільстві, політичних тенденцій у Радянському Союзі. Набутий досвід підготовки кваліфікованих робітників у зазначений період сприяє удосконаленню системи професійно-технічної освіти в наш час.

Ключові слова: професійно-технічна освіта, етапи становлення, соціокультурні та економічні зміни.

The problem setting. The Ukrainian industry development strongly depends on the future staff tuition quality. It's caused with the introduction of the new industry technologies. That's why in the developed world countries the immense attention is given to the high-qualified staff training for different enterprises. Firstly it causes the efficient professional tuition system and the new perspective technologies to the tuition process [3].

The recent investigations analysis. The engineering tuition history development witnesses its tight connection to the country's economical establishment. The historical sources say that from the

ancient the youth tuition was managed within the knowledge and experience transfer by the elder people. The subsequent tools complication demanded the professional skills growth and the operations development. So, under the influence of tech scientific progress the work tools were changed which also changed the place and role of human in the production process. It can be fully understood that only on the basis of some gained information such as spectations, information gaining using some communication channels with its further analysis in Kyivan Rus the diversity of professional tuition forms has appeared and it has fully corresponded the family and society needs. For example the plowman was needed to master 200 skills to become the universal professional and be able to give that skills to his kins. Later according to the minery, building, chemical, artillery and other industry branches the lower technical and professional colleges appeared [9].

The engineering tuition in Ukraine is impossible without the gathered experience usage so the historical development in the tuition branch is an important investigations part.

The article purpose is the main approaches investigation to define the Ukrainian engineering tuition stages.

The main part. After the ending of socio-economical cataclysms linked to the WWI and civil war and the October Revolution of 1917 the professional tuition system development ways are searched. During the short time of formal state independence in the beginning of 1920s which was characterized by the cultural and language freedoms and helped to realize the independent tuition politics; the unique engineering tuition system was created in Ukraine and which was modern for that time and consisted of three parts: the primary, secondary and high, was maximally oriented at the people agricultural complex and was able to successfully resolve the youth problems [7].

The diverse historical pedagogical researches studying ables to guess that first engineering tuition historical periodization was made by A. Veseloff in his “Engineering tuition in USSR: the secondary and primary engineering historical essays” in 1961. The author defines five periods of the Soviet engineering tuition development: 1) 1917-1920; 2) 1921-1929; 3) 1930-1940; 4) 1941-1958; 5) “started from the USSR Government Law about the school-to-life connection strengthening and the further folk education in USSR (end of year 1958) and still continues” [2, p. 9]

M. Puzanoff and G. Tereschenko developed their own engineering education history periodization in Ukraine. With their work “The Ukrainian SSR engineering education history sketches” in 1980 they pointed out four periods of engineering education history: 1) pre-revolutionary period (the beginning of the XIX century – October of year 1917); 2) the Soviet engineering education system establishment (1917-1940); 3) the state work reserve system creation and development (1940-1959); 4) the further engineering education improvement (1959-1980) [10, p. 4-5]

S. Batyshev along with the author group points out the next Ukrainian engineering education stages (“The history of Russian engineering education): 1) 1917-1940; 2) 1940-1958, 1958-1990, 1991-2000 [1].

According to his own research, I. Likarchuk defines the next main periods of engineering education system in Ukraine:

- the first period – from the end of 1880s until 1920. After the “Main statements for the industry colleges” acception, the industrial, agricultural and women education systems become to appear. Those systems existed until 1917. During the 1917-1920 any Ukrainian government was unable to create any engineering education system;

- the second period – 1920-1929. It is an Ukrainian engineering education system creation and establishment. It has finished within the government decisions about Ukrainian and Russian education systems unification.

- the third period – 1929-1940. The staff tuition was given to the agricultural folk Comissariats. The staff branch tuition systems also existed.

- the fourth period – 1940-1959. At this time it was created and launched into action the state staff reserve system supplying the country agricultural staff needs.

- the fifth period – 1959-1991. During it the solid type engineering education institutions were created (the engineering colleges); it was the transfer to the solid tuition plans and programs and the folk-engineering education integration into the solid system.

- the sixth period started from 1991, the Ukrainian independence proclamation time. The own

engineering education building ways were tried to be found; it started to habitate to the market economy and the first Ukrainian engineering education law is accepted [8, p. 42-43].

While having stated that the Bolshevik politics of the empowered agriculture improvement has immensely activated the staff question resolving and initiated the wide educational institution network creating, N. Ivantsova highlights such stages: 1) 1921-1922 – the economy empowerment and the qualified staff urgency; the adults engineering tuition network development; 2) 1923-1926 – the slowing of production and closing of the institutions; 3) 1928-1929 – the mass industrial building has been deployed and the mass labor education problem has returned; 4) 1929-1930 – the active engineering education improvement search continued [4, p. 16].

The classification of staff engineering tuition system development during 1969-1994 was given in the dissertational research by O. Kokhanko [5]. On the basis of its results the five Ukrainian staff tuition stages are defined. Additionally the stages definition had the features characterizing the engineering activity frame-content development at the new engineering institutions and supplying the right-normalizing and the tuition base of that process. There are the chronological borders and peculiarities of these stages:

1) 1949-1968 – the mining colleges creation and establishment; the engineering colleges organization; the engineering tuition institutions reorganizing into colleges (1959-1965); the acceptance of the engineering staff reorganizing law acceptance (1968); the search of an comprehensive and engineering tuition connection ways.

2) 1969 – 1975 – the tuition of the secondary-educated qualified staff; the engineering education state committee creation (1969); the establishment of engineering colleges as the new type institutions; the search of the pedagogical education forms and their connection to the engineering tuition; optimization of the labor practice at the different profile colleges; organizing the contemporary pupils teaching at colleges (two study years) and the evening schools (starting from 1971-1972); upgrading the tech documentation and the methodical literature requirements reasoning; accepting of the typical principal for the tech-scientific information in the engineering tuition system (1971);

3) 1976 – 1983 – upgrading of the engineering college tuition process content and forms; the right normal supplying of the main college activity directions, e. g. the engineering college activity statements, the statements of the professionalism competitions, the library statements (1976); the evening colleges organization (1978); the scientifically reasoned methodical work organization (1976); the engineering tuition modern experience spreading order definition (1979); the methodical work statements acceptance (1980), the statemets about outer control; tutor qualification characteristics (1977); accepting the industrial tuition master statement (1978); defining the order of methodical colleges supply (1977); the attention accenting on the engineering tuition workers self-education (1978); allowing the college pedagogical meetings to righten the universities entering (1979).

4) 1984 – 1990 – professional college validation (1984); the further right-normative base upgrading within the statements acceptage: the statement about the colleges, basic enterprising, labour practice, the tutor, the study process computerizing (1985); the new professions training (1987); the unified professional programs development (1987); the new tuition programs introduction (1988); rightening the colleges to retrain the staff; the transfer of colleges to the state engineering tuition committee.

5) 1991-1994 are the years of searching for the engineering education reforming ways according to the XXI century Ukrainian education program; the new pedagogical tuition forms creation to train the qualified staff. Starting from 1991 the engineering tuition system starts to get lower attention from the officials, the comprehension and engineering pupils tranining worthens, the college abiturients and graduates number lowers; there is commenced the multi-level system transfer in colleges [5, p. 11-15].

We will base on the stages proposed by S. Batyshev while analyzing a big diversity of Ukrainian engineering tuition establishment and development research. They are: 1) 1917-1940; 2) 1940-1958, 1958-1990, 1991 – to our days.

We have historically developed engineering tuition system, which efficiently resolved the youth professional tuition at the every industry branch and its breeding-up. Nowadays the situation has

radically changed. At first Ukraine itself resolves the national staff qualification system creation problem. At second the society state and needs have dramatically changed and the society has chosen a market economy development way. Finally, the conceptual management essence and role views, the tuition subjects relations, the relations between the colleges and state, the training content and forms and the educational priorities have changed [6].

Conclusions. The engineering tuition system of Ukraine is being developed during the long time, the Soviet Union has an immense influence on it, thus the thus its main periods were dependent of the education system of that time.

Basing on the given retrospective analysis the scientists majority at the Ukrainian engineering education problems defines the same time borders for its development, sometimes separating them at the distinct parts and précising the calendar terms, which depend on the social pertubations and the corresponding laws acceptance.

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THE DEVELOPMENT TENDENCIES OF NUTRITION HYGIENE SCIENTIFIC FIELD AND THEIR DISPLAY IN ACADEMIC DISCIPLINE PROGRAMS

The article reviews the main trends and directions of nutrition hygiene scientific branch development to find the tuition content update possibilities in nutrition physiology, sanitary and hygiene, food production technologies and organization. There are highlighted the main problems which resolving concentrates on itself the modern stage of nutrition hygiene branch development and also analyzed their tuition programs reflection possibilities in corresponding disciplines.

Key words: nutrition hygiene, nutrition physiology, vocational education, tuition programs,

ТЕНДЕНЦІЇ РОЗВИТКУ НАУКОВОЇ ГАЛУЗІ ГІГІЄНА ХАРЧУВАННЯ ТА ЇХ ВІДОБРАЖЕННЯ В ПРОГРАМАХ НАВЧАЛЬНИХ ДИСЦИПЛІН

У статті здійснено аналіз основних напрямків та тенденцій розвитку наукової галузі гігієна харчування, з метою оновлення змісту навчальних дисциплін: «Фізіологія харчування, санітарія та гігієна», «Технологія виробництва продуктів харчування» та «Організація виробництва продуктів харчування». Виокремлено основні проблемні завдання, на вирішенні яких сконцентрована наукова галузь гігієна харчування на сучасному етапі розвитку та проаналізовані можливості їхнього відображення у навчальних програмах відповідних навчальних дисциплін.

Ключові слова: гігієна харчування, фізіологія харчування, професійна освіта, навчальні програми, зміст навчання.

The problem actuality. The new study year (2012-2013) has started with the nutrition hygiene lesson in many schools, which points out the priority and the social meaning of the healthy nutrition problem at the modern stage. It's also important that the school tuition program has obtained a new health lesson which provides the highlighting of lots of questions in the nutrition hygiene branch. This discipline is taught by the teachers without the special tuition, thus it is negatively reflected on the pupils knowledge level and quality. So there is a requirement to the nutrition hygiene branch improvement which is introduced into the engineering education specialists tuition plans. The tuition plans and programs processing has to complete in a context of the guiding tendencies of the corresponding science branch development.

The work purpose is to analyze the main nutrition hygiene branch development tendencies and to develop their reflection in the corresponding tutorial disciplines content.

The [1, 2, 3, 4] science works analysis evidences that the main development directions of that science branch is the food quality supplying which is defined by two main factors – the safety and nutrition value. This quality supplying provides:

- the law and normative base development and its international and European standardization;
- the rational nutrition and the nutrition toxic infections prophylaxis system improvement, detection of the nutrition products contaminants, their toxicological analysis and hygienical reglamenting;
- the tools expanding to analyze the chemical content of nutrition products, their nutrition value defining to get the objective information;
- designing the combined nutrition goods production principles to get the needed chemical content products which can able to correct the nutrition status quickly and efficiently.

The important factor causing the nutrition hygiene progress is the fundamental research development in the nutrition biochemistry, biophysics and physiology [2, p. 6]. First of all the metabolism, biotransformation and the action mechanisms of the most dangerous and spread food contaminants, the nutrition allergy nature and some nutrition substances pharmacological aspects investigation. The selene-, vitamin-, fat- and pectine-containing products production is a very important production direction, because of their usefulness to the organism in improving its sickness resistance and warning the cancer and heart system diseases, which are actual due to the ecological situation in Ukraine and the people's nutrition structure corruption. The new nutrition normatives development became the practical aspect of fundamental investigations in biochemistry, biophysics and physiology nutrition.

The work on the general methodological base and the new precision methods creation is held to improve the existing systems of nutrition goods control [2, p. 7]:

- the qualitative analysis directed to the food contaminants identifying;

- the quantitative analysis, directed to the food contaminants amount identifying;
- the food products falsification detection;
- the product energy value and chemical contain analysis;
- the evaluation of factual nutrition, the nutritional status and their influence on the people's health;
- the alimentary diseases diagnostics and healing.

Those methods main factor is their precision and reliability.

In Ukraine and worldwide there is a process of the nutrition products production technologies search and improvement. The hygienic requirements to the product contain and recipe same as to the used equipment. A high quality safe, delicious, modernly packed and produced food is a result of that process. The new tech decisions are efficiently introduced not only into the food production but into its storage sphere.

The nutrition hygiene as a scientific branch has traditionally been concentrated on the main principles and practical measures to rationally organize nutrition of different age and professional population groups and the alimental diseases warning including the food intoxication and alimental infectious diseases [1, p. 4].

Nowadays the main nutrition hygiene task is the man's health improvement within the maximal usage of food positive biological influence on human's organism. The alimental health improvement is acknowledged. It is reasonably proven on the every ontogenetic stage. Unlike the other environment factors, influencing the human, the food is the most complicated one. Depending on the properties and contain it differently influences the organism. The food can change the organism tissues weakening or strengthening them [1, p. 4].

The organism connection to outer environment, which is realized nutritionally, is mostly dependent on the biological, ecological and socio-economical factors [1, p. 51]. Nowadays the ecological factors role in the human's nutrition is as meanful as the socio-economical factors role. The scientists claim that the ecological factors role will grow alongside the industrial growth.

The organism insidious environment chemical and biological protection plays the great role while resolving the key task of nutrition hygiene, which is the growth of population health marks within the food positive features usage.

At the modern development stage the good sanitary security of nutrition goods and their hygienic expertise are essential to counter many infectious and non-infectious diseases.

In that way we can confirm the main tasks of nowadays nutrition hygiene using the recent investigations results [2,3]:

- the nutrition substances investigation, which are the contents of food alongside with their organism meaning (nutritiology);
- the qualitative and quantitative analysis of distinct product groups used at the population nutrition and their influence on some organs and their systems activities;
- the hygienical methods introduction to the food processing to improve their organoleptic features, nutritional and biological value same as the food and nutrition products digestion;
- the food function and biological influence knowledge expanding;
- the precisising of the existing physiological nutrition norms for distinct age and professional population groups from different climate and geographical zones;
- the optimal rations building principles and their control methods at the mass nutrition institutions and domestic conditions;
- the search of the best and most continued products storage ways to provide their sanitary perfection during the further tech processing;
- the sanitary nutrition recommendations improvement for the persons working in the harmful work environment;
- the diet nutrition organization at sanitary and mass nutrition institutions;
- the investigation of risk groups persons preventive nutrition;
- the measures taking to prevent the food intoxications, alimentary and vermal diseases;
- agriculture control methods introduction;
- the wrong nutrition reasoned diseases marks and their preventive methods rectification;

- the forms and methods improvement for the hospital workers to make the preventive and current sanitary oversight, the tuition culture forming, the health/disease marks ratio with the factual status of different professional and age population groups.

Зауважимо, що структура визначених напрямків містить надзвичайно широкий спектр проблемних питань, які наразі потребують детального переосмислення, а подекуди й докорінної перебудови підходів до проведення наукових досліджень, що обумовлено стрімким розвитком та досягненнями у сфері медичної технології та приладобудування.

Let us point out that the defined directions structure contains a very wide problematic questions spectre which nowadays require the detailed redefinition and somewhere the radical research approaches restructuring which is caused by the quick development ant achievements in the medical technology and devices construction sphere.

Conclusions. The work highlights the main directions and tendencies of the nutrition hygiene science branch which have to reflect at the nutrition educational disciplines.

To resolve the branch corresponding the nowadays demands the hygienical tuition content must be refreshed at the every stage of engineering students which highlights the purpose direction of our further researches.

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Yu. A.Sribna

THE DESIGN BASICS IN THE STRUCTURE OF LABOR TRAINING TEACHER FUTURE PROFESSIONAL PEDAGOGICAL TRAINING

Nowadays design enters most of all development countries life spheres and has become a valuable component of mass end elite culture, that's why it's considered to be a future creation. Due to this we have an urgent need to develop the mechanism of upgrading the professional pedagogical student tuition for a future work with LT to study design basics and the exploration of its practical implementation ways.

Key words: professional pedagogical activities, tuition engineering, pedagogical projecting, professional competence, labor (tech) training, engineering, design.

Ю.А.Срїбна

ОСНОВИ ДИЗАЙНУ У СТРУКТУРІ ПРОФЕСІЙНО-ПЕДАГОГІЧНОЇ ПІДГОТОВКИ МАЙБУТНЬОГО ВЧИТЕЛЯ ТЕХНОЛОГІЙ

Нині дизайн фактично проникає у всі сфери життя розвинутих країн і став невід'ємним компонентом масової та елітарної культури, тому його вважають творчістю майбутнього. У зв'язку з цим виникає потреба розробки механізму вдосконалення професійно-педагогічної підготовки студентів – майбутніх учителів технології до вивчення у загальноосвітніх навчальних закладах основ дизайну та дослідження шляхів його

практичної реалізації.

Ключові слова: професійно-педагогічна діяльність, навчальне проектування, педагогічне проектування, професійна компетентність, технологічна підготовка, технологічне проектування, дизайн.

The problem setting. The solidity of theoretical and practical readiness to the pedagogical activity is expressed by the professional competence of the teacher and characterizes his professionalism.

The modern teacher needs to orient good in different branches of the taught science basis, to know its abilities to resolve the socio-economical, industrial and cultural tasks. He must be familiar at the new inventions, investigations and hypothesas, see the close and far perspectives of the taught science[4].

The arcticle purpose is to improve the students engineering tuition at the contemporary design schools and to review the professional labour training teacher activities specifics.

The main material exposure. The overall LT teacher activity, same as any subject teacher, can be divided into two parts. The first is the tuition process preparation, scheduling and pre-building. The second is the practical realization of that process according to the planned tuition content, the pupils' cognitive activity methods, means and conditions.

The teacher who plans the tuition:

1. Picks the tuition material using the tuition programs, books and recommendations and considering the pupils' cognition abilities; he defines its content, volume and rationality.
2. Defines the scheduled tuition methods and the pupils' cognitive activity character.
3. Develops the tuition means system: the transparents, tables, models, real objects, sketches etc. Also picks the required tech tools.
4. Picks the work objects. Develops their production technology. Defines the required constructional material, makes the blanks, picks the tools and equipment. Independently produces the goods. It ables to precise the product crafting technology and to make a pattern for pupils.
5. Plans every lesson, developing its holding algorithms and descripting them in the lesson plans.

Together with the tuition planning and engineering its content, methods and means are defined. The definite pupils/collectives breeding level is defined for that. The different tuition work kinds are picked to develop the intellectual, ethical, physical and other personality features. The pedagogical situations are planned and organized after that. The teacher, while realizing the planned tuition, provides:

- the tuition material systematic teaching, using different teaching ways: a story telling, explaining, a talk, etc. Controls the pupils attention using its static activisation, illustrates the material with examples and facts using different visibility means.
- the pupils cognitive activities, the knowledge usage work, the skills formation. The organization activity takes a distinct place in the LT teachet work. He constantly controls the overall tuition activities and estimates its results.
- the pupils tuition control, which strengthens the socially meaningful personality features and world view. During the specially organized activities alongside with the tuition process the teacher constantly controls the different qualities formation and estimates the breeding results[2].

One of the professional tuition kinds is the engineering.

The pedagogical engineering is the previous development of the main calculable activity details and the notional building of the future tuition activity.

It's connected to the distinct lessons, themes and disciplines and helps the pedagogical tech processes development [1].

The LT is the multi-level project based on the pupils involvement into every engineering activity stages which purpose is the aesthetical and functional tuition enveironment qualities formation.

The LT teacher must master the different design kinds system and to know the different materials specifics and composition peculiarities.

The methodical preparation for the tuition engineering must include some aspects: the teacher's methodical training, the pupils' creativity objects, the tuition engineering process planning and organization methodics.

While organizing the tuition engineering the teacher must be able to have an individual and different pupils approach. The different difficulty level engineering tasks are used for that. They can be divided into some groups: 1) the reproducing tasks (pattern reproduction); 2) the search tasks (searching facts, information and objects); 4) the creative tasks (new objects creation-directed) [5].

The tasks content, moreover, must correspond the main program tempos, must consider the pupils skills and knowledge level and to help the creative cognition development. The permanence principle must be held to form the pupils' creative abilities from form to form.

The main LT teacher task during the tuition engineering organization is to develop the pupils independence at every tuition project work stage.

But the teacher engineers not only the tuition process itself, but includes there a different goods production process, its technology, the required tools for it, etc. The professional activity content corresponds the content of the typical professional engineer tasks.

That's why the pedagogical university graduate tech training must correspond some demands which will able to use the gained knowledge and skills practically.

The future LT teacher training is treated in wide and narrow meaning. We include the overall visible training of the future specialist which is commenced within such scheme: the general tech tuition – the technological tuition – the creative and constructive tuition [3]:

a) the general tech training is a basis of specialist creative tech tuition. The poly-technical knowledge and skills are its basis;

b) the tech training is provided by mastering the knowledge transformed into the production engineering skills made by the solid engineering algorithm: the goods production material picking – the goods construction technics esteem – the semimanufacture and its getting choice – the routed production technology projecting – the operational production technology engineering.

The tech training basis in that sense is an engineering enabling to form the goods production possibility esteem at the given production conditions (the equipment and tools availability etc) according to the sketch requirements, at the tech process optimization condition (providing the less product cost and maximal productivity);

c) the creative training lays in the production object engineering and construction skills (the designing activities) the functional indexes calculation which provide its longevity in the given exploitation conditions, basing on the production technology knowledge (the possibility of gaining the required frame and properties at the existing production equipment level).

We have developed the structure organizing scheme of the designing specialist tuition according to the normative approach and defined the designing discipline place in the future teacher's tuition system.

The designing basics tuition course is basic and universal and must help the required teacher's, engineer or businessman knowledge and skills formation in the design branch.

Nowadays the contradictions between teacher activity requirements and the factual pedagogical graduates functional preparation level; between the typical teacher training system and the individual creative character of his activities. The teacher's alienation from the society and national culture, from the pupil and school became an imminent consequence of the technocratic and extensive approaches to pedagogical education. That has lowered the social status and prestige of pedagogical profession, the teacher's training system inappropriation to the social needs and the educational problems sharpening.

The LT teacher engineering training conception (by Ye. Romanoff) allows to expand the specialist's activity spheres. The pedagogical university uniqueness, at author's mind lays in its ability to provide the quality education allowing to realize the person in the subject relations paradigm, which has a determining meaning nowadays.

Conclusions. The future specialists tuition must be connected to the socio-economical crisis being deepened by the sharp workers number shortening. The graduate must have the formed professional competence and mobility, the creative cognition and the right reality relation. In the modern

civilization reviewing context we will review the design tuition as a mastering of the material, social and spiritual environment creation process.

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N. G.Tschernyshova

THE ENGINEERING PROPAEDEUTICS IN PRIMARY SCHOOL

This article confirms the necessity of primary teachers propaedeutic work in primary school for the use of engineering activities, because the only pupil completed the training during the studying at the 1st-4th forms is ready to work at the secondary school not only on the productive way, but also on the creative one. Key words: propaedeutics, engineering activities, primary school, paper and cardboard tech operations, the engineering activity implementation training.

Key words: propaedeutics, engineering activities, primary school, paper and cardboard tech operations, the engineering activity implementation training.

Н.Г.Чернишова

ПРОПЕДЕВТИКА ПРОЕКТНО-ТЕХНОЛОГІЧНОЇ ДІЯЛЬНОСТІ В ПОЧАТКОВІЙ ШКОЛІ

В цій статті обґрунтовано необхідність пропедевтичної роботи вчителів початкових класів щодо використання проектно-технологічної діяльності, бо тільки учень, який пройшов підготовку під час навчання в 1-4 класах готовий до роботи в середній та старшій школі не тільки на репродуктивному, але й на творчому рівнях.

Ключові слова: пропедевтика, проектно-технологічна діяльність, початкова школа, технологічні операції з папером і картоном, підготовка до впровадження проектно-технологічної діяльності.

The problem setting. Due to the 12-year tuition transfer the new LT programs are developed. They differ from the previous programs in the tuition basis, which is the pupils engineering activity. That LT tuition content approach is explained with the lack of attention to the pupils development. The distinct aspects of the defined problem were reviewed by M. Tymenko, L. Denysenko, V. Sidorenko, M. Veremiychik etc.

This article purpose is to reveal the role and define the propaedeutics of engineering tuition at the primary school.

The main technology tuition branch purpose is to form the technically and technologically

educated person prepared to life and active labor in the modern hi-tech informational society conditions, the vital knowledge, householding and family economy skills, the main pupils' information culture components, their professional self-determination, creative activity and labor culture breeding.

The labor is one of the main factors of children harmony development due to the psychologists statement. That statement is argued by the child's independence striving. D. B. Elkonin defines two factors of a child labor activity: the independence tendency and the adult life and labor interest [2, p. 18]. That's why the pedagogically reasoned organization of child labor involvement is needed. "The work needs to develop the most independence, natural creativity and enable the development of the solid personality" [S. Rusova, 3, p. 53]. The work always has the distinct task and real consequences (that's its difference from the game). It's interesting for a child independently finding the desired purpose achievement ways.

The child development at the labor training process is caused by such labor features as a result helping the sense of purpose bringing, the work perfection habit, because the future result scheduling induce the child to seriously relate to the work; the creative character developing the child's search preparing, the job and self-perfection; there is no uncreative work, because at any circumstances the child can make something new.

That's why the pupils are required to be prepared to the engineering activity at the LT lessons.

If the project word lexical meaning is accented, its labor training meaning must be understood as the pupil's creative solo work which all stages (from the idea to the embodiment) are controlled by the teacher. The "idea" meaning is now questioned. The idea is a product needed to be crafted by a pupil for the personal or family use, for selling etc. The pupil must habitate the family needs from the early years. If the pupil can't define his product need and practical significance, the teacher must help him. The first help means is the project list/bank composed by the teacher considering the pupils interests, their individual and age peculiarities corresponding to the program tasks.

For example such topical projects list can be given to the 2nd form pupils. Topic: The paper and carton tech operations:

- | | |
|-------------------------|----------------------|
| 1. Butterfly. | 8. A Japanase crane. |
| 2. A decorative flower. | 9. A handout pack. |
| 3. A plane. | 10. Postcards. |
| 4. A toy boat. | 11. "Fishers" game. |
| 5. A little box. | 12. "Cones" game. |
| 6. A skipping frog. | 13. Vytynanky. |
| 7. A little cap. | 14. A snowflake. |

There are some approaches in the main engineering tuition stages definition. V. Symonenko and N. Matyash think that the engineering task completion must last at 3 stages: the organization, the tech stage and the final stage. N. Shiyan gives 5 stages: search, analysis, practice, presentation and control.

Every teacher is allowed to self-determine the project completion stages number.

The products crafting materials are picked by teachers, children and parents together.

The engineering activity has a distinct advantages amount comparing to the traditional forms:

- 1) the own projects work is started from the form (group) majority agreement;
- 2) the pupils learn a big amount of the same work patterns;
- 3) there is the basic sketching mastering course;
- 4) the material activities results interest (the family product usage);
- 5) the activity results moral interest (the best works are exhibited and prized);
- 6) the pupils realize their skills and knowledge life meaning.

The pupils' works exhibition is the vital condition of successful engineering activity at LT lessons. It has such important functions:

1. Informational (it acquaints the school and form pupils with the LT lessons interest increasing)
2. Disciplining (the pupils majority improves its future work relation);
3. Teaching (the part of school pupils uses the exhibition information in future);

4. Breeding (the exhibition participants form the sense of beauty and the pride for the own work, for the school and comrades).

The expedience of engineering activity organization is evidenced by my pupils' insignias at the creative works competitions.

Thus the engineering activities introduction preparing is effective and is worth teachers' and scientists' attention.

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A.M. Khlopoff

THE FUTURE LABOR TRAINING TEACHER PERSONALITY FORMATION INFLUENCE IN THE BOLOGNA TUITION SYSTEM CONTEXT

The work describes the IT and tech disciplines role during the tech teacher and vocation tuition specialist training. The discipline list is enough long to describe, but the author concentrates his attention on the given question review using the pattern of tech mechanic, which is studied at the appropriate specialties of technologies and design faculty of Vladimir Korolenko Poltava National Pedagogical University.

Key words: IT, Bologna tuition system, technological tuition branch, engineering teacher.

A.M. Хлопов

ВПЛИВ ТЕХНІЧНИХ ДИСЦИПЛІН НА ФОРМУВАННЯ ОСОБИСТОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ ОСВІТНЬОЇ ГАЛУЗІ «ТЕХНОЛОГІЇ» У КОНТЕКСТІ КРЕДИТНО-МОДУЛЬНОЇ СИСТЕМИ НАВЧАННЯ

У роботі описується роль інноваційних технологій, а також технічних дисциплін в цілому при підготовці вчителя освітньої галузі «Технології» та спеціаліста професійної освіти. Перелік даних дисциплін достатньо довгий, але автор зосереджує увагу на розгляді поставленого питання на прикладі технічної механіки, яка вивчається на відповідних спеціальностях факультету технологій та дизайну Полтавського національного педагогічного університету імені В. Г. Короленка.

Ключові слова: інноваційні технології, кредитно-модульна система навчання, освітня галузь «Технології», інженер-педагог.

The probles setting. At the modern concurring environment the future teacher's training innovational technologies gain the important meaning. The scientific labor organization problems always accented the scientists and tutors attention.

The immense influence did the Ukrainian education transfer to the Bologna education system because of Ukraine's Bologna declaration connection at May, 17th, 2005.

The article **defines the pedagogical technologies role** in the corresponding tech disciplines teaching for the pedagogical universities students.

Due to the new education standard introduction [4, p. 21] and the new LT program [8, p. 19]

the need of different people-used technologies studying [4, p. 53]. The modern LT teacher and engineering teacher training gives the fully new demands to the contents, methods, forms and means of the tuition organization and management [1, p. 85].

The main material exposure. The main purpose of the technological tuition at school is the formation of miscellaneous developed and educated person, ready for the labor in the concurrence and modern hi-tech society conditions.

Those demands are also mentioned in the state education standard [11, p. 132]. The document covers the basic tuition plan forming the new basic and full comprehension tuition purpose, changing the university's LT teacher training purpose [6, p. 311].

The main teaching purpose is the formation of miscellaneous developed and educated person, ready for the labor in the modern social conditions. The school studies some penetrating content lines [11, p. 135] to realize the branch sense. But the basic is the engineering and informational activity.

The main Ukrainian education system reforming task is the new system of the future engineering teacher training with the economical social life aspects consideration. The new investigations by A. Verbitsky, I. Ziaziun, O. Kobernyk and others [12, p. 54] are dedicated to the new future teachers training approaches, the different pedagogical activity aspects modeling and the teacher's person. That's why the young people engineering tuition according to the state standard [8, p. 11] must accent the creative initiative formation and development, the creative search, intellectual filling of an overall labor training content, the real conditions and possibilities creation to develop every pupil's personality. The technological branch teacher must form the technically educated person, able to habitate to the fast changes in the modern technogenic environment [2, p. 252].

During the special, psychological and pedagogical disciplines studying at Vladimir Korolenko Poltava National Pedagogical University technology and design faculty the student gains knowledge and skills required for the future social self-distinction. The special student training consists of the aforecited cycles harmonically connected between themselves. The time major part is dedicated to the special industrial tuition disciplines – the labor training, theoretical and technical mechanics, hydraulics and thermotechnics, technical creativity, materials science and wooden goods construction etc.

The engineering became the refreshed LT content building basis, because it integrates all the kinds of modern activities from the idea to the goods gaining. The engineering meaning (same as the tech mechanics meaning, starting its studying course) increases.

The tuition differentiation and the alternate tasking methods are important in the engineering teacher tuition. The tuition technology is introduced while every tuition work means completion while installing the causal connections.

The problem (euristic) tuition elements are partially used in every kind of tuition activities within the problem tasking during the auditory feedback. It's fully realized while individual tasks completion.

At those disciplines lessons the student's and engineer teacher future professional forming takes its place for them to use their knowledge completely, to analyze and compare them. The interdisciplinal connections play an important role in those skills formation, which essence is in the other cycle subjects knowledge during the other subjects learning. Every engineering subject is directed to form the engineering tuition specialist.

The tech mechanics course is a basis for the further tech subjects and its knowledge is a basis for the further tech subjects study.

That's why the engineering science cycle knowledge is an important part of the future LT teacher training and that subject is central in the engineering education specialist training [1, p. 88].

The first-year students of an engineering faculty study the higher math, engineering graphics and general physics. That's why the interdisciplinal connections must be set to expand students' tuition process ideas and future specialist's creative potential.

Here is an example of the interdisciplinal connection for the tech mechanics mastering improvement. The first and second year students study the engineering and computer graphics, higher mathematics and physics. Further the knowledge gained from those courses will be used at the

material properties studying at the tech engineering course. The graphics knowledge and wide thinking are used at the machine and mechanisms theory course. The interchangeability and standardizing course is strongly linked with theoretical and technical mechanics. Due to that the students' solid world perception picture forming is required. The tech mechanics course is its basis.

Basing on the aforecited statements we can conclude that the students must be waypointed to use the gained knowledge at disciplines learning at the next study years. Such future engineering specialists tuition process organization will help to form the general and special culture according to the profession, it will teach the student to find, set and comprehend the different branches knowledge creating their solid system.

The individual work organization accents the distinct attention, due to a big diversity of its forms.

The module rating system tuition technology is introduced to stimulate the systematized students individual work [3, p. 156]. The significant material part is given for an individual work that's why the methodical tuition disciplines supply requirements are highered.

The module rating system technology helps to improve the knowledge degreeing objectivity, the students creative abilities revealing and development, the tuition individualizing and differentiation, the student and teacher business relations at the featuring work and creation level, the engineering teacher initiativity, independent and constant self-improvement desire development. Of course, the individual work bases on the personally directed technologies which basis is the cognitive activities activation [5, p. 218]. The tech mechanics course is the start of engineering disciplines but on the other hand it is the ground of other subjects such as the interchange basis and engineering science itself.

Conclusions. The XX century end and XXI century start showed that it is the time of innovational technologies which have an immense influence on the labor conditions and character, especially the tech branches labor activities. The modern tuition theory much more often refers to the human and his communication and activity processes and their pedagogical influence dependence [10, p. 87].

The given disciplines directed to form the solid engineering teacher personality is studied at the engineering and design faculty of Poltava Vladimir Korolenko National Pedagogical University.

The modern man life is impossible without the tech knowledges due to his world relations being always technological. During the last time the mankind is fastly directing to the mastering of high economical technologies of new biological and chemical systems and different kinds of machines. The creative abilities and business features development while the tech world learning are gained within the purposeful studies. We agree with the words of V. Sukhomlynsky that "...the creativity must be taught".

The pupils' acquaintance with the new technologies and professions world demands the indivisible theory and practice connection. The LT lessons play the distinct role at the professional distinction role [9, p. 32].

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P.I. Kuzmenko

THE PUPIL ENGINEERING ACTIVITY AT THE GROUP WORK

The article reviews the usage of engineering activities at the group work. There are analyzed the main researches at this topic.

Key words: engineering activity, group work.

П.І. Кузьменко

ПРОЕКТНО – ТЕХНОЛОГІЧНА ДІЯЛЬНІСТЬ УЧНІВ У ГУРТКОВІЙ РОБОТІ

У статті розглядається застосування проектно-технологічної діяльності в гуртковій роботі. Здійснено аналіз основних досліджень з цієї проблеми.

Ключові слова: проектно-технологічна діяльність, гурткова робота.

The problem setting. The section work is one of the main forms of pupils' outclass work. The sections diversity enables the children to realize their interests and skills.

At the different toys or models crafting the children use the prepared sketches or produce their own ideas. Nowadays the creative approach to the work objects production and engineering gained a big importance. Considering the sections being attended by the 10-14-years children having no exact understanding of engineering activity essence (it's connected with a cognition solidity). That's why the terms and contents of engineering must be given to them first. The section attendants' engineering activity successful results can be gained within the directly teacher-controlled collective engineering methods usage to resolve the distinct tasks. And the main is the task to train the child's cognition and further perspective seeing. So the engineering tasks for pupils must not be huge to see the work results within 1-5 tasks. Only while completing those demands the pupil can be expected to design and craft the product and also understand the designing process essence.

The recent investigations and publications analysis. The nowadays pedagogical science widely reflects the engineering tuition problematics. As it is stated at the works by O. Kobernyk, S. Yaschuk and others, the engineering approach must become the basis of renewed LT content bulding up, which bases on the flexible tuition process organization where the active tuition means and modern pedagogical technologies are in high priority [3]. T. Kutsenko states, that the project method requires the pupils' individual work which is completed under teacher's control. The projects accessibility and reliability is important. The projects practising includes the compulsory scheduling

of every pupil's actions based on the revealed possible problem resolvings and its optimal realization way. The teacher's task is to get the most individuality of every project stage completion – from an idea to its embodiment [4].

O. Boychenko states that while project creation the degreeing criteria, project purpose, information sources, the project folder contents, the control evaluation of the tech operation and presentation date [1].

The task setting. The purposes and tasks before the modern society education are changed, the personality-directed tuition system replaces the traditional one. The traditional tuition methods are replaced by the innovational methods, so the intellectual pupils activity is accented a.o. the reproductive activities part reduction. The pupil and his creative cognitive activity are a center of tuition process. The project methodics is based on a personal activity approach which means the tuition process reorientation to the setting and resolving of the cognitive, communicative and research tasks. It ables to consider the engineering tuition as one of the most productive and intensive technics providing the high results in the educated person formation.

The main research material exposure. During the children labor activities spectating we noted that the didactical game is a basis of their engineering tuition, because of enabling the children to fantasize, play the constructor's or an engineer's role, etc. The main forms of children engineering activities organization are the collective and partial group forms.

While the engineering basics teaching and products crafting the main is that the pupils gradually complete the most important engineering stages, that's why the teacher's objective is to organize the collective discussion.

The children engineering tuition is the part of a tech education which lays in their mastering of tech culture, the enough level of converting activities at material and spiritual production and service.

The engineering activities peculiarity is that the child must reveal and learn the problem, gather and analyze the required information, design the own product sketch, craft it and to make a project presentation at the engineering sequence stages – from an idea to its model embodiment.

The engineering activities process will be successful if:

- the required theoretical, methodical and practical section tutor training is provided;
- the perspective and current scheduling is held;
- the children master the basic stages of engineering;
- the engineering idea and information bank is created;
- every child has a free choice of activity mode and objects;
- the teacher constantly stimulates the section participants engineering activity;
- the engineering objects crafting norming is commenced;
- the person-oriented approach at the creative projects completion is realized;
- the creative pupils potential development is provided;
- the fixed and off-study labor activities are organically connected;
- the individual, pair and group creative projects completion forms are combined;

Those requirements content provides the clear, sequent and purposeful tuition process structuration as at the 5-9th forms LT lessons while engineering organization or at the sectional work. The scientific investigations by O. M. Kobernyk, V. K. Sidorenko, V. D. Simonenk, G. V. Tereschuk and others prove that the effective engineering activities organization is provided by the personally oriented approach realization which is embodied within the LT individualization [2, p. 37], [6, 7]. We agree with the scientists who understand the personalization as the LT process organized considering the children individual peculiarities and skills. The foreign scientists consider the individualization as the tuition process flexibility or teacher's creative work approach: it is possible to master the pupils interests, skills and tuition motives. Most teachers think that tuition process personalization provides the individual study modes, the every pupil's tuition process within his individual abilities, creation of multi-level study groups and, at last, the expanded programs introduction to the tuition process [5, p. 41].

The free choice situations at studies are created on the basis of:

- the practical work object;
- the product construction;

- it's production technology.

At the work start the children must study the tasks list, their content and such demands accordance:

- the pupils' age skills;
- the diversity of processed material;
- the theoretical base and practical skills correlation;
- the task creative direction.

The pioneer teachers work experience investigations prove that the choice is made in two ways. The first one is the pupil's individual choice and desire to process the chosen theme. That independence is worth encouragement but the teacher must be ensured in the considering of choice, its not being random. Thus the pupil's and section's material base must be considered. The situations, in which child's fantasy doesn't correlate its skills and other realities, are often.

The other way is when the teacher offers the project topic because of its most capability, but while holding at two demands. Firstly, the teacher needs to know his pupils well and is able to offer everyone the project which is interesting and possible for him to commence. Secondly, everything must be foreseen – the equipment, the tools and materials, the parents' participation degree, etc.

According to the section type (air modeling, naval modeling, rocket modeling etc.) the different project topics are designed ("The kite designing and crafting" "The underwater winged boat crafting", etc.).

The individual projects completion is advisable to perform at creative activities. The pupils of that age are able to choose the designing objects, to express their thoughts and complete the work by their own wishes. The individual projects completion itself ables to reveal the pupils creative skills, to let the pupils self-fulfill and to show themselves as the personalities.

While having analyzed the children and tutors activity at the experimental groups, the engineering introduction into the section work, we can conclude, that the main demands to engineering are: the individual (pair or group) pupils work, the work completion responsibility, the individual charges division at group and pair projects, the sequent activities change.

Summary. We concluded while the traditional tuition methods analysis, that the engineering activity bases on the individual activity approach and is more intensive and productive tuition method. It must be introduced not only at school, but at the out-school institutions, e. g. at the sections, which will dramatically increase the knowledge mastering and engineering skills level.

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Ye.I. Mehem

THE NEURO-LINGUISTIC PROGRAMMING USAGE PERSPECTIVES IN THE STUDENTS ENGINEERING TUITION

The article reviews the usage of neuro-linguistic programming (NLP) during the future LT teachers engineering tuition. There are described the engineering stages of the education technology, which provides the usage of multilevel tests, starting from passing the seminars to completing

common and module tests. There are also given the requirements to the lesson's purpose and result.

Key words: NLP; project; engineering tuition; tuition technology; module test; common test; final test.

Є.І. Мерем

ПЕРСПЕКТИВИ ВИКОРИСТАННЯ НЕЙРО-ЛІНГВІСТИЧНОГО ПРОГРАМУВАННЯ У ПІДГОТОВЦІ СТУДЕНТІВ ДО ПРОЕКТНО-ТЕХНОЛОГІЧНОЇ ДІЯЛЬНОСТІ

У статті розглянуто використання у проектно-технологічній підготовці майбутніх учителів технології нейро-лінгвістичного програмування (НЛП). Описані етапи проектування освітньої технології, яка передбачає використання багаторівневих контрольних-перевірочних робіт починаючи від захисту лабораторних і практичних робіт і закінчуючи тематичними та модульною контрольними роботами. Сформульовані вимоги яким повинна відповідати мета та кінцевий результат заняття.

Ключові слова: нейро-лінгвістичне програмування; проект; проектно-технологічна підготовка; технологія навчання; модульна контрольна робота; тематична контрольна робота; підсумкова робота.

The problem setting. At the educational and scientific work interiorization the intersubject action approach gains a special meaning. The NLP is the socio-psychological technology allowing the fullest space for that problem resolving. The efficient communication systems designing NLP methods, are the important instrument to higher the students engineering tuition process quality level. They help the creative project organization, create the students' engineering knowledge mastering and their creative skills development intensifying conditions

The recent problem researches and publications analysis. There are some normalities of NLP and education methodological contents interaction. The pedagogics firstly gathers some individual methods characterizing the bearer's individual originality and being oriented at the work with individuality. The good example of it is an innovational activity of teachers Sh. Amonashvili, P. Ivanoff, V. Shataloff, methodists O. Andreyeff, D. Ivanoff and others and the diversity of progressive foreign methods. The works of American teacher Betty Leaver are very sufficient in that branch. She points out that the visual percepton channel students read a lot and gain the better information character and structure submission [3].

J. Grinder, one of the NLP fundators told: "I dream about the fundamental NLP usage as an overall experience working method", having especially pointed out its two usage branches – the education and business [1].

The individual achievements solid unit grouping process complicates due to the absence of conceptual experience integration into the balanced and developing system structure. The NLP provides such technologies of cognitive behavior resources and model with their tuition process usage ability.

The effective tuition technology must firstly have the individual logical levels hierarchy, thus the higher tech levels are defining which ables to identify it as a part of wider system. That system must be able to self-educate and self-realize which will provide its maximal activity congruence.

The purpose forming. The article purpose is to miscellaneously describe the work technology with an information and the individual strategies building on the basis of personal originality of every student. The personal representative system cards enriching and the cognitive processes metamaps construction as the required conditions of tuition dynamics indexes growth and developing of the individual strategies of that process control. These problems reviewing through the methodology and NLP technology prism.

The main material exposure. The main teacher's task is the most quality tuition material mastering. But not everything, seeming optional can be reached by a student. That's why the student's individual features must be considered, as it is offered in the NLP.

The tuition is commenced by the persons directly involved at the tuition process, the students and the teachers.

The tuition activity is understood by us as the solid and interiorized actions sequence oriented on the distinct result reaching (P. Ya. Galperin [2], N. F. Talyzina [5]). The NLP tightly connects the strategy concept with action.

The New Ukrainian Glossary defines the strategy as the scheduled actions way to reach the purpose [4]. So we can claim that action is a minimized strategy. It's worth remarking that the good scheduling yet doesn't mean the effective purpose reaching, which NLP understands as a model of desired result given as a system with distinct structural elements and functional links.

The student's tuition activity is defined by his neurological levels hierarchy where his every internal perception strategies and information processing system takes a distinct place. Its efficiency degree influences not only the lower hierarchical levels (the behavior or environment) but the higher, because self-identity transforms many identity and value parameters. Thus, the students work orientation at their micro- and metastrategies can essentially influence their teaching efficiency. The teacher must have the corresponding metastrategies. They are tightly connected to the tuition technologies. The NLP defines the technology as the structured operations sum abling to transform the reality in some way.

The tuition technology is a technology which procedures are directed at the subjective students experience development in their tuition context. The education technologies usage during tuition allows to prognose the final result.

The prognosed result in an education context is understood as the teacher-scheduled system of distinct theoretical knowledge and practical skills which can be operationally checked and mastered by a student within a definite time period with his experience positive changes.

The theoretical knowledge is understood as a definition apparatus (the definitions and their correlations, facts, events etc).

The practical skills are understood as the tuition activities kinds used in the given topic.

Let us describe the education technology essence. It consists of some stages.

The first stage of teacher's work is the general informational space of tuition theme or the content module – the elements of future prognosed results system:

- the definition apparatus: p stands for the definitons, t – for the theorems, v – for the features and f – for the facts;
- the activity kinds used in the given tuition topic: n – the supersubject action kinds; h – the activity kinds typical for the given study material; k – the distinct tasks type.

That first tuition primary information exposure can be called menu.

The second stage lays in précising and construction of the definition apparatus, the supersubjective and tuition algorithms and the tasks types classifying. After that the topic menu is being corrected.

The third stage is the different difficulty tasks designing, which are corresponding to the defitine mark and are given to check the level of students' mastered tuition material. Those tasks capture the entire studied topic knowledge. They are given in menu and are the results for students to reach. That designing is made by teacher as a thematical or module test. That work often has two parts – the theoretical and practical part.

The teacher creates the checking system for seminars and laboratory works presentation at the fourth stage, because they able to spectate the process and level of students' knowledge mastering and their readiness to write the topical or module test.

The checking works able to set the results which can be reached by the students in the end of laboratory work, seminar or the complete study block.

The fifth stage is the lessons (lectures, seminars and lab works) system creation directed at the prognosed results achievement.

The important technology part is the teacher's understanding of the purpose formation procedure and its level definition.

The lesson purpose is the prognosed and desired result.

The rightly formed result must correlate with such demands:

- встановлюються чіткі часові межі його досягнення (одне заняття, два заняття і т.д.);
- being student-oriented (every student can resolve and complete the listed tasks, understand the structure of definitions and expressions; knows the facts from/at; can logically build the phrases regarding the...);
- having the distinct features of gained result (the teacher and the students must know the distinct information and activity mastered at the topic end);
- defined purpose reaching context (teacher defines all the knowledge and action kinds studied earlier and required to reach the given purpose, knows the level of that information students mastering);
- The recent result sublevels students reachings are defined;
- The teacher prognoses the possible levels of result reaching and compares them to the evaluation system;
- For example, identify specific knowledge, which are characterized as follows:
- For example the distinct tasks are defined which are characterized in that way:
- the knowledge enough to understand the topic and further tuition, the enough minimal education level for E-mark;
- the knowledge which allow the student to purposely use the learned information – B-mark;
- the knowledge which able the student to link the new and recently learned information – A-mark;
- the student is able to transfer the gained skills and knowledge to the information which wasn't earlier studied – the creative tuition material comprehension level is marked by the separate mark.

That lesson purpose theme studying requirements are fixed in the final tasks for the lab or seminar work presentation.

The module work tasks reflect the different approach to the students' tuition information mastering level, so we get the whole spectre of purpose sense, oriented at every student which allows them to realize their desires.

The lessons purpose is formed on the basis of the developed module test and module themes studying.

The easiest way to realize them is the lab and seminar works presentation which define the distinct purpose pointing at the prognosed student's work results.

The teacher's study self-analysis lays in the gained work results correspondence checking.

We need to point out that the early reviewed tuition information processing is made before the module learning.

The module test making.

1. Make the whole module menu. The #0 blank which needs to be put aside.
2. Make the module test tasks allow to check the whole module knowledge mastering. #1 blank.
3. Define the module test tasks which non-mistake completion will be marked as E due to not completing some other tasks. #2 blank.
4. Ensure that those tasks capture all standardized knowledge.
5. Which additional tasks must be fully complete to mark the students work with B? #3 blank.
6. Examine the other tasks and choose the additional tasks for A mark. Make the minimal sample considering the full tasks completion. The 4th blank. There are more questions in the module (#1) test than in the #2-#4 blanks. The #2-#4 blanks answers are the keys to evaluate the module test.
7. Examine the module test (#1) and find the simplest task. Write it down. #5 blank.
8. Choose the task analogically difficult with the previous one and if there are no such tasks, pick a slightly more difficult one and write it down. The #5 blank.
9. Repeat that step for every #1 blank tasks within their sequent writing down. They'll be got at the difficulty growth sequence from the lowest to the highest. The #5 blank.
10. If that variant isn't suitable for you, you can gather the #2-#4 blanks adding to them

the transfer questions of needed difficulty. That will be a module test.

The questions “Who?”, “What?”, “Where?”, “When?”, “Why?”, “What’s the difference..?” etc. are recommended to form the module test tasks. They can be divided into the easy, medium, hard and creative.

The topical test development.

The recently given questions are suitable for topical tests development.

1. Decide on types of classes (lectures, laboratory and practical work) on the topic and quantity
2. Determine the topical tasks (lections, lab or seminar works)
3. Make the final topical test allow the knowledge mastering checking at all the lessons kinds held at the standard level (E-mark). The #1 blank.
4. Prepare the tasks for B-mark. The #2 blank.
5. Prepare the tasks for A-mark. The #3 blank.
6. Prepare three or less creative tasks. The #4 blank.
7. The #1-#3 blanks tasks must be written down at the difficulty growth sequence and added with the #4 blank tasks. The topical test will be done. The #5 blank.
8. Pay attention to the tasks capturing the tuition material studied at the every topical lesson.
9. The topical test must check not only the studied topical materials but the previous topics knowledge. If they weren’t added to the topical test, advance them. The #6 blank.

The final work tasks development.

1. Decide how will every work be evaluated.
2. The final works amount must be equal to the lab and seminar works number.
3. Prepare the first lab work control tasks at the next levels: standard (E); medium (B,C); high and creative (A).
4. Every next level considers the previous level tasks. They must be placed in the difficulty growth sequence.
5. The final works tasks must be equal to the topical and module works but must not repeat them.
6. The final work tasks amount must be enough to evaluate the student’s preparation level at the overall work material at the corresponding levels (not less as eight).
7. Develop the final works tasks for every lab and seminar topical work with previous steps consideration. They must consider every task purpose.
8. Review the developed final works and define what needs the most attention at their holding.

The investigation summaries and further investigations perspective. The teacher must be able to detect the students individual peculiarities to realize the different approach at the teaching and control methods.

The given tests development way considering their correlation and difficulty level allows to realize the followness principle at the students’ knowledge degreeing and avoid the tasks copying. We think that the developed schemes consideration will able to upgrade the control process and will make it more mobile.

The next investigations purpose is seen in the inner students experience technology development which immensely helps the tuition level increasing.

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UDK: 378

V.V. Lazareva

**THE PROJECT METHOD AS A MEAN OF CADET PREPARATION TO RESOLVE CONFLICTS
(BASED ON MATERIALS OF FOREIGN LANGUAGE STUDYING)**

The article reviews the problems of engineering technologies usage at the foreign language lessons to form the cadet preparation to resolve conflicts; it analyzes the implementation and the results of this method as one of the means at conflict competence to resolve the conflicts at the diplomatic level as one of the means of interaction with the people.

Key words: engineering activity, cadet, foreign language, conflict competence, tuition process, teaching problems.

В.В. Лазарева

**МЕТОД ПРОЕКТІВ ЯК ЗАСІБ ФОРМУВАННЯ ГОТОВНОСТІ КУРСАНТІВ
ВІДОМЧИХ ЗАКЛАДІВ ОСВІТИ ДО РОЗВ'ЯЗАННЯ КОНФЛІКТІВ (НА МАТЕРІАЛІ
ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ)**

У статті розглядаються проблеми застосування проектних технологій на заняттях з іноземної мови для формування готовності курсантів відомчих закладів освіти до розв'язання конфліктів; аналізується впровадження та результати застосування цього методу як одного із засобів формування конфліктологічної компетентності. Аналізуються умови успішного розв'язання конфліктних ситуацій на рівні переговорів та домовленостей як однієї з форм взаємодії з населенням.

Ключові слова: проектна діяльність, курсант, іноземна мова, конфліктологічна компетентність, процес навчання, проблеми викладання.

The problem setting. The Ukrainian society world economical and scientific space integration causes the requireness of the needed qualified specialists training process continuous upgrading. But the essential social changes in the work essence cause the education orientation at the free personality development, the creative approach and future specialists independence and mobility.

The society and human's interests cross at the person's professional establishment. They are the way to socialize and develop the person. The modern job market gives its own requirements to the professional's personality, the departmental education systems accepts those requirements and also essentially changes itself.

The foreign language(s) knowledge is the need caused by the modern economical and political integrity problems which take their place in all of the world countries, especially in Ukraine. That's why the professionals with good foreign language become highly demanded. The quality foreign language knowledge becomes not only one of the competitiveness factors between the young specialists, but the modern Ukrainian policeman image formation factor, which despite the tries, is at the low level.

Due to that conditions the foreign language knowledge question gains the special importance and its learning motivation almost disappears. But there appears a contradiction between the objective needs and real things state. The professional foreign language study takes its place in the university but the language training in the non-linguistic institution, which also is the departmental university, is the special discipline, so it's study is most often not connected with the student's life plans. They not always consider the foreign language studies expediency. The students' negative relation to the

foreign language, as to the difficult and unneeded subject prevails from the school.

The foreign language tuition methods and contain change, to our mind, has to happen within the context tuition framework, because here it's not only theoretical, but firstly the practical oriented. The mentioned tuition type is used within the language modeling of the sign systems of the subject and social essence of the future professional activity, the real professional situations and professional activity elements of the involved people.

The context approach usage at the departmental universities can help to overcome the negative relation to the foreign language study. The project method can become one of the most efficient. The active basement of the project tuition allows to demonstrate the practical meaning of gained knowledge for the students.

The recent investigations analysis. The engineering activity is a comparatively new tuition process phenomenon, that's why its contents need to be revealed. Ukrainian scholars G. Vaschchenko, A. Makarenko, S. Rusova connected the engineering tuition method with the personality development problem, its life and work readiness [3]. The basis of engineering methods abroad were the ideas of J. Dewey, the teacher and philosopher. The projects method in Ukraine has been spread after the translation of the "Experiment with the project schedule" book in 1917.

We need to note that the projects of foreign language study in the department university are used rarely. It can be objectively explained with the inability of non-auditory foreign language study. The project technologies usage is limited with the available students language skills, especially at the starting stage.

But as it is shown by the investigations, the project technology usage at the universities is possible even in the groups with different language training level. During the project work the students group is divided into the equalized abilities subgroups [2].

The article purpose formation. According to the project technology efficiency our article purpose is its practical introduction into the tuition process of Ukrainian MIA institution.

The main material exposure. The project method is one of the effective ways of students professional establishment because of its one didactical advantage – the individual designing activity usage. The tuition material content and the conditions created within the project become one of the professional's personality formation system components. The project develops such professional qualities of future policemen as the activity and independence. Besides, the scholars think that the project activities usage is tightly connected to the "practical, cognitive and communicative personal activities forms revealing" [1, p. 74].

Our project was realized in the first study groups of the crime militia institute of Kharkivan National Internal Affairs University. Those students profession is the law-enforcement activity. While picking the topic we oriented at their interests, cognitive needs and the desire to research any problem.

The project topic was defined as the "The pros and cons of human factor role in the professional activities". Of course, that topic couldn't be original but its formation is quite wide so it abled the students to have an unstandard approach to the traditional subjects and phenomena study. The problem was defined in the way of psychological self-regulation influence on the policeman's professional and personal life. The project end result was the small groups summaries presentation which makes a contribution by every group to resolve the problem.

At the planning stage the project problem was distributed into the next aspects: 1) the sobriety and chosen profession; 2) the psycho-emotional state control in the personal life; 3) the policeman's person and the social morale; 4) the self-control and criminality.

The students' investigation of the highlighted problem aspects gave the interdisciplinary character to the project. The knowledge, gained during its development can be used during such studying the disciplines of psychology, justice psychology, military pedagogics, conflictology, etc. The listed disciplines are compulsory for the justice students.

The students splitted at four groups according to the listed problem aspects number. Everyone chose the group which will develop an idea interesting for him.

Obviously, the students weren't fully prepared to complete the project and enough competent in different questions connected with the problem resolving. That made them form the tasks abling to

gain the theoretical knowledge and professional skills. The students read special books, consulted the special disciplines teachers. The way of every task completion became the way of gaining the knowledge and skills required not only to complete the project, but to be the basis of specialist's professional activity. The topic choice, studying the lexical topic material and project planning became the main students' activity sense. The off-lesson work provided the reference literature work for the main thematical terms search, their explaining in foreign language, the topical information search over the Internet, psychological and pedagogical literature, mass-media etc.

So the students' tuition activity was directed to form the language knowledge gained during the lexical and grammatical material familiarization, language and special/project skills gaining. At the same time during the featured project planning it was held the talking skills forming, the creative skills upgrading during the problem situation creation, the problem forming, its resolving ways search and the intellectual skills development to search the selected topical information.

The main project stage included the students auditory and outclass individual work. Every lesson was planned as an element of the whole cycle which captured the study of a different theme with the project technology usage. That stage allowed to fully realize the methodical system of foreign language study.

The final stage provided the project presentation, the held work marking and discussion which helped to form the conflictological culture of future policemen (the discussion rules or talking tolerance etc.)

The different parameters were given to mark the different kinds of students foreign language activity. To evaluate the participants monological speech prevailing at the project presentation there were considered the quantitative indexes. The microgroups abstracts were marked from the writing skills level development viewpoint. Besides, the presentation originality and informativity, the quality, aesthetical figuration and professional connection were the evaluation subject.

The last project work stage was dedicated to the project discussion by students and teacher. The given aims reaching ways were analyzed, the linguistical means were used, the communicational skills were marked. The last aspect, to our mind, is the most valuable, because the conflict peaceful resolving depends on the conversation skills. The completed work had a big meaning for students and teachers. Aside the students language training level the teacher was able to spectate the conflictological culture level of the future policemen to make its further upgrading.

So the project tuition content and purpose, methods and principles planning provides the maximal connection of the foreign language tuition with the students future professional work. The conflictological competence in the engineering activity process develops through the small groups work, the featured work, discussion, adequate critics perception ability etc.

The investigation summary. Concluding the practical work results and the project activity theoretical basements we can state that the project technologies usage in the department universities students foreign language study mainframes helps the key competence and professional qualities formation of the Ukrainian MIA worker. The ability to prevent the conflict and help its successful resolving at the talk level is realized through his language and speech potential as one of the population interaction forms.

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S. M.Yaschchuk

THE PLACE OF ENGINEERING AT THE PROFESSIONAL VOCATIONAL MAGISTER TRAINING

The article reveals the essence of engineering its place and meaning in the future pedagogical high school tech teachers. The engineering is reviewed as a new world outlook; the individual choosing direction; the working mean of knowledge improvement; hard dynamic system connecting will, emotions and intelligence, the things essence cognition and reason and result connections; the students involvement into the independent information gaining and research.

Key words: project, project method, engineering activity, vocational magister training.

С.М. Ящук

ПРОЕКТНА ДІЯЛЬНІСТЬ ТА ЇЇ МІСЦЕ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАГІСТРІВ ТЕХНОЛОГІЧНОЇ ОСВІТИ

У статті розкривається сутність проектної діяльності та її місце і значення у професійній підготовці майбутніх викладачів вищих педагогічних навчальних закладів зі спеціальності «технологічна освіта». Проектна діяльність розглядається як новий світогляд; вибіркова спрямованість особистості; дієвий засіб підвищення якості знань; складна динамічна система, що поєднує волю, емоції та інтелект, процес пізнання сутності природи речей та їх причинно-наслідкові зв'язки; процес залучення тих, хто навчається, до самостійного здобування, збирання і дослідження інформації.

Ключові слова: проект, метод проектів, проектна діяльність, підготовка магістрів технологічної освіти.

The problem setting. The modernization of high education in Ukraine directs to gain the best worldwide standards level reaching which reflect the Ukrainian society orientation to the new type of humanistic innovational education which provides the perspective training models development enabling the specialists to be concurring and make the spiritual and world view choice.

The modern socio-economical conditions, the state development conditions, characterized by the mankind transfer to the new technics and technologies, the materials, energy and information transformation knowledge amount growth give new tuition and breeding tasks which completion has to provide the forming of culturally and professionally competent personality. The professional magisters tuition question takes the distinct place between the priority tasks of modern education, because it has to direct to form the teacher's personality called to realize its main purposes.

The pedagogical professional magisters tuition actuality gains the ultimate meaning, because it stands for the formation of personality, which masters not only the special knowledge and professional actions systems, but differs with the professionally important competences, the corresponding qualification level with the world and European quality standards consideration together with the national priorities and achievements preserving and able to the productive pedagogical activity in modern conditions.

Аналіз останніх досліджень і публікацій. Фундаментальні основи оновлення системи вищої освіти, професійної підготовки педагогів вищої школи, теоретичні та методичні засади формування професіоналізму, професійної культури, професійної майстерності і власне професійної компетентності викладачів вищих навчальних закладів розкриваються в працях В.П. Андрущенко, В.І. Бондаря, Н.В. Гузій, О.А. Дубасенюк, І.А. Зязюна, І.Ф. Ісаєва, В.Г. Кременя, Н.В. Кузьміної, В.І. Лозової, В.І. Лугового, В.К. Майбороди, І.П. Підласого, Н.Г. Протасової, В.А. Семиченко, С.О. Сисоєвої, В.О. Сластьоніна, В.І. Тесленка та ін.

The recent researches and publications analysis. The fundamental basics of high education system, the high-school teachers professional tuition, theoretical and methodical professionalism, professional culture, skill and competence bases are revealed in the works by V. P. Andruschenko, V. I. Bondar, N. V. Guziy, O. A. Dubasenyuk, I. A. Ziazun etc.

At the same time as it is evidenced by pedagogical practice analysis the modern teacher tuition system at high school is mainly based on the traditional education technology, but the students involving into the project activities is made with no systematizing. That's why there's an object social need in teachers with the miscellaneous professional (including engineering) activity.

The article purpose lays in the engineering content and meaning at the tech education magisters training.

Виклад основного матеріалу. Як зазначає О.Коберник, зміст професійно- **The main material exposure.** According to O. Kobernyk the high-school professional pedagogical education sense includes the methodical training of future specialists, which sense, according to the investigation, lays in the pedagogical theory and practice union at the engineering tuition methodics study and is defined as the complex integrated formation, structured as the system of theoretical knowledge mastering, pedagogical skills formation, gaining the experience of investigation activity at professional sphere and also the personally valuable orientation and professional orientation forming [5, p. 73].

The methodical disciplines at the education specialists training are the basis of professional tuition. At the same time their functions expand which is connected with humanization and humanization of professional education. The methods are called to help the students logical cognition, their knowledge system formation in the childhood sphere, technical tuition systems, their establishment, development and transformation, their knowledge about themselves as the tuition activity subject; the students mastering the culture and nature corresponding educational processes, the ways of the work with tuition process participants of any age and socio-psychological state, engineering tuition methods, forms and means etc.

At the conditions of methodical disciplines role and place changing at the future engineering specialist training their new approaches, forms and learning methods search is actualized because of their ability to amplify the teaching personal direction.

Basing on the problem science works analysis [2, p. 29] the engineering is advisable at the methodical and professional disciplines tuition because it provides the free action choice and initiative showing for students (D. Jacques), ables “the hearts, mind and hands” to act at the project activity (I. Flittner) and creates the conditions for mutual understanding at the teacher-student subsystem through considering the students education level (J. Iring).

The engineering term has recently gained the immense actuality and new sense due to the tuition engineering system problem development. (Ye. I. Isaev, V. Ya. Liaudis, V. I. Slobodchikoff, N. F. Talyzina, I. S. Yakymanska). A big attention is given to the engineering transforming function according to available knowledge level. N. F. Talyzina points out that “the projects work in the addons and transforms role; they are directed to change the existing conditions. The sense of engineering is the transforming the existing objects into the new frame” [8, p. 115]. She represents the position according to which the engineering is the main mechanism of developing formation: “the engineering subject itself is the creation of conditions (means, mechanisms) for the system development step in general, the states transfer” [8, p. 116].

The pedagogics gives the engineering a big meaning. The teachers referred that method to resolve the main didactical works. The basis of projects method is an idea which is the project term essence, or how can it be seen, thought or used in practice.

The foreign teachers think that projects method lays in the children interest stimulation through their individual activity organization, setting the purposes and problems for them which resolving guides to new skills and knowledge.

The productive tuition used that method for the creativity, cognitive activity, individuality development and the pupils' individual education ways.

The projects method (which stands for Greek “research”) is a tuition system where the pupils gain the knowledge while planning and completing the sequently diffculted project tasks.

Obviously, we don't have a method in its usual understanding as a teacher and pupils interaction. The American professor W. C. Kilpatrick mentioned that the projects method is a different tuition methods synthesis.

Nowadays the projects method becomes an integrated component of structurized and development project-technological system of LT. But its sense is still unchanged – it is the academical and pragmatcal knowledge mixing. That method is directed to the individual activity of pupils. In the tech tuition branch it is a complicated process forming the pupils general education skills, the tech knowledge bases and work culture and being directed to their mastering of materials,

energy and information transformation ways and their processing technology. The individual creative work is completed by the pupils under the teacher's or LT master's command.

The projects method allows to actively develop the main cognition kinds, the creative abilities, the desire of handcrafting and creativeness consideration while the work with the difficult instruments, smart constructions, tech systems etc. The pupils must develop and strengthen the habit to analyze different situations, ability of ideas valuing according to the real needs, material abilities and the skill of most economy design selection for the object of crafting corresponding the design requirements.

If the projects method is said to be the pedagogical technology, it includes the multiplicity of creative research methods. The project technology essence lays in the functioning of a complete didactical means system adapting the tuition process to the structure and organization requirements of educational design. At its place the tuition design provides the systematical and sequent modeling of the problem situations training resolvings which require the tuition search process, the research and development of practical project optimal resolving and written framing ways, their bound public presentation and the introduction consequences analysis.

The project is the part of design which is considered as a prototype creation of the foreseen object or status or a process which depicts the goods or services production. So the design can be generally understood as the scientifically proven future object parameters system construction or the quality new state of the existing prototype project, the foreseen object, state or process prototype connected with its reaching ways.

The design as the creative activity is always pointed at the tuition process participants independent activity in pairs, groups or solo which is completed during the distinct time for the subjectively and objectively new product creation. The design results should be essential: when the project had a theoretical problem, it is ought to have its resolving. If the problem was practical – it should have the distinct result ready for use at home or at the lesson. The project technology participant activities is ought to orient at the cognition development which basis is the personal experience.

The project term is often linked with the problem term. The project as a problem “can mean a real creative situation when the man denies its private ideas ownage to get the chance of finding something else, fill with it and reflect it in the own products” [7, p. 5]. The problem resolving on the one hand provides the different methods and tuition means complex and on the other hand it provides the knowledge integration and different branch knowledge skills usage need.

So the design technology provides the resolving of some problem using different tuition methods and means, the different branches knowledge and skills integrity.

That project explanation reveals its wide tuition usage possibilities. The project in comprehension school is understood as the specially organized by teacher and individually pupil-made complex of actions which ends with a result, the creative product making. To gain that result the children are needed to be taught to think, find and resolve problems independently using the different branches knowledge, the results and possible consequences prognosing skills and the ability to set cause-effect connections.

The students involving into the project completion ables them to independently go in for their interesting business which helps the max personal abilities usage; creates the condition for every participant self-realization; provides the practical usage of gained knowledge and the public presentation of gained results, while they have an important personal and practical meaning.

The engineering or designing activity can be viewed from the pedagogical point as:

- The new world view which stops the environment perception as the determined regularities deployment.
- the selecting person direction which is directed to the distinct cognition branch;
- the real knowledge enhancement way;
- the complete dynamical system which combines the will, emotions and intellect, the things nature essence cognition and their causal links;

It will be underlined that engineering differs from the research study by not only the overall problem research and the distinct education product development, and not only the verity reaching but

the practical result gaining.

We understand engineering as the direct, independent, socio-personal and practice oriented activity of the tuition process subject, directed to the motivated reaching of consciously set purpose to create the tuition project and its practical usage. The tuition project is an innovational form of tuition process organization which base is the student's individual problem design under the flexible teacher control.

We agree with N. Derekleeva who thinks that the designing pedagogical potential works through: the students social development helping; the students management development (group work, scheduling, duties divide, etc); the social collaboration, the individual contributions esteem and featured decision skills forming; the productive activity series where everything is directed to the product as the final result gaining: those who study can really feel the success joy; the development of independence, because the students accept their own decisions; their ensureness helping, because it provides the gained results presentation; the positive influence on the student's emotional and personal development [1, p. 42].

O. Kobernyk thinks that the students engineering involvement helps to form the independent scientific and methodical literature orientation: teaches to gain the needed information without any help; the active development of students cognition at all branches; the intellectual skills development; teaches to think from abstract to solid, helps to "awake the child's sleeping skills" (K. Marx); habitates the students to the real self-education; allows the student to consider his own activity creation; helps the positive tuition motivation amplifying because the thing is created with consideration of students personal needs, interests and abilities; helps to form the business intercourse culture; the positions argumentation skills; the original thinking; the idea development which is the strong stimulus for the new ideas, alternate decisions search, their analysis and synthesis which will in future become the innovational thinking basis; the interior actions plan and its practical realization; helps the youth to successfully adapt to the modern life conditions [5, p. 75].

The engineering value in the future specialist establishment is pointed out by S. Izbash. It is reflected in such her statements: the research and practical character of tuition engineering ables to form the wide spectre of socially valuable student professional, cognitive and personal tuition motives; the significance and work requirement recognition highers the students self-esteem, creates the conditions for person's self realization, develops different social interaction skills etc. at every stage of diplomal projecting [4, p. 14].

O. Ovchinnikova is right stating that the most essential advantages of modern specialists engineering activity lay in its ability to productively influence the production process and some practical skills improvement [6, p. 73].

According to M. Elkin the students tuition engineering involvement ables to provide: the "silent" students activity; the students own skills revealing forming their self-ensureness; the tuition comfort because they stop being afraid of negative mark; the speaking students communicative skills; professionalism formation at the auditorium; some important skills development (the featured decisions taking, creative professional cognition etc); the thinking development but not only the gained knowledge recreating but its practical usage; the students involvement into the resolving of the problems close to the professional ones [3, p. 58].

Conclusions. The education process in the pedagogical university according to the state and society needs has to help the maximal student closure to the real professional activity. The engineering activity corresponds that requirement because the practical result direction which can be gained at the practically meaningful problem resolving. That result can be seen, recognized and practically used. To gain that result the students need to be taught to use the own experience and other subjects knowledge, to think independently, find and resolve the problems, prognose the result. At the same time the engineering organization in the general pedagogical tuition of future engineering education magister is able not only to stimulate the future teachers interest to future activities, but help to form their professional readiness to the pedagogical activities.

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N. M. Titova

THE INFORMATION RESOURCE SUPPLY OF THE FUTURE LABOR TRAINING TEACHER IN THE ENGINEERING ACTIVITY IMPLEMENTATION

The publication analyses the future LT teacher tuition problem, particularly to the implementation of student engineering activities using the tuition process information supply. The MOODLE system of tuition resources control, which is intensively implemented into the Dragomanov NPU tuition process, particularly at the Institute of Tech-Humaniter Education to train the future LT teachers. The article represents the MOODLE system advantages, effectively influencing the upgrading of tuition process quality.

Key words: future LT teachers, engineering activities, MOODLE.

Н.М.Титова

УДОСКОНАЛЕННЯ ІНФОРМАЦІЙНО-РЕСУРСНОГО ЗАБЕЗПЕЧЕННЯ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ТЕХНОЛОГІЙ ДО ВПРОВАДЖЕННЯ ПРОЕКТНО-ТЕХНОЛОГІЧНОЇ ДІЯЛЬНОСТІ

У публікації аналізується проблема підготовки майбутніх учителів технологій, зокрема, впровадження проектно-технологічної діяльності студентів з використанням інформаційно-ресурсного забезпечення навчального процесу. Пропонується для використання модульна об'єктно-орієнтована система управління навчальними ресурсами MOODLE, яка активно впроваджується в навчальний процес НПУ імені М.П.Драгоманова, зокрема в Інституті гуманітарно-технічної освіти для підготовки майбутніх вчителів технологій. У статті представлені переваги системи MOODLE, які ефективно впливають на підвищення якості навчально-виховного процесу.

Ключові слова : майбутні вчителі технологій, проектно-технологічна діяльність, MOODLE.

The problem setting. The Ukraine's direction to strengthen the independence and entering the European education space immensely cause the further education system development which guarantees the person development, the nation's intellectual and spiritual potential, the defining factor

of the scientific, tech and social state progress. The important place between many dynamical transformations, causing the high pedagogical education up-leveling is taken by IT which help the future teachers informational competence development. The National Strategy of informational society development in Ukraine for 2006-2015 years, applied in 2006, affirms that case.

The future LT teacher training in the informational society to introduce the engineering activity into the tuition process of comprehensive school requires constant informational resource supply of high pedagogical schools.

Recent publications and investigations analysis. The theoretical and methodical basics of LT teachers training at the high-schools are reviewed in the investigations by P. Dmytrenko, A. Kaspersky, O. Kobernyk, M. Korets, O. Padalka, V. Sydorenko, V. Steshenko, G. Tereschuk, V. Tytarenko, D. Tkhorzhevsky, V. Yurzhenko, S. Yashanoff and others.

The pedagogical approaches to the tuition computerizing were investigated by B. Gershunsky, Ye. Mashybets, I. Pidlasy and others.

The different aspects of IT introduction into the future specialists tuition were investigated by many scholars [2, p. 3]. So the scientific literature and practice analysis evidences about that approach actuality and perspectivity at the future LT teachers tuition problem resolving.

The article purpose is to check the IT resources supply efficiency at the future LT teachers tuition, especially to the engineering introduction into the comprehensive school tuition process.

The main material exposure. The main place between the computer innovations is taken by the IT tuition supply innovations. That is caused by the information meaning increasing, its transformation into a powerful factor of future specialists training, especially the LT teachers. The sharp need in the qualified and competent specialists able to self-improving and creative self-realization in the changeable and fast modern labor market conditions has appeared in the modern high-tech informational society. At the modern business development lots of traditional resources lose their first meaning, whereas the information becomes a main sci-tech and informational development resource.

So there is a need in the IT introduction (remote, informational and computer technologies) helping an efficient future specialists tuition quality increasing. That fully regards the future LT teachers tuition before the engineering introduction into the tuition process of comprehensive school because the interactive talking and systematical material mastering possibility, self control and methodical material supply will at any time increase the tuition qualitative indexes.

For now, the different systems of designing, organization and supporting of distance tuition forms are available, e. g. Open Source: MOODLE, Claroline, Atutor, Dokeos etc [3]. The given systems doesn't require special knowledge and programming skills during their usage but on the other side capture almost every tuition stages, especially, scheduling, new skills and knowledge formation, different control kinds, different types of interaction between students and teacher and between students themselves, the wide discussion means spectre (forum, seminar, etc.), the tuition process administration (the students activity logging, stats, the student's or any group's development dynamics, the students tuition achievements indexation etc).

MOODLE (Modular Object-Oriented Dynamic Learning Environment) is a module object-directed tuition resources control system, a tuition process and content control system, which was characterized in a previous article [5]. Its purpose is the auditory and distance tuition courses support.

Though the previous article was dedicated to the future LT teachers drafting tuition achievements, we are sure that the MOODLE system will expand the informational resources supply possibilities for the future LT teachers before the engineering activity introduction.

Implementation of e-learning system in conjunction with a traditional will solve some significant problems:

The distant tuition system realization combined with the traditional tuition will help to resolve the essential problems diversity:

- the different tuition resources access providing;
- the comprehensional and professional degree getting in the convenient, adequate and corresponding the student's expectations form;
- the tuition system intensifying;

- the creative and intellectual abilities development within the open and free usage of all the tuition resources and programs, including the Internet resources.
- the data exchange, the communicative activity based on the mutual educational and professional interests [3].

The MOODLE system usage, which was tested at the Mikhail Dragomanov NPU and other high schools to our mind will help to significantly increase the future LT teachers tuition quality and effectively increase the students independent work quality; it will organize their creative activity, increase the tuition motivation etc.

We think that such information resources supply of future LT teachers will enable the effective:

- tuition modules planning which will be equipped with the methodical tutorials and be accessible for students with a stable Internet connection;
- electronic books creation and their issuing for the big students community usage;
- the best students projects database forming for the heritage and concurrency elements creation;
- the interactive connection supply between every tuition participant;
- the students control and self-control commencing within the tests, crosswords, anquettes and the momentary activity result getting possibility;
- the user login and different module work tracing etc.;
- the every student's activity and success dynamics archive creation and its keeping during the overall student's education period.

All the given operations are very economical while MOODLE system usage because of the ability to deny the paper information sources. The e-books usage ables the wide public to use the unique sources which number is limited. Especially it touches the future LT teachers training at the engineering introduction into the comprehensive school tuition because the engineering activity stages themselves provide the scientific information search, picking and analysis etc., which demonstration within the computer technologies gives no complications.

The students active Internet usage is revealed which is evidenced by the social networks (VK, Odnoklassniki, Facebook etc.) collective chatting. The network non-verbal talking of course has its negative consequences, which is not a subject of our investigation. But we think that the teacher's IT usage purposed to improve the future specialists tuition quality will have a positive result.

Therefore let us offer the student audience liked them the principle of interaction and communication and direct their activity in the teaching and learning way. Indeed, a combination of traditional and computer technologies provides creating forms, methods and means of teaching that enable effective organization process of the students needed academic performance. Willing students to confirm this interaction we conducted surveys (Table 1). The developed questionnaire Closed providing technological consultation process and further processing survey results.

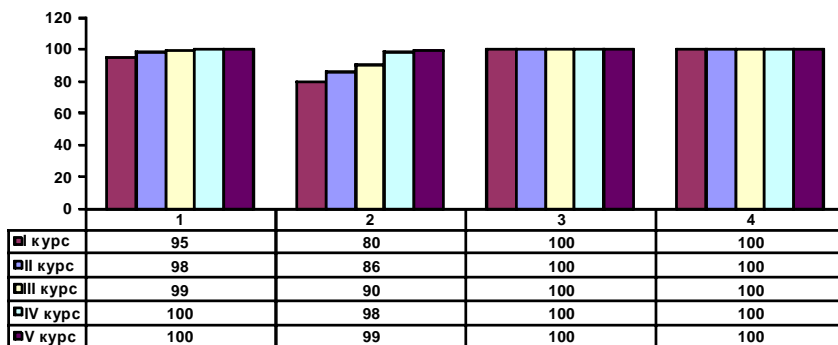
So the students need to have the new interaction and talking principle offered and their activity directed into the cognitive tuition. The traditional and computer technologies combination provides the creation of the tuition forms, methods and means giving the possibility to effectively organize the students required tuition achievements formation process. That readiness of students for such interaction is proven by our anquetting (table 1). The closed type anquette is made which provides the quiz process technology level and further anquetting results processing.

Table 1.

Anquette: «The full-time students activity at the computer technologies usage during the tuition.»

1.	Question	Answer types	Answer
2.	Do you live in a hostel?	A. Yes; B. No.	
3.	Do you have a PC at home?	A. Yes; B. No.	

4.	Do you have a domestic Internet access?	A. Yes; B. No.	
5.	Do you use the Internet for tuition preparing?	A. Yes; B.No. C. Partially	
6.	Do you wish to get a possibility of electronic didactical and methodical materials getting during your education?	A. Yes; B.No. C. Partially	
7.	Do you need to have a possibility of own tuition achievements indexation within a program course?	A. Yes; B.No. C. Partially	



Picture 1. The full-time students anketting results.

- 1 – a PC availability
- 2 – a PC domestic Internet connection
- 3 – the students Internet usage for home task preparation and self-education.
- 4 – a need to use the digital didactical and methodical materials

During the anketting the active Internet and PC usage were detected as the students self-tuition means. The anketting results demonstrate the students readiness and desire for PC technologies usage at the tuition process despite the study year and living place.

That’s why the informational tuition MOODLE resources control system usage for future LT teachers training will help the creative work activisation and that will give a positive result.

The tech design system is characterized by a creative work, which end result is the creative project completion. The project is understood as a reasoned, scheduled and realized activity directed to the some creative and transforming knowledge system formation. That activity includes a design object choice, construction design, crafting technologies and product evaluation [1].

We think that MOODLE system introduction into the LT training process before the engineering introduction into the comprehensive school tuition process, is effective and even required.

The Internet technologies, especially MOODLE, are effectively used in the tuition process for:

- 1) the constant tuition materials access providing; the pedagogical and methodical materials holding which are directly connected to the tuition process or are important for students as an information (the lessons or teacher consulting schedule, module or headmaster control holding announcing etc, the lab work the students achievements indexing criteria, competition, courses or

olympiads announcements etc.); for different kinds of quiz, students rating monitoring, their activity analysis etc. The important aspect of that system usage is its control easiness which doesn't demand any teacher's special knowledge and difficult informational competences. But it's needed to state that any didactical and methodical software doesn't replace and expel the traditional tuition materials usage at the tuition process.

The MOODLE system provides the detailed reports getting at the different aspects of students tuition activity (activity is the time spent to study the resource or the overall course of a distinct student or all group etc).

Summary. Basing on the analysis we can conclude that the new IT possibilities (multimedia, hypertechnologies, virtual reality, internet, WWW technology, e-mail, chatting etc) are much wider then the found methods and means for their use at the future specialists training, especially the LT teachers.

We think that the MOODLE tuition resources control system ables the teacher to the operative information gaining about the cognitive student activities during the overall semester, to help him in time, to correct his individual work, effectively monitor his success and archive the every distinct student tuition achievements dynamics during the whole studying period.

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O.S. Blagomysloff

THE FORMATION OF METHODOLOGICAL STUDENTS READINESS TO WORK WITH PUPILS AT THE OUT-OF-SCHOOL TUITION FACILITIES DURING THE PEDAGOGICAL PRACTICE PASSING

The article reveals the purpose and the task of student out-of-school engineering practice, its structure and contain, precises the means of student activities at the practice place; ordered the blank of its passing results valuation. It's proved, that the student out-of-school pedagogical practice as a ring tutor is a very important aspect in a formation of a future LT teachers readiness methodical component to the out-of-school work with the pupils.

Key words: out-of-school tuition facility, methodical readiness, pedagogical practice.

О.С. Благосмыслов

ФОРМУВАННЯ МЕТОДИЧНОЇ ГОТОВНОСТІ СТУДЕНТІВ ДО РОБОТИ З УЧНЯМИ У ПОЗАШКІЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ ПІД ЧАС ПРОХОДЖЕННЯ ПЕДАГОГІЧНОЇ ПРАКТИКИ

У статті визначено мету та завдання педагогічної практики студентів у позашкільних навчальних закладах науково-технічного профілю; розкрито її зміст та структуру, уточнено види діяльності студентів на місці практики; запропоновано лист оцінювання результатів її проходження. Доведено, що педагогічна практика студентів у позашкільних навчальних закладах освіти на посаді керівника гуртка є важливим та невід'ємним аспектом у формуванні методичного компоненту готовності майбутніх учителів технологій до роботи з учнями в позашкільних навчальних закладах.

Ключові слова: позашкільний навчальний заклад, методична готовність, педагогічна практика.

The problem setting. The comprehensive tuition process strongly influences the person's development, its outlook establishment, the life priorities choice. But it must combine with the outschool and outclass activities for the pupil's creativity.

The Ukrainian Outclass Tuition Law defines its next tasks: the search, development and support of the gifted, skilled and talented pupils and listeners; the children and pupils youth skills development, their interests and spiritual needs pleasing in the professional self-definition and creative self-realization [3].

The outclass education and breeding are based differently from the basic and professional education – their basis are the personal orders from the children and their parents. Their needs are constantly being varied and developed and the constant outschool education dynamics and their non-standardness and voluntariness.

According to that the pedagogical staff tuition requirements grow because of a need in the fullest teacher's help for the pupils to orient in a difficult and miscellaneous situation and to develop their creative potential and provide the professional self-definition.

The modern outschool institutions work status learning proves the need of their competent pedagogical staff fulfilling.

The recent investigations and publications analysis. The modern pedagogical science reviewed different professional LT teacher training aspects in the works by N. Znamerovska, N. Kardash, A. Kaspersky, O. Kobernyk, M. Korets, Ye. Kulik, V. Kurok, Ye. Mehem, V. Sydorenko, D. Tkhorzhovsky and other scientists.

The future teachers training problem at the outschool work is especially touched by the works by O. Bykovska, V. Verbitsky and G. Pustovit.

Note that the problem of training students to work with students in extracurricular educational institutions are not duly reflected in research and publications. We can say that there are no systematic study of pedagogy, methodology willingness of teachers to work with students in extracurricular education at certain stages of his career.

Let us point out that students training problem at the outschool work with the pupils hasn't yet found an essential reflection in the scientific researches and publications. We can affirm that pedagogics has no system research of teacher's methodical readiness for outclass work with pupils at some stages of his professional activity.

The article purpose is to reveal the students methodical readiness peculiarities at the tuition work at the outschool institutions during the practice passing.

The main material exposure. Our research bases on the methodical LT teacher competence definition by Bigich O. B. and Halay V. M. [1, 2, 5]. The LT teacher's methodical work readiness is understood as a complex of his methodical knowledge, skills and personal qualities able to adapt, organize, investigate, explore and control the cognition, tuition, breeding up and developing workshop aspects.

The technological LT teacher tuition work readiness component lays in the teacher's mastering of the principles, forms and methods of tuition activity at the outschool circles and is characterized as:

– the whole pedagogue's knowledge complex actualizing, their comparasing with the distinct tasks resolving and transforming into the action means.

– the most effective methods, ways and means of the set tasks resolving and also the skill of special tuition conditions creation, helping the effective resolving of different situations at the circle tuition process.

At the modern psycho-pedagogical investigation the pedagogical practice is reviewed as the professional tuition form at the pedagogical university or: the main practical tuition source for the future teachers (O. Abdullina); the means of modern teacher's preparation to the innovational activities during the professional pedagogical education (O. Grebenyuk, T. Grebenyuk); as the main form of students methodical training (E. Matveeva); as the kind of tuition which is organized by high-school teacher and students during the subject studying (L. Andriyanova).

While agreeing with M. Toletova, we understand pedagogical practice as the stage system of teacher and student interaction at the real educational conditions (comprehensive school, outschool institution or high school), directed at the sequent complication of the multi-level student training helping to form the methodical component of future teacher's readiness targeting at the professional craftsmanship improvement at the further tuition conditions [4].

So the students outschool pedagogical practice purpose is to upgrade and deepen the future specialists psycho-pedagogical tuition, the gained pedagogical knowledge strengthening and systematizing while practicing at the outschool institution, mastering of the outschool work methodics, tutor's function preparation and pupils tuition system realization; the systematical knowledge updating and fulfilling, pedagogical spectating, tuition analysis, interest, further pedagogical disciplines study and their creative practical usage need development.

The pedagogical practice is defined to base on the system, actional, competent, humaniter and integrative approaches. The education result is the fundamental factor of pedagogical practice building, being defined by the level of professional knowledge and skills. At the competency approach realization conditions the student's methodical training quality indexation is commenced through the competencies reflecting different activity kinds. Every competency is a complex of difficult professional abilities and integrity skills which are the students activity result while practicing. The pedagogical practice sense contains the humanitarian knowledge directing the student at the social problems. The actional approach allows to reflect student's creative and cognitive activity during the methodical training [213].

So we can point out that the methodical component formation of student's readiness for an outclass work with pupils is realized at the pedagogical practice. So the general practice tasks are:

- the deepening of theoretical knowledge and skills gained during the studying, their usage at the distinct pedagogical tasks completion;
- the professional pedagogical activities creative and investigative approaches development;
- the design skills mastering at the tuition process at the outschool institutions;
- the future teachers actual questions and outschool tuition technologies research interest development;
- the pioneer teachers experience familiarization;
- the considering of pedagogical abilities by students
- the students' teaching work stable interest and respect and pedagogical self-education nurture;

Basing at the theoretical knowledge actualization and positive teacher profession relation the students master next skills:

- the pedagogical activity perspective and current scheduling;
- the pupil's personality and entire form diagnostical studying for their development and education design; mastering the skills of scheduling and outclass lessons performance;
- the distinct tuition tasks definition basing at the general education and breeding purpose considering the age and individual pupils peculiarities, the socio-psychological collective peculiarities;
- the different tuition and creative circle activity control means usage (e. g. the tuition tasks setting and completing, the reasoned organization forms methods and different tuition means usage, the intersubject connections setting etc).

- The corrective or developing individual tuition work with the circle participants for their self-breeding process;
- The pedagogical experience analysis and generalizing, the scientific work organization;
- the educational work with parents.

So the pedagogical practice sense in the students methodical outschool work training includes professional skills and activities providing formation of students readiness for the circle lessons.

During the pedagogical practice passing we underline the educational research and methodical activity kinds. They include distinct components corresponding to that activity staegs.

The educational research includes next stages: adaptive (the outschool tuition system, pupil's personality and circle collective studying, mastering the tutor's experience) and projecting (the students individual work schedule in the period of practice, the scheduled topic analysis, individual tuition tasks completion and report documentary forming).

The methodical activity consists of such stages: designing (the circle conspect schedule making, the most effective tuition forms and methods picking, problem questions and individual creative tasks drafting, demonstrative material preparation and mass circle educational work development in the borders of a circle), organizing (the tutor's experience analysis, circle lessons organization, individual work with pupils; didactical tasks resolving), reflexive (the activity results reflection and correction, the circle lesson self-analysis).

The pedagogical practice organizing has the individually oriented character, every student gets individual tuition tasks, which must be completed during the practice. The given tasks help to higher the theoretical, methodical and practical readiness level for a student who will work at the outclass tuition institutions of sci-tech profile, develop the creative skills, form the abilities of students' resolving of pedagogical, scientific and organization tasks.

The students independent work during the practicing at the tutor's position includes: the outschool documentation analysis, the student's work individual scheduling for a practice period; the circle lessons scheduling; the circle lessons analysis, the circle lesson self-analyzing; the mass outschool event scenarization, the student-held educational event analysis, the didactical material production, the research work completion according to the individual tuition tasks.

The student's academical achievements are defined with an indexing system help, which is used in the university and is registered according to high-school accepted rules.

The pedagogical practice mark is complicated and considers all of the student's activity kinds needed to complete. We propose the student's pedagogical practice summaries at the tutor's position to be fixed in the individual indexation blank (table 1).

Table 1

The individual pedagogical practice passage blank on the outschool circle tutor position.

№	The outclass and auditorium work indexation kinds	Minimal attestation points number	Maximal attestation points number
1.	The individual work scheduling for a practice period	6	10
2.	The circle lessons visiting	3	5
3.	Consultations visiting	3	5
4.	The circle lessons designing and holding	12	20
5.	The mass tuition event designing and holding	6	10
6.	The circle tutor's lesson analysis	3	5
7.	The student's lesson analysis	3	5
8.	The circle lesson self-analysis	3	5
9.	The general lesson analysis	3	5
10.	The practician characteristics	6	10

	from the practice place		
11.	The whole-period practice work (according to practice tutor's spectatings)	6	10
	The report contain and quality	6	10
	Summary	60	100

The final pedagogical practice mark is an attestation points sum gained during the practice period.

The pedagogical practice is marked by the tutor. The A-mark is given for 90-100 pts and when all the activities are complete. The B-mark and D-mark are given according to 70-90 and 50-70 mid-points and when all the scheduled activities are complete. The F-mark is given when the medium points sum is less than 50 pts or the practician didn't make any of the activities.

The students practical tuition result is a professional readiness, the given competences mastering, which evidences the professional knowledge and skills formation, the creative activities experience, revealed in the ability to resolve professional tasks with the life experience, preferences and values consideration.

Conclusions. . The students tutorial pedagogical practice introduction into the outschool institutions is an important aspect in the professional future LT teacher training system for the outclass work with pupils.

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O.M. Obraztsova

THE TECHNOLOGIES OF PRIMARY PUPILS' TEACHING AND UPBRINGING

This article is devoted to the peculiarities of the advantage module and developmental education, the role of the teacher in the educational and practice activity by the module-profile using innovative educational technology. Implementation possibilities adapted modular program «Creative Needlework» are investigated in the article. The possible ways of implementing the method of modular training in labor education of pupils of primary school age are considered in the article.

Keywords: latest technology, modular and developing education, pupils of primary school age, and the module of skills, additional specialized education.

O.M. Образцова

ТЕХНОЛОГІЇ НАВЧАННЯ ТА ВИХОВАННЯ МОЛОДШИХ ШКОЛЯРІВ

У статті розглядаються особливості переваги модульно-розвивального навчання,

аналізується роль вчителя в навчально-практичній діяльності за модулем-профілем з використанням інноваційної педагогічної технології. Досліджуються можливості впровадження адаптованої модульної програми «Креативне рукоділля». Розглянуті можливі шляхи впровадження методу модульного навчання у трудову підготовку учнів молодшого шкільного віку.

Ключові слова: новітні технології, модульно-розвивальне навчання, учні молодшого шкільного віку, модуль трудових навичок, додаткове профільне навчання.

Setting the problem. Nowadays essential issue for working teacher is the forming of pupils' training for personal and professional self-determination in the process of the school and pre profile training. In today's social and economic surroundings education level will mainly depend on the effectiveness of the new teaching technologies application based on new methodological bases, modern didactic principles, psychological and pedagogical theories that develop activity approach to teaching.

Recent research analysis have shown that the modular education application in practice requests from teachers theoretical technology foundations mastering that give the opportunity to realize the pedagogical process purposes independently and effectively. Education Modular technology in Ukraine is used in comprehensive school and higher educational establishments. The theoretical basis of modular training studied by many scientists, including such as: Ye. Skovin, A. Furman, P. Tretyakov, I. Sennovskyi, M. Choshanov, M. Lazarev, A. Aleksyuk, K. Vazina, P. Yutsyavychene, O. Ognevyuk etc.

The aim of this article deals with the revealing the possible ways of Educational Modular method application in labor training of primary school pupils.

Main material presentation. Modular education appeared as an alternative to traditional. It integrates everything progressive that was accumulated in educational theory and practice in recent years. So, for example, the idea of the primary school pupils' activity algorithmization is borrowed from programmed teaching: definition of the aim, tasks, teaching stages, individualization of teaching rate, realization of clearly defined, logically reasonable actions, intermediate checking and intermediate results evaluation; the tentative base of activity is used from the mental action formation phased theory. Cybernetic approach enriched the modular education with the idea of flexible management of junior pupils' activities. It is borrowed the scientific interpretation and substantiation of reflection from psychology. Module education is a flexible, innovative educational pedagogical technology on professional and pre-professional orientation [9, p.45-46]. Accumulated generalization of the theory and practice of education differentiation, optimization, problematization are integrated in the modular education organization, in the principles and rules of its construction, selection of labour skills' education organization methods and forms.

Difference from other technologies is laid in the essential characteristics of modular education technology. The curriculum is presented to the students in logically completed informational units. Their learning is carried out accordingly to the purpose. Each student receives efficient action advice from the teacher of labor training. The communication between teacher and pupil is changed, it is realized by means of the content of the module, through subject-subject relations basis. Modular technology allows to the labor training teacher to individualize education work with pupils. There are no such typical problems as lack of time for individual consultation, individual dosage help in such technology.

The feedback principle is important for modular education as the designing and organization of work is impossible without continuous monitoring, analysis and correction of the results of pupils' educational activities. It is recommended to follow such rules: before each module to hold the input control of pupils' knowledge, skills and abilities to have information about the level of their readiness to module work of the module, in case of need it is made appropriate correction of knowledge and skills; it is compulsory to exercise current and interim control at the end of each educational element (usually it is a "soft" control: self-control, mutual control, comparing with the standard, etc.) after completion of the module work it is exercised the output control. Thus, it is taken place the individualization of control, self-monitoring, correcting, consultation, independence degree. It is

important that pupils have the opportunity to fulfill themselves to a great extent and it facilitates forming the sustainable positive educational motivation. This educational technology provides every student with the education standard familiarization and promotion to a higher educational level, the development of such personality traits as independence and collectivism. It is fundamentally changed the position of labor training teacher in the pupils' educational process. [1, s.348]. It is firstly changed the role of the labor training teacher, teacher's task to motivate pupils, to guide their educational and practical activities through the module and to consult for pupils directly and the content of their training to the modules: the teacher is not prepared for the best explaining the new material, the work demonstrating, summarizing, organizing, verifying, assessing students' knowledge but providing theoretical and practical modeling with the aim to determine the ways and means of effective management of the junior pupils activities. The management is mainly provided by means of modules, so the main labor training teacher's task is to introduce integration practical module's purpose and curriculum structuring according to the purpose [2, p.123].

It is fundamentally new approach to the teacher's training to an academic class. It certainly leads to the teacher's analysis of their knowledge and skills experience, finding of the effective methods. Experience shows that teachers develop professionally in the process of modular technology mastering. The process of modular education theory and practice mastering is the way of teacher's professional self-perfection and the possibility of his self-actualization.

The main aim of the course "Professional counseling" is pupils' training for vocational education and integration into society. Primary school pupils' pre-professional training requires new approaches to the educational organization, the process content changes, modern and effective educational technologies using.

Pre-professional pupils' training is possible only on the base of individual programs education. Educational approach according to the labor skills' modules is in the basis of such individual activities. Module educational system conforms to modern trends in pre-professional and professional training of different stages and trades. It is a flexible innovative educational technology. In this system specific educational material limiting factors are specific labor skills that must be mastered by a pupil for receiving future profession (specialty).

Labor skills' module is a classification of works within the production task or profession (specialty) in the form of the modular unit names.

Modular unit is a logically completed, accessible part of the work within the production task, profession (specialty) or a field with a clearly defined beginning and end.

Informative unit is a logically completed part of the educational humanitarian or social material, which is necessary for the labor skills' module maintenance and pupil's adaptation to the market environment realities by means of knowledge mastering aimed to its competence expanding.

Instructional element is a didactic material prepared by the teacher as a short synopsis or guidance material, which is aimed to provide students additional instructions or information necessary for the mastering of labor skills' module (LSM). Instructional cards and technological maps are particularly used in the modular teaching.

Modular teaching is a whole system that integrates the didactic means which are necessary for the main educational purposes determinations [7, p.3-23].

The theory of modular teaching is based on specific principles closely connected with general and didactic ones. They are the guiding ideas of modular teaching. The next principles of modularity are introduced:

- selection of separate elements from the curriculum;
- dynamism;
- efficacy, efficiency of knowledge and the system;
- flexibility;
- perspectives awareness;
- manifoldness of methodical consultation;
- parity.

The modularity principles are: 1) educational material is constructed by a teacher to provide didactic aim achievement which was put before the pupil; 2) it is presented as a complete unit; 3)

according to the educational material various forms and types are integrated. They are subjected to the achievement of the planned purposes.

The principle of separated elements selection from the curriculum requires the examination of educational material within the module, aimed at solving the integrated didactic purposes.

The main modular teaching means is a modular program that consists of separated modules [11, s.247]. It is necessary to take into consideration in modular program:

- information material purpose;
- combination of complex integrant and partial didactic purposes;
- completeness of educational material in the modules;
- comparative independence of the module elements;
- implementation of feedback;
- optimal transfer of informational and methodical materials.

By the end of each module, the teacher gives the final module test, pays attention to the degree of program material assimilation by every pupil.

Thus, the module educational system corresponds with modern trends of primary pupils' pre-professional and professional training to acquire labor training skills in certain occupations and professions.

Pupils' creative abilities development is a separate element in the modular teaching structure. Pupil's creativity by nature is a cooperative activity that is carried out with the teacher. Pupils feel themselves as artists [5, p.53]. Forming and development of primary school pupils' creative abilities is a very important task of upbringing. According to modern concepts the development of pupils' creative abilities is an educational aim of principle.

Structural program maintenance has 4 modules: 1) patchwork is a sewing technique 2) ready-made garments production technology, modern trimming, 3) Ukrainian embroidery elements; 4) modern apartment decorating.

By the end of each module pupils must make program products, which are the final module control. It is kept up mastering degree of program material by every student [10, s.158].

The present author's program "Creative Handicrafts" was worked out taking into account the age and psychological characteristics of primary school pupils.

The aim of the program is to familiarize pupils with the different types of creative crafts, such as:

- to form pupils' abilities and skills of work on the sewing machine and ironing equipment;
- to teach to make ready-made garments with elements of decoration;
- to teach to use modern trimming materials;
- to form the concept of Ukrainian folk embroidery and separate elements of embroidery skills execution;
- to give the notion of apartment decor;
- to form the conditions of professional skills in such specialties as seamstress, embroiderer, tailor-cutter, fashion-designer, decorator.

The program "Creative Handicrafts" provides teaching, forming and development of creative abilities in primary school pupils, an individuality education, who would have to make the own decisions, find a way out of different situations, the individual who has the ability to be creative. The main aim of the program to provide pupils with pre-professional skills of ready-made garments working out, to enlist to the technological process of their making, to teach to use modern trimming materials such as sequins, glass beads, decorative stones, etc., to expand the range of knowledge, skills of apartment decorating including laws of colors decoration .

The current program provides the acquisition of Ukrainian folk embroidery knowledge and skills by primary school pupils'. It also provides the acquisition of home economics items decoration with the simplest types of Ukrainian folk stitches, most of which, unfortunately, are forgotten nowadays. Simplicity of their implementation is easy to get along in the modern costumes ensemble and decoration elements of things, objects and amenity.

The program "Creative Crafts" is based on possibility expansion of the basic program "Sewing Concern" and takes into account the age and psychological characteristics of pupils. The usage of this trend makes it possible to carry out pre-professional and professional pupils' training without disrupting the educational process.

Conclusions. Summarizing all previously mentioned, we can conclude that the current system of modular teaching provides great opportunities for technological activities of primary pupils, expanding of their mental outlook, creative development, creative thinking and to assist of adapting on the modern labor market.

Further research prospects may include theoretical and practical material according to improving the effective modular teaching organization on the handicraft lessons.

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V. V.Primakova

METHODOLOGICAL ASPECTS OF PRIMARY SCHOOL TEACHERS' POST-GRADUATE EDUCATION DEVELOPMENT

The article deals with the methodological aspects of primary school teachers post-graduate education development in the Ukrainian society: the essence of refined methodology, analysis of the basic principles and approaches, the implementation of which is able to provide professional development and improvement of teachers skills for their continuing education. Based on the analysis of current trends in educational thought outlines promising directions of postgraduate education in Ukraine.

Key words: post-graduate education, primary school teachers, methodology, principles and approaches; training; continuing education; prospects.

МЕТОДОЛОГІЧНИЙ АСПЕКТ РОЗВИТКУ ПІСЛЯДИПЛОМНОЇ ОСВІТИ ВЧИТЕЛІВ ПОЧАКОВИХ КЛАСІВ

Статтю присвячено аналізу методологічного аспекту проблеми розвитку післядипломної освіти вчителів початкових класів у сучасному українському суспільстві: розглянуто суть методології, проаналізовано основні принципи й підходи, реалізація яких здатна забезпечити професійний розвиток і вдосконалення майстерності педагогів упродовж їх неперервної освіти. На основі аналізу сучасних тенденцій розвитку педагогічної думки окреслено перспективні напрями діяльності системи післядипломної освіти в Україні.

Ключові слова: післядипломна освіта; вчителі початкових класів; методологія; принципи і підходи; підвищення кваліфікації; неперервна освіта; перспективи розвитку.

Setting the problem. Trends that are observed recently in Ukraine, largely determine the acceleration of the transformation processes that occur today in education. One of the priority directions of state education policy is to ensure effective development and operation of the continuous education system. Postgraduate education as its component is designed to perform complex functions and promote the implementation of the important educational tasks, the main of which is increasing the level of teachers' professional competence and their professional lifelong development and growth.

Actual researches analyses. The basic methodological and theoretical settings of continuous education were defined both by domestic and foreign researchers: V.Andrushchenko, S.Vershlovs'ky, R.Dave, I.Zyazyun, N.Nichkalo, M.Noies, O.Oliynyk, R.Smith, Y.Tonkonoga, etc. Various aspects of basic teachers training development draw attention of modern scholars. Among them: O.Abdulina, Y.Kozlovsky, V.Kuz'menko, V.Lugovy, N. Slyusarenko, S.Shmaley and others. The specifics of teacher training institutions activity is described in the works of A. Zubok, O.Dubasenyuk, V. Majboroda, O.Pehota, N.Protasova. Thus, in the modern pedagogical theory and practice the substantial material as for the various aspects of continuous education development and functioning was accumulated. However, in the context of the vicissitudes of modern educational space and taking into account the specifics of working with primary school pupils, we consider the methodological aspect of the development of primary school teachers' post-graduate education in the Ukrainian society to be of great importance.

The aim of the article. To describe the basic principles and pedagogical approaches designed to provide professional development and improvement of teachers' skills during their continuous education basing on the analysis of contemporary trends in the development of education and society.

Material presentation. Postgraduate education as an integral part of continuous education has great possibilities to improve the teachers' professional level, to meet their professional needs and to get the adjacent specialty, etc. It is promoted in the law of Ukraine "On higher education", where the postgraduate education is defined as the "specialized improvement of education and one's professional training by means of deepening, widening and upgrading one's professional knowledge, abilities and skills or getting another specialty based on a previously acquired educational qualification level and practical experience" [1, 2]. According to Article 10 of this law, postgraduate education covers: "retraining which is getting another specialty based on a previously acquired educational qualification level and practical experience; specialization which is one's acquiring the ability to perform peculiar individual tasks and responsibilities within the specialty; extension profile (advanced training) which is one's acquiring the ability to perform additional tasks and responsibilities within the specialty; training – one's gaining experience by performing tasks and responsibilities within the specialty" [the same research]. Considering the problem of primary school teachers' post-graduate education development in modern Ukrainian society, we will refer to each of the mentioned above subsystems. However, first of all, we'll be interested in advanced training of specialists because this component has great possibilities for their professional development and improvement.

Advanced training is considered to be the central link of the modern postgraduate education. This is confirmed by the settings of the State national program “Education (Ukraine in the 21st century)”, where among its main objectives is the need to meet the interests of citizens in the constant improvement of their professional level according to the needs of the labour market, social protection; ensuring the society and state needs in the highly competitive specialists [2].

The mentioned above directions for the teachers’ postgraduate education were outlined in the period of revival and development of the national system of education in Ukraine, when the ideas of humanization, man-centrism and rise of education to a new level have got a new content. Their implementation in a democratic society had to provide a new type of teachers: competent, mobile, creative, with a high level of spiritual and moral development and general pedagogical culture. It becomes one of the main tasks of the modern system of teachers professional development functioning.

Increasing the volume of information and theoretical knowledge as for the primary school teachers post-graduate education development, that happens in Ukraine lately as well as the need in their synthesis and integration requires the development of a process methodology.

Defining the essence of the methodology as the basic foundation of getting knowledge and transformation of the reality, S.Goncharenko defines it as a “general system of theoretical knowledge that performs the role of the leading principles of scientific knowledge, the ways and means of implementing the scientific research” [3, p. 65].

In the philosophical encyclopedia dictionary it is declared that the “methodology is the set of approaches, ways, methods, techniques and procedures used in the process of scientific knowledge and practical activities to reach a predefined goal” [4, p. 370]. In the works of Y.Kozlovs’ky methodology is interpreted as a field of knowledge that studies the means, conditions and principles of cognitive and transforming activity organizing. [5, p. 235]. Therefore, exploring the history, present state and the prospect of the primary school teachers’ post-graduate education development we’ll turn first of all to defining the principles and approaches that make this direction of pedagogical science actual.

Considering the changes that occur in the society as “a result of the system, powerful, technological revolutions and the law of social intelligence projective activity” [6, p.25], A.Subetto defines the modern stage of the society as a preparatory for the transition to intellectual innovation of civilization [6]. We totally agree with Y.Kozlovs’ky that intelligence with the lack of morality and spirituality becomes destructive and criminal [5, p. 155]. That’s why we understand the need of changing the ideological principles that affect the development of modern education in Ukraine.

As the main criterion of social progress S.Podmazin defines the priority of the personality, characterizing it as a state of the society where the personality is the goal of the society and the activity of all its links and components provides the revealing of personality potential and its realization in terms of lifelong creativity. This criterion, according to the scientist, is closely related to the criterion of the level of the society humanization that is the economic, political and social liberty of the personality, the level of satisfaction of its material and spiritual needs, the state of its physical, mental and spiritual health” [7]. And the majority of scholars (I.Bekh, G.Dmytrenko, V.Kremin’, S.Podmazin, etc.) believe that the guiding ideology of the state policy in general and education in particular must be mancentrism as the principle of orientation to a new system of values. It is based on recognition of the personality as the main value of the society with the unique qualities, abilities, needs.

Examining in detail the theoretical-methodological aspect of functioning and development of teacher post-graduate training, A.Kuzmynsky has proposed to combine its basic principles into two groups according to their essence and the way of displaying: general methodical, which are suitable to the entire educational system, and specific pedagogical. According to the scientist, general methodical principles include the principle of social determination, system and complex approach, cultural, scientific and specifically historical approach, continuity and perspective [8]. The mentioned above group of principles which are important for the implementation and consideration in functioning education on all levels, remains actual to the development of modern postgraduate education, including primary school teachers’.

The group of specific pedagogical principles, according to A.Kuzminsky, include: the principle of humanism, democracy, immanence of development, free development of personality based on its individual educational needs, freedom of choice, actualization of the results of target improvement and professional training [the same research]. Taking into consideration the said above information as well as the list of basic settings, having analyzed their main characteristics and traits, taking into account the specifics of primary school teachers' post-graduate education functioning, the basic principles of its development at the present stage are determined as follows: continuity, humanism, democracy, integrity, man-centrism

Postgraduate education today is a fairly broad system of institutions that offer full-time, part-time, distance learning and other forms of training. Regardless of the form of primary school teachers training, their activities should be based primarily on the principles of humanism, democracy, man-centrism, which provides taking into account the person's interests, needs, motivations, giving a person certain freedom of choice, that at the same time foresees the responsibility for that choice.

Postgraduate education of specialists, including primary school teachers, begins with getting a certificate of higher education by the graduate and continuing throughout his professional life. The main principle of the modern system of postgraduate education is continuity, which ensures the development of professional competence of specialist throughout his professional activities taking into account the experience and personal changes that occur in the process of growing up. Continuity of specialist' advanced training is focused on consistent improvement of his professional achievements, enrichment and upgrading of the existing knowledge and skills, the development of personal qualities and meeting individual educational needs, ensuring social protection and more complete specialist self-realization in professional activities [9]. Therefore, the continuity first of all should provide continuity and systematic approach in functioning of all levels of education (pre-professional, basic and postgraduate).

The implementation of the principle of integrity in the teachers' post-graduate education system development provides the coordinated interaction of its structural components at the school, district (municipal), regional and state levels under condition of the teachers' inclusion in self-education. However, it is worth noting that the complex apply of the determined principles will enable to train primary school teachers for professional activities better and at a higher level, affecting their formation and stimulating their improvement during the life, satisfying their personal and professional needs.

The current state of pedagogical science, defining the teachers' professional needs, requirements to their professional, cultural, personal level, learning and critical analysis of domestic and foreign experience, strategic directions of pedagogical education improvement, the main of which is the optimization of theoretical and practical training; implementation of standards, pedagogical activity evaluation criteria; specialists innovative training and their creative development affect the mentioned system content development. Primary school teachers' postgraduate education should be flexible, variable, fast reacting to the changes that regularly occur in all spheres of public life, particularly in the sphere of education. Therefore, the implementation of andragogical, innovative, person-oriented, synergistic, competence, acmeological approaches to the development of postgraduate education is able, in our opinion, to provide more intensive professional growth of primary school teachers.

As postgraduate pedagogical education develops under the influence of scientific works on adult education trends, its effectiveness will be ensured, first of all, by the implementation of the andragogical approach to ensure advanced training of specialists (L. Naboka, O.Pehota, A.Stareva). Definitely adult learning has its own specifics; its taking into account, using key settings of andragogics and respective models and technologies in postgraduate education gives the opportunity to enhance the professional growth of primary school teachers.

In the context of primary school teachers post-graduate education modern development the implementation of innovation approach, which is defined as the ability of teachers to the creative search and use innovations, is considered to be compulsory. Educational innovations researchers (O.Arlamov, V.Zhuravljov, A.Nichols, etc.) relate the concept of new in pedagogy with such characteristics as helpful, positive, progressive, modern, advanced. An example of a new and

progressive in modern postgraduate education can be information and communication technologies. It is a powerful resource for the forming a new type of educational space –Internet-space, which allows such forms of education as distance learning, virtual, corporate universities and multinational training centers, etc to develop. This educational space expands the opportunities for intensification of the primary school teachers' continuous professional development under the condition of their information culture development which is interpreted as the intellectual interaction that promotes changes in the conditions of activity to the intellectual life and the predominance of the intellectual interests [5].

The central idea of modern postgraduate education is the development of the teacher as the subject of pedagogical activity during the whole professional life that gives him the opportunity to realize the individual education program of his forming and self-development. So, the person-oriented approach to the development of modern primary school teacher postgraduate education is considered to be one of the main (I.Bekh, S.Podmazin, O.Savchenko), that is to create the conditions to meet the specialist's individual professional needs for self-initiated and motivated learning, which promotes professional and general cultural development of the personality and directs teacher to improvement. Post-graduate education system provides the implementation the approach on three levels: individual, personal and subjective, which is connected with the abilities and peculiarities of cognitive processes forming and self-development; value orientations, personal qualities needed for performing professional activity; needs and abilities to regulate the process of stability and self-realization. [10].

An important theoretical foundation in approaches to defining the modern concepts of educational activity and its institutions is the philosophy of the instability by I.Prygozhyn [11] and based on it theory of the self-organization of complex systems that is synergetic. At each stage of teacher's forming and professional development, when determining the basic conditions that should be provided by primary school teachers postgraduate education: increasing their professional competence level, development of creative potential, enriching teachers' cognitive, spiritual realms, etc., synergistic approach to the development of the system as a whole and its subdivided components should be taking into consideration. Predicting the results and the specific processes continuity, the participants of which have the signs of synergetic systems can be important. So, taking into account their possibilities, we can expect at varying degrees on the synergistic effect.

The competence approach to primary school teachers' postgraduate education affects the level of their readiness to carry out professional activities, reflecting the degree of conformity with professional requirements to them. Problems of competence approach were investigated by P.Borysov, I.Zimnja, Y. Lebedenko, etc. As a result of its implementation in postgraduate education, there is an update and expansion of the knowledge range and acquiring general professional skills, ability to creative solving educational problems, getting rid of the psychological inertia, acquiring new personal qualities, improvement of professional skill.

Acmeological approach to the teachers post-graduate education development is in the considering factors affecting the improvement of their professional skills (V.Vorontsova, L.Naboka, Y.Yakovets, etc.). "Acme"-from Greek – the highest degree, the peak, the power, flourished peak. This notion means "to be in full bloom,in the highest degree of development" [10, 40]. Primary school teachers' self-development and self-realization is affected by their age, the state of health, personal and professional achievement, moral qualities, and the desire to succeed. And postgraduate pedagogical education provides the flexibility and intensity of professional development, improvement of professional skills, stimulates the desire of self-development.

In this context the opinion that in the current conditions of educational and informational space expansion, the philosophy of global, planetary, worldview spreading, teacher's personal development takes the priority over professional\$ the developed spiritual world of the specialist becomes basis of his professional achievements, is important, to our mind. [12].

Therefore, the analysis of the scientific researches on this issue gives reason to assert that postgraduate education has great opportunities for professional and personal growth of teachers during the life. Promising directions of primary school teachers' post-graduate education development are: providing opportunities for specialists' professional development of high-quality through coordinated cooperation of all system levels of continuous education and constituent

components of post-graduate; reorientation of the methodology of modern postgraduate education development and functioning to teacher's personal development and self development; the forming of the scientific picture of the world and individual style of creative activity of teachers based on the principles of man-centrism, democracy, humanism, integrity and continuity; consideration of pedagogical approaches to primary school teachers professional development (andragogical, competence, person-oriented, innovative, integrated, acmeological, synergetic), the implementation of which in postgraduate education will provide a high-quality training for specialists to carry out the duties in the changing educational environment. Certainly, attention of the society, the state, educators to post-graduate teachers' training as a compulsory condition for primary school teachers professional growth are a natural phenomenon, because the development of this link of lifelong education will be able to provide modern education not only with highly qualified but also with highly cultured staff. After all, this is an urgent need of nowadays, so it requires attention and further research.

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N. V. Gogol

THE SYSTEM OF WORK ON THE IMAGE-CHARACTER AT THE LESSONS OF READING IN PRIMARY SCHOOL

Perception of fiction is a complex intellectual and emotional process, which is determined both by objective data of a specific belle-lettre work (ideological and thematic essence, a system of artistic images) and by subjective (psychological) characteristics, life experiences, students' needs and interests.

The article deals with a system of work with the images of characters, the psychological characteristics of junior pupils' perception of a belle-lettre work and psycho-pedagogical features of the analysis of literary texts at the classroom reading.

Key words: analysis of a literary text, an image of a character, the author's attitude to the literary text's character.

Н.В. Гоголь

СИСТЕМА РОБОТИ НАД ОБРАЗОМ-ПЕРСОНАЖЕМ НА УРОКАХ ЧИТАННЯ В ПОЧАТКОВІЙ ШКОЛІ

Сприймання художньої літератури - це складний інтелектуальний й емоційний процес, який визначається не тільки об'єктивними даними конкретного твору - ідейно-тематичним змістом, системою художніх образів, а й суб'єктивними, тобто психологічним складом, життєвим досвідом, потребами та інтересами учнів. У статті представлено систему роботи над образом-персонажем, визначено психологічні особливості сприймання художнього твору молодшими школярами, розкрито психолого-педагогічні основи аналізу художніх текстів на уроках читання.

Ключові слова: аналіз художнього твору, образ-персонаж, дійова особа, ставлення автора до героя.

Setting the problem. The most important task of primary school is to teach children to learn, and this is impossible without the ability to read and work with the book. Modern methods of classroom reading based on theoretical positions that have developed by such disciplines as literature, psychology, pedagogy. For proper organization of work on the literary text the teacher must take into account not only its specificity, but also the psychological foundations of the process of reading at different stages of learning, features of perception and assimilation of the text by younger pupils and so on.

The recent researches and publications analysis. The perception of the piece of art is a complex mental process that implies the ability to understand images, penetrate in conventional figurative work, learn the work in whole as a unity of form and content. The analysis of psychological and pedagogical, methodical literature and own observations show that the perception of the piece of art by younger pupils is not only informative, but also the aesthetic process (E. O. Adamovych, N. Y. Voloshyn, S. I. Doroshenko, D. M. Jolla, O. V. Zaporozhets, G. S. Kostiuk, M. P. Leshenko, M. R. Lvov, N. Y. Myropolska, Z. N. Romanovska, O. Y. Savchenko, N. F. Skrypchenko, G. A. Chuyko, A. B. Shcherbo, P. M. Jacobson, etc.).

The full perception and understanding of the piece of art is a complex way from the empathy to the separate character, awareness of the author's position, generalized perception of the piece of art to forming the own attitude to the perceived. But such a complex way younger pupils can overcome only with the help of a teacher.

Children of primary school age are endowed with the most favorable for studying age-related characteristics: the willingness to absorb the perceived, trusting attitude to authority, belief in the truth of all what they are taught, intellectual activity and curiosity. They are characterized by openness to experience, emotional perception, unbiased opinion. Children have a need to harmonize impressions of the world.

The teacher must always remember that there are reading levels of consciousness of 1-2 and 3-4 grades pupils that are significantly different from each other. The 1-2 grades pupils can not realize without the help of a teacher the basic idea of the work, they do not feel the author's position, and therefore, are not able to judge the content and form of the piece of art in their unity.

The 3-4 grades pupils have already gained some reading experience, therefore, are able to determine the idea of the piece of art independently (if its composition is simple), adequately to the author's position reproduce images in the imagination, using appropriate means of artistic expression, they can find empathy to the author, characters of the work, realize the author's position, understand the role of artistic expressions concerning their functions in the work, evaluate the content and form of the piece of art in their unity.

The aim of the article is the theoretical and methodological discourse of the problem of work on the image-character when analyzing the piece of art at the reading lessons.

The core material presentation. The analysis of the piece of art content is aimed at clarifying its theme and idea, the plot and composition, images and artistic means. The disclosure of the work ideological orientation is the basis of the literary text analysis, it integrates all its components (work on the image, composition, artistic and figurative means, etc). A teacher, based on the idea of the piece of art, develops a system of questions and tasks that make pupils realize the intention of the writer.

In primary school pupils are not specifically acquainted with the subject and the idea of the work, these terms are not introduced by the current program. However, in practice of younger pupils teaching this approach to the analysis of the piece of art is fully justified, according to the approach it appears what the writer tells about (the topic of the work) and what he wanted to tell to the reader (the main idea).

The comprehension of the idea of the literary work is due to the disclosure of images, actions of the characters, their relationship. In order to bring younger pupils to understanding the work idea, it is necessary to determine the motives of the characters, their attitude to the facts and events that the author pictures. Describing some aspects of reality in the piece of art, the author transmits his own treatment to the characters, highlights their ideological positions, and expresses his worldview. Thus, in the piece of art there is a close connection between the idea, system of images, specific life material, and the author's worldview. Therefore, analyzing the piece of art, the teacher has to use conversation, during which pupils represent characters of the piece of art, realize the author's assessment of the images-characters and determine their own attitude towards them. The conversation should be combined with the reading of the text.

The work on images should be performed in conjunction with the opening of the main idea of the piece of art. In the epic work a central image is the image-character. Other images (a landscape, an interior, etc.) serve as a means of disclosure. In the lyrical work (landscape lyrics) a central image is the image-landscape. Under the current program the term "image" is not appropriate to introduce the terminology and use the term "existing character", "description of nature", "landscape" [10, p. 83 - 116].

In preparation for the lesson, the teacher assumes that in the image-character the author summarizes his life's observations on human nature and at the same time on a specific image it means that typical and individual act in unity. Therefore, the teacher organizes the analysis of the piece of art in such a way that pupils perceive the existing character as the representative of the particular social group of people of the certain epoch and at the same time as a living person with the particular characteristics of her features.

During the opening of the character characteristics of the piece of art the main features that define the whole image are being distinguished. The author emphasizes those features by the development of the plot, relationship with other actors. Pupils' understanding of the image-character contributes to the clarification of the author's attitude to the separate character. An important condition for the effectiveness of work on the piece of art image-character is empathy of the reader, his sympathy or antipathy. Therefore, when analyzing the piece of art it is necessary to clarify the attitudes of pupils to the actors of the work.

While working on the epic works the main task is to develop skills of primary school children to give characteristic to the existing characters: identify character traits, evaluate actions and understand the motives of their behavior, understand the attitude of the author and express their own attitude to the characters in the piece of art.

According to the current program of reading the work on the main idea and the existing characters of the piece of art is complicated from grade to grade. Thus, in the 2d grade pupils with the help of the teacher determine the main idea of what was read, find words and phrases in the text that describe events, characters, express simple evaluative judgments about the behavior, actions of the characters using the appropriate valuation vocabulary. In the 3rd grade children define the essence of the story in part or whole, judge the actions of the existing characters. In the 4th grade children selects material for the expression thoughts about the characters, evaluate their actions, realize the motives of the characters' behavior, express their own attitude to the existing characters of the piece of art [10]. This system of work on the image-characters while analyzing the piece of art will strengthen

development of students' evaluative judgments.

During the reading lessons the work on the image-character is important to be organized in such a way that pupils perceive the existing character as a particular person with its characteristic features: appearance, traits of character, feelings, emotions, actions and others.

The work on the image-character in primary school is determined by taking into account the psychological foundations of the process of perception of the piece of art by the children of primary school age, and therefore implies the existence of stages. The first perception of the piece of art corresponds to the first stage of perception of the image-character, which is the emotional perception of the image. Pupils speak out about the existing characters on the base of a holistic, emotional experience, partly explaining its assessment. At this stage the teacher, using questions, should encourage pupils to reflect on the characters' actions and motives of their behavior.

At the second stage of work on the image-character in the process of analyzing of the piece of art the children determine portrait characteristics of the character, traits of his nature, actions, analyze the motives of the character behavior, attitude to other characters, to nature, etc. Particular attention should be paid to artistic means used by the author to assess the character and express personal attitude to him.

While analyzing the plot of the piece of art the teacher should pay attention to the selection of the main features which are attached to the character: identify traits of his character, analyze relationship with other existing characters, define the attitude to the world, nature and realize the motives of his behavior. Particular importance should be given to a question aimed at identifying and understanding by the children of the character inner world, the world of his feelings and emotions, revealing empathy, for example:

- How do you think what the girl felt looking at the magnificent clothes of the autumn forest. (O. Donchenko "Follow the forest path").

- What did Tymko feel when he first saw the Desna? What did the river strike by? (V. Chukhlib "Desnyachky").

- Why did the titmouse look into the garden? How has the nature changed in autumn? Think about what the titmouse felt looking at nature. (I. Senchenko "Pity, but not really, be crying, but I do not want to").

Holistic understanding of the image-character by pupils is helped by determining of the author's attitude to the particular character. That is why we must teach pupils to understand not only what the author says about his character, but also how he does it. Author's attitude to the character can be expressed in the description of his appearance, traits of character, etc. If the piece of art has the author's description, it is advisable to offer the pupils find these words and, basing on the text, explain why the author used those words, the evaluative judgment to describe his character, how he justifies his assessment. For example, analyzing the main character of the story of Oles Donchenko "Follow the forest path", Ulyanka [14, p. 51-53], the teacher can ask students the following questions:

- Pay attention to the way that the first part of the story describes Ulyanka (Children read the portrait of the character, pointing out the adjectives and comparisons used by the author, depicting a portrait of the girl).

- Consider how the author refers to the girl, if she likes him. Prove. (The author likes Ulyanka. The eyes of the girl he compares with fireflies, the chin - with an apple and the snub nose - with a forest pear. She has an amble, the author writes that she is "like floating above the path." The girl has tanned and scratched hands and flaxen hair is light as a feather. The author compares the girl with a dandelion).

- Did Ulyanka like how the forest has changed in autumn? Why? (Ulyanka liked the new magic clothes in which the forest was dressed. All the trees were as if in gold).

- How do you think what the girl felt, looking at the magnificent clothes of the autumn forest. What seemed to surprise her? (Ulyanka was surprised by the autumn forest attire. She did not hope that she would see the colorful beauty).

- How does the girl treat the nature, in what words she refers to it? (The girl loves the nature. She greets the birches, calls them "my white bark" refers to the forest, calling it her brother).

- Do you think Ulyanka loves the nature? Bring your reasoning. (The girl loves the nature, she

refers to it as to a living being, talking to the trees, rejoice at their new outfits).

- What character traits tell her actions about? (Ulyanka is kind, sensitive, observant. She loves nature. The girl can notice something unusual in nature, admire its beauty).

- Did you like Ulyanka? What traits of character would you like to borrow from her? Why? (We would like to borrow such traits as kindness, respect for all living beings, the ability to observe, notice the beauty around us).

At the lessons of reading differentiated tasks should be used. Particular importance they have at the beginning of the school year when children differ in their degree of literary development. It is important to "pull up" pupils who do not manage to provide them with the situation of success. Children should be offered three variants for tasks that differ in the degree of the teacher support in the process of their solving. Successful pupils can be asked questions to which they must answer themselves. Less successful children are allowed to be given a hint: what their attention should be paid to, answering the question. The tasks for children of little success will contain quotations from the text to which they should pay attention to answer the question. For example, while working on the story of Michael Slaboshpytsky "Miracle on the balcony" [16, p. 78 - 82] children may receive the following tasks:

Variant 1. Read the story and answer the question: how do you imagine the boy? Confirm your thoughts by the text.

Variant 2. Read the story, emphasize with a pencil the words that the most clearly convey the character of the narrator and his attitude to the ducklings. How do you imagine the boy?

Variant 3. Read the story. Think about which traits of boy's character say the expressions used in the piece of art: "someone always lives at the balcony", "they began to feed the ducklings with the bread crumbs", "I am not an ordinary boy, but a real friend of nature." What feelings did fill the boy and his mother when they saw unusual visitors on their balcony? How do you imagine the narrator?

Differentiated independent work will enable all the pupils to make the same conclusion: the boy and his mom are responsive; they help animals, love nature and its inhabitants.

It should be noted that an important condition for the efficiency of work on the image of the piece of art is empathy of the reader, expressing his own attitude to the character and his actions (a manifestation of sympathy or antipathy to the image-character, by what it is caused). In the text work on the piece of art questions and tasks aimed at evaluating events, objects, characters actions (expressing his own attitudes and support the author's position) aimed at evaluating events, objects, characters actions (expressing your own attitude and supporting the author's position) should be used, for example:

- Explain your attitude to Natalochka and her action (V. Sukhomlinsky "The abandoned kitten").

- Why did the narrator decide never to cut trees? What do you think of his decision? (S. Nosan "The fir tree").

- Approve your attitude to the boy's Serhiy action. What would you have done if you were him? (V. Sukhomlinsky "The singing feather").

- How do you feel about the boy who found the flower? Think about what you would say to your friends (V. Sukhomlinsky "The flower of Serhiy").

- Can we call Katya and Yurchyk curious and observant? (I. Senchenko "The horned shepherd").

Conclusions. So, to bring the pupils to the understanding of the idea of the piece of art, it is necessary to identify the most characteristic traits of the characters, evaluate their actions and determine the motives of their behavior, analyze the attitude of the characters to the events, to other existing characters, get into their feelings and emotions, show empathy, understand the authors' attitude to the characters and express your own one.

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THE PRIMARY RESEARCH STAGE OF THE AESTHETIC ENVIRONMENT OF BASIC AND SENIOR HIGH SCHOOLS

The article deals with the results of the experiment under the topic of the research. The degree of ability of pupils of the aesthetic activity and the degree of understanding of the aesthetic values of the surrounding world, the manifestation of interest in the art determined.

Key words: aesthetic environment, the teacher-experimenter, schoolchild and high school principles.

Л.В. Серих

КОНСТАТУВАЛЬНИЙ ЕТАП ДОСЛІДЖЕННЯ ЕСТЕТИЧНОГО СЕРЕДОВИЩА УЧНІВ ОСНОВНОЇ ТА СТАРШОЇ ШКОЛИ

У статті розкрито результати експерименту відповідно до теми дослідження. Визначено ступінь здатності учнів до естетичної діяльності та ступінь розуміння естетичної цінності навколишнього світу, проявлення інтересу до мистецтва.

Ключові слова: естетичне середовище, вчитель-експериментатор, учні основної та старшої школи.

Raising the problem. According to the Act of the Ministry of Education and Science of Ukraine dated from 20.02.2002 № 114 "About Ensuring the Regulation on Experimental Educational Establishment" [1], in order to implement the Regional Experimental Project "Theoretical and methodological principles of formation of the aesthetic environment of basic and secondary schools" and according to the Act of the Department of Education and Science of Sumy Regional State Administration dated from 22.12.11 № 963 in Sumy the experiment research on "Theoretical and methodological principles of the formation of the aesthetic environment of basic and high school" is being conducted [2] on the basis of Mykhaylivka comprehensive school of I-III stages, Lebedyn District Council, Kapustyn comprehensive school of I-III stages, Lypovodolyna District Council, Sumy specialized school of I-III stages №9, Sumy specialized school of I-III stages №17, Lebedyn school of I-III stages №3 of Lebedyn City Council, Putyvl District House of a Schoolchild, the Palace of Children and Youth of Sumy City Council.

The aim of the article is to outline the preliminary results of the experiment, namely, determining the degree of the pupils' ability to aesthetic activity and the level of understanding of the aesthetic values of the surrounding world.

The main material. According to the Acts [1, 2] the program of the Research-Experimental Project for 2011-2016 aimed at carrying out experimental work in five stages was approved.

At the first, preparatory and organizational stage (2011) the preparation and presentation of applications and programs of the research and experimental work (teaching experiment) "Theoretical and methodological basis of the formation of the aesthetic environment of basic and secondary schools" were carried out, preparing regulatory and legal basis for experimental work was done: making corresponding decisions of the Academic Council of Sumy Regional Institute of Postgraduate Education, the Department of Education and Science, Youth and Sports of Ukraine, Sumy Regional State Administration, the Academic Council of the Institute of Education of Pedagogical Sciences of Ukraine, teaching meetings of Secondary School of I-III stages № 9, № 17 Sumy, secondary school of I-III stages № 6 Lebedyn, Kapustyn secondary school of I-III stages of Lypovodolyna District Council, Mykhaylivka comprehensive school of I-III stages, Lebedyn District Council, Sumy Children and Youth Palace, Putyvl District House of a Schoolchild, parents' conferences of these institutions, delivering lectures and seminars was also planned: a) teaching the basics of management and organization of research and experimental work, and b) the theory and practice of creative self-identity as leading national education goals, c) on the theory and practice of forming aesthetic environment and diagnosing its results, training educational base for experimental work in primary and high schools was carried out.

In the second, diagnostic and evaluative stage (2011-2012): - the basic criteria and indicators of the formation of the aesthetic environment were considered at the research- methodological meeting, (February 2012) the testing of these criteria and indicators based on the diagnostic approach was conducted at the research workshop of all the participants in the experimental work (teachers, psychologists, professors, collaborating with educational institutions); experimental testing of the developed diagnostic tools in a separate class of primary and high schools and certain groups of circle work in after-school education was conducted; on the basis of this work an integral diagnostic system with options for primary, secondary schools was made, on the bases of the created diagnostic tools the common diagnostics of the levels of the artistic and creative skills of the pupils in all the experimental classes was made (January-February 2012 p.) as well as the indicative levels of forming

aesthetic environment of these categories of pupils; on the basis outlined above the diagnostics and assessment of the levels of the artistic and creative skills of the pupils of the experimental classes was summarized and the required set of diagnostic materials of the pedagogical experiment for considering by the Scientific and Methodological Council was prepared (February-March 2012 p.).

Emphasizing the importance and necessity of experimental work, namely, conducting diagnostic assessment stage, we will suggest the results of the diagnostic work, illustrating them on some examples. The diagnostic complex was largely built on our own methodology, the questionnaire for primary pupils (grade 5 and grade of primary-school level education) and senior (grade 8 - 9 classes and groups of high-school level of creative education) school contained, in our opinion, quite witty and sound questions. It should be emphasized that the respondents of these age groups will either transfer to another group by the end of the experiment, or will stay in this age group. We consider it to be the most appropriate variant for us with a view of preserving the purity of the experiment.

We will characterize the conducted questionnaire in more detail.

For secondary school pupils the diagnostic tools have been developed – 9 questionnaires. The questionnaire 1 was designed to determine the ability of the pupil of primary school (grade 5) for aesthetic activity. The respondents were giving the answer to the question:

1. Do you think art is important nowadays? and had to answer: yes, no, don't know.
2. What do you think is the main purpose of art nowadays? and had to answer: desire to create, inspiration to work, providing people with enjoyment, creating the objects of beauty.
3. Which kinds of contemporary art do you think the most popular? and had to answer writing three lines, which made it possible to summarize the answers to this question in three criteria, that is: whether the respondents name, know a little, don't name the kinds of modern art.
4. How do you distinguish an aesthetically educated person in the crowd of people? and had to say: according to the behaviour, walking, posture, manner of speaking, the appearance, clothing.
5. Would you agree to take part in school concerts, performances, fashion shows, competition art, etc.? and had to answer: yes, no, do not know or give your answer.

The survey involved 4 experimental (hereafter EG) and 2 control (hereinafter CG) groups, the final amount of responses is shown in Tables 1 and 2 in the total number of respondents and percentage.

Table 1

Determining the ability of the pupil of the aesthetic activity (EG)
(The Primary research stage of the experiment)

Questions/ Responses	1		2		3		4		5	
	amount	%	amount	%	amount	%	amount	%	amount	%
A)	59	71	30	36	5	6	40	48	67	81
B)	17	20	34	41,1	42	50,5	39	47	11	13
C)	7	9	19	22,8	36	43,5	4	5	5	6
Total	83	100	83	100	83	100	83	100	83	100

Table 2

Determining the ability of the pupil of the aesthetic activity (COG)
(The Primary research stage of the experiment)

Questions/ Responses	1		2		3		4		5	
	amount	%	amount	%	amount	%	amount	%	amount	%
A)	22	58	30	80	6	15	26	68	38	100
B)	4	10,5	6	16	10	27	8	21,5	0	0
C)	12	31,5	2	4	22	58	4	10,5	0	0
Total	38	100	38	100	38	100	42	100	38	100

In the experimental group the pupils of comprehensive educational establishments of the basic and senior school pupils were united, totally 83 pupils of 5 classes and the pupils of the circles "Art

studio", "Mosaic", out of school educational institutions (Sumy Palace of Children and Youth and Putyvl District House of a Schoolchild), which is 38 pupils of the basic level. Overall 71% of the respondents of the EG and 58% of the respondents of the CG believe that art is a priority today.

A person's desire to create something inspired by art was acclaimed as its main purpose by 36% of the respondents of the EG and by 80% of the respondents of the CG; as for providing people with enjoyment 41.1% of the pupils of the basic and senior school of the EG and 16% of the pupils of the out of school clubs of the CG express this opinion; creating objects of beauty or beautiful objects (possibly bright, single-colour, different, elegant, embellished, decorated, inlaid, etc.) is preferred by 22.8% of respondents EG and 4% of the respondents of the CG. It should be emphasized that the respondents of the EG gave some answers to the second question that totaled 100% and some pupils of the CG gave no answer.

Not all the participants could answer the third question of the questionnaire. Among the types of the contemporary art the pupils named "modern dance", "abstraction", "break", "rap", "breakdance", "hip-hop", "street dance", "thriller", "kvilinh ", " ballroom dancing ", " deck pager", " movie ", " bead ", " music "among others. It should be noted that the respondents do not name which of the types or genres of fine arts, music and movies are the most advanced, innovative, and which are more classic. The contemporary arts are named by 6% of the respondents and 15% by the CG; 43,5 of the respondents of the EG don't name at all and 58% - CG.

48% of the respondents of the EG distinguish the behavior of an aesthetically educated person in the crowd of people and 68% of the CG; as for walking, posture, manner of speaking - 47% of the respondents of the EG and 21.5% - CG; as for appearance, clothing 5% of the respondents of the EG and 10,5% - CG. It should be noted that the respondents of the CG distinguish an aesthetically-educated person in the crowd of people not by one but by several (two or three) indices, the total percentage is 100.

To the fifth question: " Would you agree to take part in school concerts, performances, fashion shows, competition of art, etc.?" the respondents answered "Yes" - 81% of the respondents of the EG and 100% of the pupils of out of school education of the CG, "No "- 13% of the EG, " Do not know, didn't think about it "- not a single respondent of both the EG and the CG.

For each response a) the respondents receive 3 points, b) - 2 points c) - 1 point of the first, second, third, fourth and fifth questions. The total score is a number that is determined by the level of pupil's ability for aesthetic activity: 14-15 points - a high level of ability; 13-10 points - a sufficient level of capacity; 9-5 points - lack of capacity.

The chart exemplifies the survey (Fig. 1) - a comparison of the responses of the experimental and control groups.

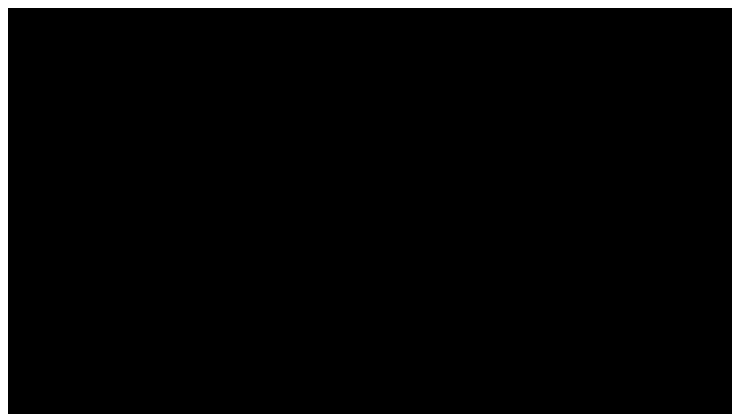


Figure. 1. Comparison chart to determine the ability of the pupils of the EG and CG for aesthetic activity.

(see the chart in the original)

Profile number 3 was designed to determine the understanding of the pupils of the basic school (grade 5) the aesthetic value of the world and interest in art. The respondents were giving the answers to the questions:

1. Do you think the world around you is harmonious? and had to give four answers: yes, no; in some respects, I do not know.

2. Would you like to improve the world around you? and had the answer: yes, no, do not think right, do not know.

3. Do you like to attend art events? and had to answer: yes, no, sometimes, do not know.

4. What artistic events would you like to visit? and had to answer: exhibitions, cinema, theater, or add another line in a free response.

5. What would you prefer if you were offered to see: performance, exhibition, visit the Philharmonic, movies, TV shows, fashion shows, nightclub read an interesting book.

In questions 6-10 they had to write a response in three free lines, explaining the response.

6. Who is your favourite artist. Why?

7. Who is your favourite composer? Why?

8. Who is your favourite director? Why?

9. Who is your favourite actor. Why?

10. Who is your favourite writer? Why?

So, on the whole, 83 pupils of the 5th classes and 38 pupils of the circles "Art studio", "Mosaic", out of school educational institutions (Sumy Palace of Children and Youth and Putyvl District House of a Schoolchild) gave the answers to question number 1 and 51 respondents of the EG as well as 30 respondents of the CG answered positively.

The final number of the responses is presented in Tables 3 and 4 in the total number of the respondents and percentage.

Table 3

Determining basic school pupils' understanding of the world aesthetic value and interest in art

Questions	1		2		3		4		5		6		7		8		9		10	
	amount	%	amount	%	amount	%	amount	%	amount	%	amount	%	amount	%	amount	%	amount	%	amount	%
a)	51	64	68	85	50	62	22	27	22	27	17	21	16	20	9	11	11	14	15	19
b)	7	9	0	0	3	4	43	54	26	32	36	45	38	48	43	55	39	49	38	47
c)	22	27	6	7	27	34	11	14	23	29	17	21	16	20	14	17	17	21	15	19
d)	0	0	6	8	0	0	4	5	10	12	10	13	10	12	14	17	13	16	12	15
Разом	80	100	80	100	80	100	80	100	80	100	80	100	80	100	80	100	80	100	80	100

Table 4

Determining basic school pupils' understanding of the world aesthetic value and interest in art

Questions	1		2		3		4		5		6		7		8		9		10	
	amount	%	amount	%	amount	%	amount	%	amount	%	amount	%	К-сть	%	amount	%	amount	%	amount	%
a)	30	79	12	32	26	69	12	32	16	43	18	32	6	16	10	26	8	21	6	16
b)	0	0	6	16	4	10	18	47	10	26	12	47	22	58	20	53	22	59	24	63

c)	6	16	10	26	8	21	6	16	10	26	2	1	6	16	6	16	4	10	3	8
d)	2	5	10	26	0	0	2	5	2	5	6	16	4	10	2	5	4	10	5	13
Total	38	100	38	100	38	100	38	100	38	100	38	100	38	100	38	100	38	100	38	100

64% of the respondents of the EG and 79% of respondents of the CG feel the world around harmonious, they are satisfied with their surroundings, they describe it as harmonious, beautiful and do not want to change anything. 85% of secondary school pupils of secondary schools would like to improve the world around and only 32% of the pupils of aesthetic circles reveal such desire. Almost all the respondents wish to attend arts events, positive responses are given by 62% of the respondents of the EG and 69% of the respondents of the CG.

To the fourth question, "What arts events would you willingly attend?" the respondents answered, "exhibitions" - 27% of the students of the EG and 32% of the pupils of the CG; "movie" - 54% of the students of the EG and 47% of the pupils of the CG; "theatre" - 14% of the students of the EG and 16% of the students of the CG; "opera, museums, ballet, concert" - 5% of the pupils of the EG and 5% of the pupils of the CG. All this gives us the opportunity to conclude that the respondents are well aware of artistic activities, but more inclined to watching movies.

To the fifth question, "What would you choose if you were offered to see ..?" the respondents chose among viewing a performance, art exhibition, visiting Philharmonic, movie, TV shows, visiting fashion show, discos, or replace having a rest with reading an interesting book. 27% of the respondents of the EG and 43% of the respondents of the CG would rather go to philharmonic, theatre, watch a performance or art exhibition; 32% of the EG and 26% of the CG prefer watching a movie or TV show, 29% of the respondents of the EG and 26% of the CG would rather visit models show or go to the nightclub and only 12% of the EG and 5% of the respondents have replaced having a rest with reading an interesting book. In questions 6-10 they had to answer in three free lines, explaining their response. Answering these questions they had to name a favourite artist, composer, director, actor, poet and writer and explain the answer. Among the favourite artists the pupils named Shishkin, Leonardo da Vinci, V. Vasnetsov, M. Pryimachenko without any comment - it is 45% of the EG and 47% of the CG; 21% of the EG and 32% of the CG explain their opinion. The pupils like the style, the colour scheme, the meaning of the image on the canvas, sometimes compositional vision, etc. There are difficulties in answering the sixth question - 21% of the EG and 1% of the pupils of the CG; 13% of the EG and 16% of the CG do not know the artists at all. Among the favourite composers of the interviewees there are Rachmaninov, Prokofiev, Mozart, E. Grieg, Tchaikovsky's without any comment - this is 48% of the pupils of the 5th class and 58% of the pupils of the basic-school-level of out of school educational establishments; 20% of the EG and 16% of the CG name a favourite composer, explaining their own answer, but this is often the answer like: "I like him, because he has very good music"; there are difficulties in 20% of the EG respondents and 16% of the CG, 12% of the EG and 10% of the CG do not know any composers. A favourite filmmaker, actor and musician is named by overwhelming majority of the respondents (55%, 53%, 59%, 49%) – without any comment, 16%, 17% of the EG and 10%, 5% of the CG don't name them at all. A favourite poet of the majority of the respondents (63%) – of the control and experimental (47%) groups is Shevchenko and the main argument of the respondents is referred to the fact that he writes very good poetry. 15% of the respondents of the EG and 13% of the CG do not name poets and writers, and it's embarrassing,

Conclusions. These figures are the primary quantitative results conducted by two questionnaires, qualitative characteristics will be suggested in further research works. Qualitative characteristics, namely, the determination of the levels of understanding of the pupils aesthetic value of the world and interest in art, were found according to the key shown below, for each answer a) the respondents receive 4 points, b) - 3 points c) - 2 points, d) - 1 point. The total score is a number that is determined by the level of understanding of the aesthetic value of the world by the pupils. Scored 35-40 points - a high level of understanding of the aesthetic value of the world; 30-34 points - a sufficient level, 10-30 points – insufficient level.

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GENDER APPROACH IN HISTORICAL AND PEDAGOGICAL RESEARCH OF THE EDUCATIONAL IDEAL IN THE NATIONAL THEORY AND PRACTICE OF XIX – EARLY XX CENTURY

The article deals with gender role attitude and gender approaches in the historical and pedagogical educational research, the feasibility of using gender approach to study the problem of the formation of the educational ideal in the national theory and practice of the XIX - early XX century. Implemented adaptation of the conceptual apparatus and methodological tools of some social sciences and humanities to certain historical and pedagogical issues.

Keyword: gender approach, gender role attitude, educational ideal, historical and pedagogical educational.

Л.М. Єршова

ГЕНДЕРНИЙ ПІДХІД В ІСТОРИКО-ПЕДАГОГІЧНОМУ ДОСЛІДЖЕННІ ВИХОВНОГО ІДЕАЛУ У ВІТЧИЗНЯНІЙ ТЕОРІЇ І ПРАКТИЦІ XIX – початку XX ст.

У статті охарактеризовано особливості статево-рольового і гендерного підходу в історико-педагогічних дослідженнях, обґрунтовано доцільність застосування гендерного підходу до вивчення проблеми формування виховного ідеалу у вітчизняній теорії і практиці XIX – початку XX ст., здійснено адаптацію понятійного апарату й методичного інструментарію окремих суспільних та гуманітарних наук до визначеної історико-педагогічної проблематики.

Ключові слова: гендерний підхід, статево-рольовий підхід, виховний ідеал, історико-педагогічні дослідження.

Setting the problem. In the Ukrainian society the beginning of the XXI century is marked by the transformation of the patriarchal system of gender stratification, marriage and family relations, public perception of femininity and masculinity stereotypes, traditional sexist attitudes regarding professional and social opportunities for women etc. These realities affect the state of national educational theory. For a long time pedagogical studies were under the influence of sex-role approach that significantly limited the development of the individual within the traditional gender roles, as a result educational ideals of the official pedagogy became unresponsive to historically and economically determined valuable needs of a new generation. The modern pedagogical science sees the overcoming of this contradiction in the introduction of the new - gender approach into the educational theory and practice that primarily provides the release of teachers' thinking of sex-role stereotypes [1, p. 476]. However, it is difficult to be used because it should be based on the national tradition of social knowledge, which is essentially being transformed by itself [2, p. 504]. That is why proving the appropriateness of use of the gender-based approach to the research of the problem of the educational ideal formation in the Ukrainian educational theory and practice in XIX - early XX century provides an opportunity to explore it considering new gender realities and urgent needs of

modern educational theory.

Analysis of research and publications. Gender approach to the theoretical proving of education peculiarities of an individual was used by: V. Vasyutinskiy (value orientations), S. Vykhor (gender roles), T. Hovorun (gender discrimination in education), O. Kikinezhdzhi (gender culture, gender-role values) A. Kis (ethnic genderology; a woman in a Ukrainian peasant family of the second half of XIX - the first third of the XX century), V. Kravets (history of gender pedagogy), G. Laktionova (values of female youth in large cities), M. Meltsas (gender identity, gender role differentiation), A. Mudryk (gender in social pedagogy), A. Paliy (differentiation by gender), I. Petryshe (sex education), A. Petrenko (gender dimension in education), A. Rean (psychological characteristics of sex), T. Repin (gender education), T. Titarenko (vital tasks of an individual), A. Hripkova (age-sex characteristics), O. Sharhan (sex education), L. Shtyliova (gender culture and education) etc.

In the second half of XIX - early XX century a special attention of historians, ethnographers, educational, literary and social figures is attracted by a woman's image that undergoes significant transformations caused by changes in the economic and social structure of the Ukrainian society. Created and fixed in the national outlook ideals and antyideals of children's and adults' images are reflected in V. Hnatyuk's "Legend of the three female tempers," "Song of a single mother that drowned her child," "Song of an infertile mother and unborn children", M. Dykariy's "Collections of rural youth in Ukraine", M. Derlytsia's "Peasant children", O. Yefymenko's "A peasant woman", N. Zaglada's "Life of a peasant child", Z. Kuzelia's "Fairs for girls", A. Levitsky's "South Russian woman in XVI - XVII centuries" D. Lepky's "Some beliefs about a child", A. Onischuk's "Families and christenings and a baby at the age under six", I. Franko's "Women in bondage in Russian folk songs" etc. An important feature of gender studies of that time, noted by A. Kis, is a transition from facts' description to their analysis [3].

At the end of the twentieth century the main attention in the study of historical and pedagogical issues is significantly is focused on the use of the gender approach. You can see descriptions and characteristics of men's and women's ideal traits expected by society / state in many works. However, in most cases, these works are devoted to gender issues of the ideal of female education in some Ukrainian regions: D. Hrozniy (female education in Kherson eparchy / mid nineteenth - early twentieth century/), V. Dobrovolska (history of female education in the South of Ukraine (1901 - 1910), L. Yershova (female education in Volyn / late XVIII – early XX century/) G. Masliy (female secondary education in Western Ukraine / second half of XIX - early XX century/) N. Ryzhkova (female education in Kharkiv province / second half of XIX - early XX century/) T. Shushara (female education in the Tauride province / XIX - early XX century/) etc.

Analysis of psychological, educational, philosophical, sociological, historical literature and positive experience of gender component use in various fields of knowledge and society activities underlines the usefulness of gender approach to the study of educational ideal of an individual as a unique adjacent phenomenon of many humanities and social sciences.

Aim and objectives. For creation of a holistic and sound image of the educational ideal it is important in the process of its study to consider the factor of human community socio-gender differentiation. Therefore, a key objective of our study should be the proving of scientific appropriateness and effectiveness of gender approach in the historical and pedagogical research of an educational ideal and adaptation of the conceptual apparatus and methodological tools of other social sciences and humanities (history, ethnology, sociology, demography, social psychology and pedagogy, social philosophy etc.) to the historical and pedagogical issues of our investigation.

The main material. The current state of gender issues in Ukraine study indicates a gender approach as a special direction of many social sciences and humanities development and an important component of national gender pedagogy. The essence of gender approach is the denial of biological determinism and recognition that biological differences between men and women is a historically conditioned justification of social expectations and cultural assessments that appeared to be asymmetrical and hierarchical in the history of civilization [4]. Modern education uses gender approach in order to achieve gender equality and develop equal opportunities for self-realization of every individual, that promotes the efficient upbringing of gender identity. According to I.

Gerasimova, it involves: no focus on "special assignment" of man or woman, encouraging activities that meet interests of an individual, mitigating gender stereotypes, considering social and gender differences [5, p. 134]. In modern educational science gender approach serves as an important condition for the implementation of gender upbringing, and therefore can be regarded as a special forming determinant of educational ideals of the new Ukrainian society. At the same time it is focused that peculiarities of an ideal man and woman upbringing depend not only on their biological, anatomical or physiological features but, above all, on the socio-cultural foundations of education, ideological and economic conditions of socialization, which are also the object of historical and educational research.

The main category when using gender approach must be the notion of "gender" as a set of historically and socially formed public perceptions of male and female which are evident in all vital spheres of each ethnic group. Gender assigns to men and women certain attributes and behaviors which can serve as models for building ideals and anti-ideals of different sexes. O. Kis, the author of a new trend in historical ethnology – etnogenderology, believes that the category of androtsentryzm, which deals men, their behavior and values as central and normative, "to which all female demonstrations are seen as marginal" [3, c. 1-2.] must be of the first-rate for understanding the essence of gender studies. An important category of gender approach is the concept of "gender dimension in education", which is used by modern educational science to study the degree of interaction between pedagogy and gender as complex social and scientific categories. This concept is used to assess the effects and results of teachers' educational efforts' influence on the situation and children' development depending on their biological sex: awareness of their identity, choice of ideals and life goals, the status in the group of peers, in society etc. Its use in the context of historical and pedagogical research will enable the assessment of personal and social consequences of separate schooling and upbringing in schools of different types and different subordination particularly of the content and efficiency of educational ideals which were formed.

If, considering the needs of modern society, the gender approach focuses on the development and establishment of equal gender opportunities policy in the process of self-realization in different fields of social practice [6, p. 37], on overcoming acquired in the process of socialization negative gender stereotypes, on the formation and successful realization of harmoniously organized system of educational gender ideals, in the historical and pedagogical studies, it helps to study the conditions and determinants of different social opportunities for men and women, and caused by these differences hierarchy, asymmetry or marginality of male and female educational ideals formed at different stages of the human community.

Let's point out that modern theory of pedagogics continues to apply to the sex-role approach, which is regarded as the traditional system of views on the appointment of men and women in society according to their biological characteristics [5, c. 135]. It means that upbringing of boys' and girls' ideal traits must depend on the norms and standards set up for the individual by a society of some cultural and historical timespace. It is the sex-role approach, with its biologically predetermined sexual behavior, which was in the basis of separate training and education of young people in the Russian Empire. The adherents of this approach have been convinced that it softens crises of age, reduces youth aggression and improves the efficiency of training. On the one hand the sex-role approach, used for the organization of the educational system in the Ukrainian provinces in the XIX – early XX century reflected logically a clear structure of that time society and ensured the organic integration of new generations in the traditionally defined social standards with values and ideals inherent to them, and on the other hand it provided its steadiness and firmness. We can say that it is the sex-role approach in the organization of education and training in the Ukrainian territories of the Russian Empire which during this period served as preservation of traditional views on the system of formal educational ideals of men and women, consolidating the system of social expectations of the educational ideal of the Russian citizen which is favourable for the empire.

However, in the early XX century the patriarchal stereotypes of male and female ideals came increasingly into conflict with the needs of new industrial, economic and ideological requirements. It became more problematically to explain the transformation of women's educational ideal (increase of women's education, expanding of the boundaries of their professional and civil self-actualization,

enhance of social status, etc.) with the help of biological differences. Therefore, using of notions gender / sex in the context of contemporary historical and educational researches will constrict the scientific discourse to considering only the biological differences and that's why in the humanitarian and social orientation the preference should be given to gender studies [3, c. 1]. Thus, the sex-role approach, taking into account the specific historical and pedagogical issues, would be logically regarded as an object for the study of which it is appropriate to apply a gender approach, which will give the opportunity not only to reproduce and characterize existing in the studied timespace biologically and ideologically based system of educational ideals, but will help to understand critically its determinants and consequences prolonged in the present time.

It should be noted that the gender approach in the study of the educational ideal needs and takes into account a number of important aspects which influenced the formation of educational ideals of that time Ukrainian society. In particular it includes the socio-cultural and ethno-national characteristics which differentiated personal ideals according to the socio-cultural features and nationally-identifying affiliation; the age-sex stratification of that time society, which defined the transformation of the educational ideal in various stages of personal development of women (a little girl, a young girl, a bride, a young married woman, a grandmother) and men (a boy, a lad, a guy, a husband, a grandfather), sex-role differentiation, which determined the features of social expectations of ideal images of men and women in certain social strata and groups (a daughter, a sister, a wife, a mother, a stepmother, a daughter-in-law, a brother's wife, a mother-in-law, a mistress, a girl with a bastard, a spinster, a widow; a son, a brother, a father, a stepfather, a father-in-law, a host, a widowed, etc.). All these aspects can be combined in a term "social and gender stratification of society", which Alexander Goncharenko defines as "a continual process of social ranking of individuals and social groups on the basis of sex, in which a category of sex along with other important social characteristics (age, ethnicity and race, occupation, economical level, political status, religion, education, etc.), which has economic, social, educational and other basis" [7, c. 6]. As for historic-pedagogical science, these features became very important because they appeared to be the main determinant in the process of forming and transformation of the system of pedagogical ideals.

It is important to mention, that the system of gender ideals, which are formed at the Ukrainian territory of Russian empire in XIX – XX centuries, is a certain symbiotic creation, in which every ideal, keeping an individual different features and properties, that provided its integration in the system of difficult national, cultural, economical and ideological relationships of harmoniously organized imperial organism. That's why we cannot ignore their national or class affiliation, when we speak about educational ideal of man or woman at the territory of Ukraine under Russian ownership. On the other hand, we cannot also forget about class, religion and educational differences while explaining gender specificity of ethno-national ideal.

Analysing the determinants of forming and transformation of the system of men and women's educational ideals at Ukraine under Russian ownership in XIX century, we should mention some social and historical factors. It is historically specified succession of events and facts, which determine important changes in social strata, social values, guidelines, ideals. Such factors include: changes in religion dominants at Ukrainian territory (peculiarities of Ukrainian Christianity, which caused the specificity of social requirements as for Christian ideal of man and woman; religious variety of Ukrainian regions, which stimulated educational and pedagogical competition, also helped to increase the educational level of women and explained the compulsory inclusion of different ethnoses of tolerance as obligatory and important feature to the matter of educational ideals) and reconstruction in state and administrative subordination of Ukrainian territory, that caused the changes of Ukrainian regions and their representatives in social status.

Gender peculiarities of formation and development of valuable guideline and educational ideals of Ukrainian society in XIX – early XX centuries were represented at historical limited character of educational legislation of Russian empire, ethno-national, cultural and regional peculiarities of its practical usage in the activity of educational-pedagogical and social institutes of that time, in formation of sexual conception of the content of state, private and public periodical publications, in gender issues of fiction and publicistic literature and epistolary sources of that time, which show their individual treatment of different social representatives to educational ideal of man and woman.

Consequently the usage of gender approach in studying source basis is logical and it will increase trustworthiness historic-pedagogical investigation.

Conclusions. Analyzed approaches are included in meteorological system of gender pedagogics, which is created to explain to the people the nature of gender stereotypes, to show their historical background, to reconstruct the traditional cultural limits in development of personal potential due to sex. The usage of gender approach for studying the peculiarities of transformational system of educational ideals, which were formed at the Ukrainian provinces of Russian empire in XIX – early XX centuries, created possibilities for objective appreciation of the courses and determinant of the present system of social differentiation of Ukrainian society due to sex, that's why provided a good ground for creating the effective pedagogical strategy of the forming of modern valuable social guidelines and the system of gender balanced educational ideals. It is quite obvious, that realization of pointed out issues of the tendency depends on effectiveness of historic-pedagogical investigations in the branch of studying the historically and culturally caused differences in formation of the system of gender ideals in Ukraine under Russian ownership in XIX – early XX centuries, discovering and analyzing of which is a perspective aim of our investigations.

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SCIENTIFIC CONCEPTIONS OF FUTURE SOCIAL TEACHERS PREPARATION TO TEACHING ACTIVITY

The paper analyzes the main approaches of modern scientists to understanding the readiness of the individual to certain activities, preparations to professional teaching activity of future social workers, defines essence of the phenomenon of future social workers for teaching in higher education; gives work's characteristic representatives of behaviorism, indicating that psychological readiness as a social unit formed by taking units of other people, representatives of psychological direction that sees the social setting scheme, which is fixed in the minds and formed man in the process of social experience.

Key words: training, readiness of personality, preparation to professional activity,

ЗАГАЛЬНОНАУКОВІ КОНЦЕПЦІЇ ПІДГОТОВКИ МАЙБУТНІХ СОЦІАЛЬНИХ ПЕДАГОГІВ ДО ВИКЛАДАЦЬКОЇ ДІЯЛЬНОСТІ

У статті проаналізовано основні підходи сучасних учених до розуміння сутності готовності особистості до певної діяльності, підготовки до професійної, викладацької діяльності майбутніх соціальних педагогів; визначено сутність феномену підготовки майбутніх соціальних педагогів до викладацької діяльності у вищих навчальних закладах; подано характеристику праць представників напряму біхевіоризму, які зазначають, що психологічна готовність як соціальна установка формується шляхом прийняття установок інших людей; представників когнітивістського напряму, що вбачають у соціальній установці схему, яка закріплена у свідомості та сформована людиною в процесі її соціального досвіду.

Ключові слова: підготовка, готовність особистості, підготовка до професійної діяльності, підготовка до викладацької діяльності.

The problem stating, its relations with important tasks. The problem of future social teachers preparation to teaching activity in higher educational establishment as a system of professional and individual phenomenon in modern Ukrainian and foreign science is investigated not enough because of the lack of well-grounded works according to the topic of the research. Preparation of future social teachers to teaching activity in higher educational establishment is quite new phenomenon in the Ukrainian education Psychology of high education, in spite of numerous works devoted to the vocational teacher training investigation in general, and subjective features of the teacher in particular.

Analysis of recent researches and publications. The current stage of Ukrainian education development is characterized by increasing scientific interest to the problem of teaching activity in higher education, to professional competence of the teacher of higher education, his vocational training (S.S. Vitvytska, S.U. Honcharenko, O.E. Hura, O.V. Korzhuyev, V.O. Slastyonin, U. G. Fokin and others). The actuality of the problem is mentioned in works of leading scientists involved in research of professional training, professional competence, professional training of future teacher of higher education (V.T. Aschepkov, E.F. Zeyer, Z. F. Tesareva, I. F. Isaev, O.V. Korzhuev and others).

The concept “preparation” in educational research is considered in broad sense: preparedness of student future social teacher to the professional activity (A. Kapska, N.V. Kuzmina, D.I. Feldshtein). And is considered in the context of different educational phenomena: preparation to the career choice of a social teacher (A. Kapska), to professional development (E.O. Klymov), to the meeting with the new professional situation (O.S. Romanova), to pedagogical communication (V.O. Kan-Kalik), to the conditions of working in new groups and collectives (Y. L. Kolomyynskiy), training of a teacher ready for moral education (V.O. Slastyonin).

Principles that covers the content, structure of future teachers of higher educational establishments preparation to the professional educational activity, technology of its formation in magistracy were left out of attention.

The aim of the article is to analyze the general scientific concepts of future social teachers preparation to teaching activity.

The main part. Nowadays teaching is considered as productive in professional competence structure of higher education specialist. It causes the effectiveness of his professional scientific activity, his successfulness.

Defining the essence of the phenomenon of future social teachers preparation to teaching activity in higher educational establishments is one of the urgent problems of modern pedagogic.

Firstly, it is the basis for the formation of specialist professional competence, ability that becomes an integrated professional quality of an individual in the process of professional activity. And it guarantees the success in work. Secondly, in spite of the numerous works dealing with the studying of this problem the only approach to its understanding is absent. Thirdly, higher education in Ukraine needs forms and methods improvement in preparing future specialists to teaching activity according to the society and individual needs. All these facts determine further investigations of the problem of future social teachers preparation to teaching activity. So, in order to determine the peculiarities of future social teachers preparation to teaching activity in higher educational establishments it is necessary to examine the most popular scientific ideas content.

Reference books in Education and Psychology determine the readiness to the activity as the ability to do something, a condition in which everything is done, all is ready for everything [2, p. 137]; a condition of mobilization of psychological and psychophysiological system of a person that ensure the certain activity [4, p. 137].

The theoretical basis of the research of person's readiness phenomenon to activity is his mental understanding. As the solid works firstly appeared in psychological works whose authors worked out the concepts of this phenomenon, determined its structure, mechanisms of its formation and development. Thus, we should note that it is necessary to identify the main items of modern psychology dealing with the essence of individual readiness phenomenon to activity in general and to the professional activity in particular. In order to give more complete description of the problem let's analyze the main approaches of modern scientists and psychologists to understand the nature of individual as its readiness to a certain activity.

The representatives of behaviorism tendency indicate that psychological readiness as a social setting is an intermediate variable that mediates the response to the objective stimulus of an individual. The formation of a settings happened by taking other people's settings. A separate group of people or even the whole society are considered as a complex system of interpersonal emotions: respect, hatred, dislike, arising between their members. These feelings become a part social settings. Their other components are cognitive (an opinion, view, beliefs) and emotional component (emotional attitude, feelings of sympathy and antipathy). And if some authors insist that the cognitive component of a setting affects the emotional, the others, on the contrary, indicate that affective component causes the emergence of new settings and modifications

[3, p. 12].

Speaking about the theories of behaviorism it is important to say that to change the settings it's necessary to change the parameters of a message, canal, communicator, do some tasks. So, the message must: 1) attract the attention; 2) be understandable; 3) be accepted; 4) stay in memory for a long time. The process of settings changing should contain two stages: 1) keeping information; 2) actualization of arguments in defense of their own position. In the psychoanalytic concept setting is regarded as a regulator of certain reactions that reduce internal stress and solve personal conflicts between motives.

The representatives of cognitive tendency understand the social setting as a scheme that is fixed in mind and formed by a man in the process of his social experience. It is cognition that keep information that goes to the person, direct and governs its behavior. Let's point out that researches D. Krech, R. Krachfeld [6] and others analyzing the social setting, pay attention to the fact that the setting can be seen as an organization and a long course of motivational, emotional, cognitive and perceptive processes in a person based on demands of reality. There are three components in social setting: cognitive (knowledge about the object of a setting), affective (emotional evaluation of the object) and volitional (volitional – purposeful actions of the object).

The representatives of a cognitive tendency suggest such explanatory theories speaking about the process of studying cognitions and mechanisms of setting changing: the theory of cognitive dissonance stimulates the person to rebuild the knowledge statement that contradicts each other (L. Festinger [6]). The main meaning of both theories is that the structure of the cognitive component of social setting of a man must be harmonious and stable. Conflict and contradictory cognition cause psychological discomfort in a man and a desire to restore consonance. Functional theory of a setting takes into account all the above mentioned approaches and investigate the setting according to the

needs it satisfies. There are four main functions of a setting: 1) instrumental or utilitarian adaptation that is revealed through the realization of adaptive behavior; 2) self-protection of the person from the inner conflicts; 3) presentation, demonstration of a person values that promote self-actualization, individual self-expression; 4) cognitive, which organizes the meanings of the person, the desire to understand the realities.

In Ukrainian psychological science different concepts are worked out like the concept of individual training to work. Researchers study in details the mechanisms of realization not only some acts of behavior, but the whole behavior, the activity of a subject based on system analysis.

We may affirm that the research of a person's preparation to activity is connected with the works of setting school by D.M. Uznadze [9]. He and his students developed in details the phenomenon of self-setting (primary), which is associated with satisfaction of physiological needs of a man in a familiar surroundings and in simple situations, and it can operate on an unconscious level.

Set-setting, unlike social setting which operates on a conscious level, is defined as the integral display, the essence of which is to prepare the subject, its readiness to emergence of mental and motor acts that can provide adequate to the situation observant and effective reflection (D. M. Uznadze [9]). The researcher demonstrated that set-setting provides the organism functioning at the individual level.

Scientist V. M. Myasyshev introduced the concept "attitude" that is close to the meaning of the concept of psychological readiness. His conception to the term "attitude" is analyzed as an integral system of individual selective, conscious connections of a person with different sides of objective reality. It is the result of the history of human development, reflects its personal experience and determines its actions, its feelings [1]. He showed that attitude is a condition of readiness, dispositions and is recognized by a human as emotionally full, selective, provides a focus to human behavior and determine its values.

Values are revealed in relation to themselves, to the society, the surrounding, they characterize the general direction of the consciousness and behavior of the person. Scientist V.A. Yadov [10] proposes a hierarchical system of personality disposition that can explain individual behavior based on its values. Social settings formed on the basis of the personal assessment of some social objects or their properties and evaluation of social situations. V.A. Yadov proves that there is a dominant general direction of person's interests in a sphere of social activities (professional, family). For example, if the professional direction will be dominant then, accordingly, human actions will be aimed at developing professionalism, achieving results in their professional activities, career building. Values of the person includes higher social needs: self-expression, self-development, self-actualization. Actualization and satisfaction of these needs are determined by a particular social situation, the way of social living in general, certain social groups to which the person belongs. Values play an important role in self-regulation of behavior [3, p. 17].

The most significant and influential on human behavior and life in general is a meaning setting – a concept associated with the concept of A. M. Leontyev. The system of personal meaning of the individual may be different from generally accepted. However, this system determines its behavior in society. The meaning setting is actualizes and objectifies in a form of readiness to a particular form of activity, gives it a stable character. It should be noted that the meaning setting is a dynamic personal formation which has a specific structure at different stages of human life and determines the state of readiness. This is reflected in the works of D.O. Leontyev.

A number of works consider individual training to a particular behavior, activities, acts, reactions through the system of settings, meanings, attitudes, orientation resulting a very complicated tumors – subjective position towards reality and himself – his place in society, activity organization, tools goal.

According to the researches of O.M. Leontyev, S.L. Rubinshtein [8] the individual readiness to activity consists of three components: cognitive, regulatory, personally meaningful. The cognitive component includes: 1) a system of knowledge and skills; 2) metaknowledge (methods and means of optimization of information alteration, creating their own means of cognitive and other activities). Regulatory component includes: 1) reflection on the process and results of their activities; 2) ability to realize and reasons of mistakes and factors analysis of successful activities; 3) self-correction tools – positive changes of adopted ways of activities. Personally meaningful component according to E.D.

Bozhovych consists of: 1) activities values for a person; 2) the motivation of cognitive and professional activity; 3) emotional colouring of the activity; 4) selective attitude towards activity [7].

Thus, we may conclude that the concept readiness Ukrainian and foreign scientists and psychologists understand as an inner state which is reaction to external stimulation situations and causes a specific type of individual behavior. Social setting is the result of learning through persuasion and suggestion taking into consideration subjective experience. In setting definitions the current subjective experiences is taking into account. This is inner mood, meaningful readiness, the system of attitudes, cognitive style, estimate reaction on somebody or something and is in thinking, feelings, meaningful actions in subjects attitude to the setting. Readiness serves as personal inner regulation of the activity, human relations with the society. It is something like planning of the future activities (P.K. Anohin [5]). According to M. O. Bernshtein [5], social setting with cognitive, emotional and connotative components enables a person to build his own picture of the world, work out the model of past and present.

Conclusions of the research and recommendations for further researches according to the problem of investigation. Thus, determining the general scientific conceptions of future social teachers training to teaching activity in higher educational establishment we have to state the following conceptions: “readiness to work”, “preparation to a professional work” and “preparation to teaching activity”.

Readiness is like construct, appropriately organized system of hypothetical schemes, demonstrations that help us to understand the human mood. Getting stability, these moods become determinants of specific creations: direction, motives system, attitudes.

Preparation of a personality to professional activities is studied through the above-mentioned positions of general concepts of the phenomenon of individual readiness to activity.

The analysis of approaches dealing with the concept of “preparation to teaching activity” gives a reason to believe that the majority of scientists understand it as a set of personality traits that help in effective preparation of future social teachers to teaching activity.

Further research should be connected with the content and structure of the future social teachers preparation to teaching activity in educational establishments and the technologies of its formation in magistracy.

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L. V. Kolesnykova

TEACHER'S PROFESSIONAL COMPETENCE PROBLEM IN THE INFORMATION SOCIETY SOCIOCULTURAL REALITIES

In all the historical periods education satisfied the society requirements. The education system trained the younger generations to living in the certain society and to activity in firmly fixed conditions.

The role of information and knowledge is growing in modern society. Nowadays in the world the volume of information increases in two times every year. All this leads to changes in teaching training and work. Higher educational establishments must prepare specialists, who will carry out educational process in kindergartens, schools and other educational establishments next 30 - 40 years. Graduates must be ready to work in the educational system of the information society.

Key words: professional competence, subject competence, information society, science, self education, education system.

Л.В. Колесникова

ПРОБЛЕМА ФАХОВОЇ КОМПЕТЕНТНОСТІ ПЕДАГОГА В СОЦІОКУЛЬТУРНИХ РЕАЛІЯХ ІНФОРМАЦІЙНОГО СУСПІЛЬСТВА

Освіта в усі часи свого існування задовольняла запити суспільства. Вона готувала молоде покоління до життя в конкретному суспільстві, а також до діяльності за чітко визначених параметрів.

У житті сучасного суспільства збільшується роль інформації і знань. У наш час у світі обсяг інформації щороку збільшується удвічі. Це змінює вимоги щодо підготовки педагогів і їхньої роботи. Вищі навчальні заклади мають готувати фахівців, які будуть здійснювати навчальний процес у дитячих садках, школах, інших навчальних закладах у наступні 30 – 40 років. Випускники ж мають бути готовими працювати в системі освіти інформаційного суспільства, й саме вони навчатимуть, плекаючи до майбутньої професійної діяльності, наступні генерації освітян.

Ключові слова: професійна компетентність, фахова компетентність, інформаційне суспільство, наука, самоосвіта, система освіти.

Setting the problem. Specificity of modern societies suggests researchers (D. Lyon, E. Herver, A. Touraine, E. Masuda etc.) highlight in history special stage - the information society, which become significant spread microelectronic technology increases the percentage of information-oriented types of work, increasing the share of information products and services in the gross domestic product (GDP) increasing role of information and knowledge society. Actively develop and apply information technology (IT) - a set of interrelated and interdependent disciplines (science, engineering, technology etc.), - studying the scope of the creation, storage, coding and decoding messages, and effective methods of working people engaged in processing and preservation of information, methods of interaction with people and technology and the associated social, economic and cultural issues. Relevance of IT is increasing as the world every year doubled the amount of information.

These factors put participants of the educational process and the educational system in such conditions which were not there before in the history. The situation in the age of information society requires interdisciplinary research and analysis.

The objective of the article. The current education system is the type of systems, which are called open. They are inherent dynamism, heterogeneity of various subsystems, accompanied by differences in their internal temporal characteristics. Condition of instability and uncertainty of an open system, the point of bifurcation - a relatively short period when "everything is possible" (V. Muravyov). At this time is sufficient to exert little effort, the system began to develop in the desired direction and moved to a state of dynamic stability. In many ways a condition of the national system of education can be considered close to the bifurcation point, which determined our research approaches.

Traditionally, professional competence was considered as an integral part of professional

competence. The educational process nowadays occurs in a new world: the information explosion that began last century acquired a permanent character. Although the term "explosion", in our opinion, does not reflect the real state of information field. Brief dynamic processes that lead to a new quality and the transition to a stable, dynamic, or relative equilibrium are called explosion. Instead, we have to recognize, that there are no signs of transition to a world post explosion balance. However, this unstable situation affects the quality of teachers and the conditions and the effectiveness of their work as professional, subject willingness to work will require sustained efforts on self-development, and ability to respond quickly to changes occurring in specific areas of knowledge.

Analysis of recent research and publications. Various aspects of training and professional competence of teachers discussed in publications of W. Kilpatrick, E. Parkhurst, L. Artemova, I. Bogdanova, Y. Babanskiy, P. Halperin, T. Dmytrenko, I. Zyazyun, W. Kremen, T. Lyurina, V. Serikov, N. Talyzina etc. Specificity of the information society and challenges - real and potential - that this period poses to humanity, dedicated the publications of J. Baudrillard, P. Webster, J. Habermas, L. Karvaliks, M. Castells, E. Masuda, A. Touraine etc. Well-known theorist of post-industrialism Bell at the end of his life became the theorist of industrial society.

The main material. Different concepts of information society has an excellent axiological status, however, the subject of our analysis is the other aspects. Information society - is not only a subject of scientific discourse, it is a reality which it is impossible to ignore and which are significantly transforming social needs and determines development of society. And even a cursory analysis of its trends shows that major changes soon are not going to happen. Information society - despite our attitude to this phenomenon – is already a reality that cannot be ignored either in practice or in predictive work, and we should learn to coordinate our aspirations. Every year on May 17 the world celebrates Day of the Information Society. You can ignore this date and does not celebrate it, but you cannot ignore the information society as phenomenon. Therefore, it is necessary to analyse the functioning of various spheres of social life in the light of existing realities.

Society and the state are systems, and each system is intended to survival through reproduction. A thorough analysis of the many needs of society and the state proves that they can be divided mainly into two groups. The first group includes the so-called matrix needs that are designed to facilitate the reproduction of the existing system, quite often such reproduction is the current state of conservation. The second group consists of future needs to improve the system and its subsystems, including social institutions, social groups and individuals. These groups of needs are rarely in a state of harmonious complementarity or synergetic interaction.

The universal ideal of harmonious development of highly educated people belongs to the perspective needs. To matrix belongs the need of the state in the presence of a rather small number of educated people who can perform administrative functions at various levels of government. In every society has always been, is now, and for some time kept unsightly professional activities which do not require highly developed harmony workers, so if the following matrix has been and still needs to be stored for some time to curb the trend of the development of society.

Genesis of education as a social institution occurs in the primitive days, the formation of the same education system - much later stage in the institutionalization of the state as a form of political organization of society, for its operation required a certain amount of educated people. The education system - the scope of the professionals - formed in the complex inter-relations of determination of the third social division of labour. It took place during the formation of the of states, the essence of it was the separating mental labour from other activities. You can by analogy with Karl Jaspers - "absolute and relative prehistory" [5, p. 50-70] - speak of absolute and relative third social division of labour. According current data the first time this has happened in Sumer in the early IV century BC (absolute), but the vast majority of people at that time mental work still remained interwoven in the physical, they had no social needs, either through lack of productivity, real opportunities to enhance these processes.

At the primitive level of the development is a certain specialization of labour: shamans, sorcerers, etc., often exempted from other activities in the customs, prevailing in a particular society (tribe) and the fear of the people. And it does not let to talk about the division of labour. It was only later, after several centuries (ancient Egypt) or thousands (Hellas), with the start state processes in

different nations is quite active separation of mental activity and the third social division of labour. Since that time the educational system, the content and nature of educational processes conditioned by the state and public needs. This raises an exception day antiquity with its overall high level of education for all citizens.

Ancient culture had achievements, which to this day recognized significant. These include the Athenian system of education that aims to implement the four principles of unity: mental, physical, moral and artistic education. The overall high level of residents of Athens education was base and the substrate for the development of science, which has long evolved as syncretized philosophical knowledge. Ancient Philosophy and Science, says E. Ushakov, were associated with rational contemplative cognitive and cultural project. "The ideal of truth understood as correspondence human cosmos, his perfect world order. Achieving the truth would lead to harmony. In socio-political terms, a model of this form of life there was little democratic city-state. In late antiquity the ideal was the person obtaining inner balance. Rational design of ancient culture was endowed with moral (need social practice self) and aesthetic (the contemplation of beauty) charge "[4, p. 508].

The foundations of European traditional education system were laid in the Middle Ages, then, with the advent of universities more complex structures of the education system occurs. "Medieval culture - is oriented to the divine, to the highest. The cultural idea of Ages occurred in theocentric line. Therefore, science and all other areas of life were subject to religious purposes "[4, p. 508]. In the Renaissance begins differentiation of knowledge, especially natural science. "Renaissance - is the idea of perfection, self-revelation of life forms, which reaches the ways artistic and aesthetic creativity. Truth and beauty, knowledge and art sought then to a whole "[4, p. 508]. The following century the differentiation of scientific knowledge has increased so much that scientists from different fields of science cannot understand the essence of their colleagues. However, there are contradictory processes in modern science - integration, accompanied by not only the interaction of various sciences, but also the emergence of interdisciplinary branches of scientific knowledge.

Differentiation of Sciences had a significant impact on the educational system. Teaching became the objective. «Academic subject - is logically processed scientific material" [3,15]. In addition, this material is adapted according to the age characteristics of students. From Yan Amos Comenius Reforms (1592-1670 years) teaching subjects acquired the character of classes. Today there are many criticisms on this approach in the educational process because it ignores individual differences, personal interests of students, aims to unify outstanding personalities of others. The reformer himself considered this system as a means of humanizing education, the goal of which, in his opinion, is to improve people through universal education in the spirit of tolerance and humanism. Yan Amos Comenius was the first who applied the principle of consistency - one of the key principles of life – to the organization of school life, offering the public the draft comprehensive school system.

Subject-class-task nature of the educational process demanded teachers of new formation, whose purpose was the teaching of subjects which have the same name as some science, but school subjects, for example, "physics" or "math" insufficiently correlated with the sciences that have the same name. It is impossible to call these courses propaedeutic because propaedeutic provides the following in-depth study of science or a science section. These teachers had to perform (and perform) a dual function: to acquaint their students with the fundamentals of science within the existing paradigm, and some students lay the foundation for exploring their own science, which had to last for the next stages of learning as an in-depth study of these subjects, and for the most prepared - exercise proper science. The role of the teacher in this case is very responsible, because, often, academic subject and science, students perceived through the prism of the teacher's individuality. These factors put forward specific requirements for the preparation of teachers and their future work. Problematic is the interpretation of vocational training.

In modern pedagogics and psychology of commitment to educational activities as a set of pre-defined professional requirements [3, p. 226] as "a complete integrated personality quality that characterizes her emotional and cognitive and selective predictive mobility at the time of inclusion activities specific orientation. Ready resulting from human experience, which is based on the formation of positive attitudes towards work, motivation and awareness of the needs of her objectification of its subject matter and methods of interaction with him "[3, p. 227]. Over the past

100 years term of training for teachers has increased nearly twice, because world seems more difficult and work seems much harder than it is traditionally believed, "a man of education as a subject" (K. Ushinsky) and as natural and social and spiritual being.

Career and professional competence of the teacher for a long time considered identical. The teacher, like the doctor, having acquired the status of a good specialist, remained so throughout his life. Yes, Professor Vilchur, the hero of the novel by Polish writer T. Dolenty-Mostovych, despite amnesia, nevertheless reminds skills and provides quality care to patients, that is, does it at a high professional level. Qualified teacher was able to perform his work efficiently for a long time, if not become an obstacle to extraneous factors (social degradation, etc.). Nowadays a good teacher, except language teacher, has to acquire the status of good teacher throughout the professional activities.

In previous epochs purpose of education was to satisfy the many different needs of the state and society, so it was internally differentiated and acquired complex structure. In today's educational system we can distinguish the following main subsystems: Preschool, 2 - 3 Step secondary (school), differentiated special, which can be combined with a secondary, multilevel higher education. A good structured education system provides stability, while at the same inertia and conservatism. The shift took place in the education system - with the exception of critical epochs of scientific revolutions, etc. - slowly, so this complex mechanism made it evolve over time and adapt to new conditions and to meet new demands. Society placed quite strict requirements on criteria for training specialists.

The irony of the current situation is that none of the educational field has such criteria and cannot be formulated as 5-7 years, go for training in universities, in the information society significant change may occur, the nature of which cannot be foreseen. "We should ask whether it is generally correct statement of the problem: that something that does not yet exist should be planned and created" [2, p. 141]. Graduates of the university have to be competitive in today's job market and to stay popular for several decades. One of the most remarkable features of modern teacher must become a permanent commitment to the unknown and uncertainty. Therefore, in today's world one of the foundations of the educational sector is the continuity of education.

So it is possible, acquiring, maintain professional competence, which includes ownership of material, erudition, awareness etc. [3, p. 231]. Important component of competence is professional competence - a thorough knowledge of his subject and his methods of teaching, history and modern science represented by this object. And then teachers may have problems because modern science, as in ancient times, in Sumer and Egypt or in the Greece, becomes esoteric nature.

The combination of academic research and higher education modelled on medieval universities cannot definitively resolve this conflict as medieval science was based on the principles laid down in Antiquity day when scientists, philosophers began to explore the world with an intuitive sense of its syncretic unity. This may occur not on a rational level - it lacked factual material, but only on an intuitive level, as an ingenious conjecture or insight. Contemporary science has been syncretic, only the science of the world and man and for a long time remained so.

Conclusions. Over the last 2 - 2.5 century system of education was the only area of public life, which is directly related to the fate of every man which cannot be ignored and from which it is impossible to isolate. The state of education is determined by the level and nature of society, its existing and prospective matrix needs. At the same time, society is largely determined by its own education system. Without awareness of this interdependence society doomed to regress. For an individual at the beginning of her life all these complex multi-directional and multi-level social processes personified in a small number of professionals - school teachers who act as mediators between the child, his world and the "big world" with its spiritual and material production. The role of teachers of other levels of education is to begin the process of implementation in other qualitative basis. The demand for teachers by society is not an indication of his professional feasibility, if it is not reinforced the demand for teachers from students, which is a prerequisite for the formation of students' sustainable learning needs and knowledge. An important figure here - and the presence of modern information technologies - is a teacher who can teach others and is willing to learn himself. Only when relatively high proportion of teachers in the educational environment, education system fulfils successfully its social function in the modern world.

"Socio-cultural context of science present in scientific knowledge as a volume reservoir of

meaning as indefinite set of ideas, intuitions and ideas. Social and cultural meanings are concentrated in specific categories, often called philosophical or cultural, universal. They reflect the spirit of the epoch, its holistic intellectual and emotional climate "[4, p. 487]. Philosophy is called soul of the culture, so the role of philosophy in the modern world and the education system are slightly different. It still produces meanings and interprets the world. In addition, only it is able to combine disparate pieces of knowledge and the world, because universe is divided into objects of research only within the natural sciences. The real world was and is complete. We accept reasonable comments M. Kultayeva: Philosophy in developed societies is never too much [1]. Metascience of the future has come to realize the unity of the world and its understanding as a whole. And for this to happen, changes must begin from the education space, from the formation of generations of teachers, who will be able to work in schools dynamic (dissipative) world information society.

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A.P. Yunak

METHODS OF FORMING HEALTH PROTECTION TECHNOLOGIES' CONSTITUENTS FOR FUTURE PHYSICAL TRAINING TEACHERS

The problems of health protection and modern state of health protection technologies for future physical training teachers are defined in the article. The methods of safe conducting physical education lesson, dosing and testing of the load was worked out and tested.

Key words: health protection technology, physical education, dosing of the load, traumatism, testing of the load, the experimental methods

A.П. Юнак

МЕТОДИКА ФОРМУВАННЯ СКЛАДОВИХ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНИХ ТЕХНОЛОГІЙ У МАЙБУТНІХ ФАХІВЦІВ ФІЗИЧНОГО ВИХОВАННЯ

У статті розглянуто проблеми здоров'язбереження та сучасний стан здоров'язбережувальних технологій у майбутніх фахівців фізичного виховання. Розроблено та апробовано методику безпечної організації проведення уроку фізичного виховання, дозування та контролю навантаження.

Ключові слова: здоров'язбережувальні технології, фізична культура, дозування навантаження, травматизм, контроль навантаження, експериментальна методика.

Setting the problem. Health is one of the main conditions that determines the full child's development. The steady tendency to health worsening of children and youth is one of the most acute problems nowadays. It is a well-known fact that the child loses at least a third of his health during school years. [9].

The basis of child's health protection is physical activity that is being carried out by the system of physical education at school. One of the main objectives of physical education is the development of physical abilities and this task should be performed since elementary school. Low

level of children's physical abilities has negative influence on forming of locomotorium, cardiovascular and respiratory systems. [1].

Modern society demands searching of new optimal ways of improving educational methods and content according to the state programme "Osvita. Ukraine in XXI century" and requirements of Bologna Declaration [2]. So the problem of health protection becomes very important.

Recent research analysis. Nowadays the safety of physical training lessons is the important part of protection and strengthening of pupils' health at the school system of physical education. It requires appropriate professional competence of physical training teacher. He must have knowledge and skills of health protection technologies as a structural element of educational technologies. It also demands the creation of organizational and methodological conditions for the improvement of the teacher's professional competence for the professional activity (V.I Kurylova (1995), E.N Prystupa (1999), M.O. Nosko (2005) I. O.Kalinichenko (2010), O.O. Ezhov (2011), O.V. Brizhatyi (2012), I.A. Brizhata (2011).

Nowadays education of physical training teachers is characterized by a number of contradictions and essential drawbacks, namely between the demands of the information society to the education of future physical training teachers and their qualifications according to the educational level, between the processes of democratization and humanization of pedagogics and practice of providing appropriate physical education and their reflections by the education of future physical training teachers; between needs of pedagogy and practice in account of international experience of future physical training teachers education and insufficiency of its understanding and generalization in the national educational science; between mass education of future physical training teachers and special purpose approach to their training; between the volume of scientific information obtained through modern information and communication technologies, particularly the Internet, and the conditions for its application at higher educational establishments [3, p. 8].

Thus, having analyzed the results of various authors' studies we can identify such main reasons of health risks by physical activity:

1. Organizational errors during the lessons and competitions. These are violation of instructions and regulations by conducting physical training lessons, overloading of programme and competition's calendar; improper groups' forming (by the training level, age, sex), the large number of groups involved in technically challenging sports on the ground; conducting classes without teachers and coach.

2. Methodical errors during conducting of the lessons. They are caused by the violation of the didactic principles of training (frequency of the lessons, the gradual increase of the load, sequence of the lessons), by the lack of individual approach, by insufficient attention to health, sex and age characteristics, physical abilities and readiness of the students.

There are some reasons to cause the injuries. They are the neglect of the introductory part of the lesson, the warm-up; improper exercises technique training, lack of necessary safety and self-safety measures, their improper usage, frequent usage of maximal or forced loads; transfer of means and methods for athletes training to the school students training. Besides, the causes of injuries are drawbacks of educational planning, which cannot provide a complete general physical education and continuity for the forming and improvement of physical and mental qualities of the students [4].

It should be noted that the efficient development of children's physical abilities depends on the optimal parameters of physical activity. It should be directed to correction of motor development. Many authors [5, 6] recommend optimal load without taking into account age possibilities of the students. These works are mainly focused on physiological rationale of certain types of loads during sports training [7].

The aim of the article is to analyze the competence of future physical training teachers for the students' health protection, to work out and test the health protection methods of physical education for students of comprehensive schools.

Main material presentation. The research was carried out on the basis of Olexander Dovzhenko Hlukhiv National Pedagogical University (2010-2011) and A.S.Makarenko Sumy State Pedagogical University (2011-2012).

Having analyzed the works of many authors we came to the conclusion that the main causes of injuries at school are teachers' incompetence in such questions as organizing of lessons conducting, teaching children safety measures, safe dosing and testing of the load.

To verify these data we have worked out tests for the safe load dosing, for testing of the load, safety measurements, for selection of safe equipment.

During the pedagogical experiment we determined the physical training teachers' injury prevention competence. The results of the tests showed that the level of competence on topic "Safety of physical exercises' organizing" were unsatisfactory (according to the 100-point scale). 0% of physical training teachers showed high competence level; 8.6% - higher than average level; 56.5% - average level; 30.4% - lower than average level; 4.3% low level. So $X_{av} = 44.35 \pm 5.26$ that means the average level of competence.

Tests to identify the knowledge of physical activity's safe dosing helped to find out that 0% of respondents had a high competence level, 13.6% - higher than average level, 35.8% - average level, 55.6% - lower than average level, 4.5% - low level. The average group index is ($X_{av.}=33.8\pm3.65$) and this index is lower than the average level of competence.

The results of the tests for load testing showed that 0% of respondents had a high competence level, 4.5% - higher than average level, 60.2% - average level, 26.1% - lower than average level, 4.5% - low level. The average level of the group is ($X_{av.}=41.7\pm3.24$) and this index means the average level of competence.

The poll of physical education teachers on topic "Methods of safety measurements" helped to find out that only 4.5% of specialists had a high competence level, 26.5% - higher than average level, 47.7% - average level, 21.2% - lower than average level, 0% - low level. The researched group average index according to the results of testing is ($X_{av.}=46.5\pm4.7$) and it is defined as the average result.

Interviewing the respondents on topic "Selection of safe equipment" helped to clarify that only 4.5% of specialists showed a high competence level, 17% of them had higher than average level, 27% - average level, 34.4% - lower than the average level, 17.3% - low level of competence. According the results of the tests the average group index is ($X_{av.}=20.4\pm4.7$) and it is defined as lower than the average result.

Based on these results we have worked out and implemented the health protection methods of physical education for students. It included the following:

the creation of health protection programme's modules for training of future physical training teachers;

the introduction of medical and biological testing of physical activity dosing;

the individual selection of exercises according to the physical preparedness of the students.

The modules of injury prevention training, safe conducting of physical training lessons, preventing overloading were introduced to the training programme of the experimental group. It gave the opportunity to raise the knowledge level of health protection technologies in physical education

The results of the retest by the final evaluation showed that the number of physical training teachers with a high level of knowledge in the experimental group was 12,4% more than in the control group. There were 10% of teachers with higher than average level of competence in the control group and there were 10.1% more of such specialists in the experimental group. The average competence level of respondents in the control and experimental groups were quite similar, the difference was 2.2% in favor of the experimental group. There were 11.3% of responses with the lower than average level of results in the experimental group but there were 19.9% more of such responses in the control group. There were no specialists with low competence level in the experimental group and there were only 5.1% of such specialists in the control group. It is a positive result of our research.

The average number of responses in the control group is $X_{av.}=47,55\pm6,5$ and it is defined as the average level of injury prevention competence. The average number of responses in the experimental group is $X_{av.}=65,8\pm4,8$. It is higher than the average level of competence.

Learning of the module about dosing and testing of load during the organizing of physical training lessons in the experimental group gave an opportunity to increase the competence level of the

specialists on these topics. The results of the group showed that the number of specialists with the high competence level increased to 10.1% (0% and 10.1%). The students of the experimental group showed higher than average level of preparedness - 31.5% and in the control group - 13.6%. The difference was 17.9% in favor of the experimental group.

The results of load testing 8.5% in the experimental group showed a high competence level of teachers in comparison with 0% in the control group. The number of specialists with above the average level increased by 18.6% in the experimental group (9.1% and 27.7%). The number of specialists with the low level was 4.5% in the control group and 0% in the experimental group.

The average number of correct responses during testing of the load in the control group is $X_{av.}=41.7\pm 4,5$, that means the average competence level, and in the experimental group – $X_{av.}=62.4\pm 3,8$ and it is defined as higher than the average level of competence.

The average number of correct answers of load dosing in the control group is $X_{av.}=33.8\pm 4,5$, that means lower than average competence level, and in the experimental group – $X_{av.}=58.6\pm 3,8$ and it is defined as the average level of competence and only 1.6 points is not enough for "higher than the average level."

The module "Injury prevention training" was introduced to the training programme. It allowed defining essential difference between the results of the control and experimental groups. On the topic about the methods of safety measurements 14% of respondents had a high competence level in the experimental group and 4.5% in the control group; 32% of respondents had higher than average level and it is 6% more than in the control group; the difference of the average competence level is not essential - 2.3%, but there were specialists with lower than average level in the experimental group (in the experimental group - 8.1%, in the control group - 21.1%).

Answering the question about the selection of safe equipment 20.1% of the specialists of the experimental group showed a high level of competence and only 4.5% of specialists had such level in the control group. 41.1% of specialists had higher than average competence level in the experimental group and 27.2% - in the control group, 16.4% of specialists of the control group had a low level of knowledge.

Conclusions and further research perspectives: The level of knowledge of future physical training teachers on the question of schoolchildren's health protection was analyzed in the research. The health protection methods of physical education for students was worked out and implemented. It included the following: the creation of health protection programme's modules for training of future physical training teachers; the introduction of medical and biological testing of physical activity dosing; the individual selection of exercises according to the physical preparedness of the students. The results of the retesting confirmed us the effectiveness of the methods. It was proved that the methods could be used for education of future physical training teachers.

The further research perspectives may be focused on the working out of instructional materials on health protection technologies for future physical training teachers.

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VOICE SETTING AS THE PEDAGOGICAL SKILLFULNESS FORMING CONSTITUENT

The article deals with the specific requirements relating to the preparation of teachers of all disciplines. They are related to the skills and ability to use your own voice, which is an important component of pedagogical skillfulness.

Pedagogical activity is connected with high tension for the voice apparatus, causing the development of occupational diseases and loss of working capacity. This can be avoided by implementing actions to voice setting: the development of voice skills, the essence of which is the process of learning the most efficient interoperability of the vocal apparatus, as well as their coordination.

The article analyzes some pedagogical and psychological aspects of voice training, a complex of effective exercises that can be used. Teaching work is connected with intensive loading the voice articulator organs. The article deals with the specific requirements to all specialties teachers training.

Key words: pedagogical skillfulness, voice setting, voice apparatus, pedagogical activity.

С.В. Кисла

ПОСТАНОВКА ГОЛОСУ ЯК СКЛАДОВА ФОРМУВАННЯ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ

У статті висвітлено специфічні вимоги до професійної підготовки вчительських кадрів, що стосуються навичок і вмінь використання власного голосу як складової педагогічної майстерності.

Педагогічна діяльність пов'язана із великими навантаженнями на голосовий апарат, що призводить до розвитку професійних захворювань і втрати працездатності. Запобігти цьому можна, здійснюючи цілеспрямовані дії із постановки голосу: розвитку голосових даних, сутність чого становить процес засвоєння найоптимальнішої взаємодії систем голосового апарату та їхньої координації.

Особливий акцент зроблено на осмисленні окремих педагогічних і психологічних аспектів постановки голосу. Автором запропоновано комплекс ефективних вправ, які можна використовувати в різних видах занять зі студентами.

Ключові слова: педагогічна майстерність, постановка голосу, голосовий апарат, педагогічна діяльність.

Statement of the problem. The problem of the pedagogical skillfulness as a means of effective teaching in standard and non-standard situations has been the subject of scientific research in the nineteenth century, due to the intensive development of the education system in the countries of the European cultural region after the industrial revolution the second half of XVIII-XIX centuries. The question of the pedagogical skillfulness of teachers remain urgent even today. Various aspects of

the describing problem studied K. Marbe, A. Kylpe, D. Uznadze, W. Thomas, F. Znanetski, A. Ganyushkin, K. Duraj-Novakova, V. Molyako, V. Slastonin, I. Zyazyun, V. Ognevjyuk etc.

There are some researches about the nature of pedagogical skillfulness, its role in various forms and at various stages of educational activities, including the preparation of future teachers, in the today's pedagogical discourse. Common and methodological problems of the phenomena of the pedagogical teacher's skillfulness, its formation, the ways and forms of realization in practical aspect are relevant practical and theoretical problems now as heretofore. The research of components of the pedagogical skillfulness is equally important.

Based on the analysis of the sources we can argue that the structure of pedagogical skillfulness has such elements: humanistic orientation, professional competence, content of which is knowledge of the subject, methods of its teaching, pedagogy and psychology, skills for teaching activities - communicative, perceptual abilities, dynamics of the personality, emotional stability, an optimistic prediction, creativity; pedagogical technique - the ability of using of the psychophysical machine as a tool of educational influence, methods of self - control (of your body, mood, speech, attention and imagination) and other methods of influence by verbal and non-verbal means [5, p. 31-37].

The aim of the article. Among the defining elements of the pedagogical skillfulness and teaching activities, in our opinion, insufficient attention is paid to the voice - one of the means of verbal communication, the means of expression and the establishment of intellectual, emotional and personal contact with others. The voice is a "working tool" of teachers of any profession, so its physical condition and longevity have always been an important issue. Future teachers have taught, depending on the specialty, the different instruments, familiarize them with the safety measures, the best methods of work. The only tool that is not taught to control - is a voice.

In the textbooks on rhetoric there are information about the algorithm of constructing the speech: how to choose the topic and arguments; draw attention to the sound, lexical, stylistic and syntactic level text; analyzes the logical and aesthetic foundations of eloquence, psychological and pedagogical foundations of the lecturing skillfulness [1, 2, 4]. It refers to the layout of the text with the characters scores [1], to the training that will help you to evaluate yourself "from the side", to develop the system of gestures, to work on facial expression etc, to work out in the proclamation of the speech aloud at home or whisper to oneself [1, 2, 4]. The mentioned techniques are important for the teacher. However, the teacher (lecturer) must be able to skillfully own his voice, use its communicative, aesthetic and acoustic properties as much as possible. For this reason there is a need to highlight the solutions to the designated conflict.

The main material. Positive phenomenon in higher education is the introduction of the course "Pedagogical skillfulness" that involves "not only learning, but also the development of skills, the formation of competencies and abilities that will help to set a person as an instrument of pedagogical influence on interactions with children, parents, co-workers [5, p. 5]. The authors of the textbook "Pedagogical skillfulness" [5] believe that this phenomenon should be understand as a disclosure of self "I" in the profession as a self-identity of teacher in the pedagogical activities that provide the realization of the identity of the pupil, that is intentionality should be interdependent by interaction.

In public activities, which include pedagogical, an important role in language, speech, have not only content, but also some external factors. For example, if the most compelling true words pronounce in obnoxious (quickly, nasal etc.) voice, they cannot be accept or cause a negative reaction because of the characteristics of the voice. Instead, the voice that makes a positive impression is an important tool to overcome the psychological and intellectual barriers. Because of its beauty the masterly possession of it is an important profession feature for the teacher.

Mastering the language a child learns spontaneously the linguistic automatisms - language inhale and language exhale, form and degree of mouth opening, etc - the specific process of phonation; it also learns to use the natural acoustics of the vocal tract. Most people don't lack these skills later in life. But the representatives of some professions (singers, actors, priests, teachers, etc) have additional requirements for the development of voice data and it is called staging of the voice. Its essence is the process of mastering the optimal interaction of the vocal apparatus and their coordination.

There are different approaches to the realization of the appointed task. Some teachers use an

empirical approach when setting the voice: their students - through trial, error and success - accurately reproduce all the techniques of the teacher. At the same time the role of theoretical generalizations and logical analysis is minimized. This approach is quite productive during individual classes, but has some disadvantages: learned skills quickly lost during a rather long break between classes that occasionally happens (teacher's business trip, vacation, illness, etc). Effectiveness of the empirical approach reduced if its use during the lesson with a group of students. Reflexology approach, the so-called "effect Tomatisa" (after the famous French specialist A. Tomatisa, 1920 - 2001) is self-adjusting of the student's voice under the reference voice that is heard in the headphones. This approach is often applied if it is necessary to change the tone of the voice. A wide range of tools - voice, facial expressions, plastic - used for simulation game approach. It is effective in working with children, but it can also be used in other age groups. Lessons are based on the principle of the role playing games.

Much of the experts in setting voice chosen analytical approach, when direct demonstration and imitation, as in the empirical, based on the knowledge of a pupil of the nature of his actions, the laws of the processes. These classes are based on the principles of trust and pedagogy of collaboration because of the need of the pupil to conscious interaction with the teacher and meaningful action, not unthinking imitation. This is the work for the future, which lays the foundation for further successful educational activities and professional longevity. Credibility requires that this pathway is more complex than others, and the first positive results more difficult to achieve than others, and advantages of the analytical approach we can see only later. Between the start and the first results can occur disbelief in your own abilities, and doubts about the approach of the teacher. So here is a very important personal qualities of the teacher and his authority.

Today one of the most pressing problems in the world is a maintenance of professional longevity, which is associated with the natural aging process of so-called baby – boom generation (1946 - 1964). Until recently, in developing countries, this generation has played a leading role in various industries, it is determined the parameters of the modern world and its dynamics. Baby - boom generation because of its share in the overall structure of the societies was the main filling of the Pension Fund, which helped to create quite perfect pension system and simultaneously laid the foundations for future problems, because now this generation is the main client of pension funds. The retirement age for men and women in most countries is already 65 – 67 years old.

Such demographic situation in the world does not give grounds to hope for a relaxation of these rules, so young professionals have to prepare for the demands to keep their efficiency for a long time. For teachers, it means that in addition to good physical condition, they need till 65 - 70 years have a voice that is able to withstand professional loads. And it will be real only with the constant work on it.

The advantages of the analytical approach is that the acquired skills and the ability is remain a long time. Most people have no opportunity to take regularly lessons of voice setting and requirements for its characteristics in educational activities are tough. This leads to an important role of self-improvement and self-control. Audio and video significantly increases the efficiency and effectiveness of the work. Despite the objective difficulties that may become an obstacle, you should still get the advice of experts, and then begin work, because the individual characteristics, primarily psychological, may influence the choice of the way. Our experience shows that in the absence of contraindications (overwhelming fear, a large degree of uncertainty, and so on), the best is first use an analytical approach based on understanding of the subject's own actions and the analysis and understanding of the complex interrelated processes occurring at the same time in different systems.

The human voice is the result of the functioning of a complex self-regulating system - the vocal apparatus. At the time, Professor. F. F. Zasedatelev noted that the human vocal apparatus is the best thing to compare with reed organ pipes, which has three main parts: the bellows that pumps air, tongue and resonator. And "there are three main parts in human vocal apparatus: lung (bellows that pumps - engine), larynx (tongue - vibrator) and the main part of the upper respiratory tract (resonator) [3, p. 7-8]. Therefore, voice setting, he says, consists of three different productions – breathing productions, throat and resonators. Important role in phonation play center that controls the vocal tract: the brain and the central nervous system and organs of articulation: lips, teeth, tongue, etc, and

in the respiratory system, except lungs - trachea, bronchi, diaphragm, muscles of inspiration and exhalation.

Larynx is the place where the sound generated. It consists of five cartilages, and to the greatest, thyroid ("Adam's apple") attached two vocal cords, which are due to fluctuations make a sound. Vocal cord - a specific muscle structure, covered with mucous membrane. Unlike other muscles, muscle fibers of the vocal cords begin and finished at different points along the fiber, which, in case of partial reduction of individual fibers can form an infinite variety of shapes and internal tension of the vocal cords. Fibers go not only horizontally but also vertically, some muscle fibers are directed obliquely as well, so they can act as dampers (mufflers) and it changes the size of the surface of the vocal cords each time, which are involved in phonation (sound production).

Muscles of the vocal cords contract isometric, i.e. without changing the length. The way that muscles of the vocal cords connecting cartilage is unique in the technical characteristics [3, p. 35]; this principle is used in modern concrete structures that can resist considerable pressure. The sound produced in the larynx, is weak, it gets power through the resonator.

Voice forming fluctuations of ligaments arising under the pressure of the air coming from the lungs. "Human life begins with the first breath and ends with the last exhalation" [3, p. 9]. The main organs of breathing - trachea, lungs, bronchi, diaphragm and chest. The trachea has a dual function: the guide of the air and the resonator of the sound. Air enters the lungs from the bronchi and bronchioles. Lungs have no any activity. They are tightly inserted into the chest and passively bound by its movements. Chest can be expanded in almost all possible ways, thanks to the muscles. When the diaphragm is lowering, the chest extends. Diaphragm has a domed appearance, with the inspiration it descends and becomes flat.

There are four main types of respiration: abdominal (diaphragmatic or abdominal, from Lat. abdomen - stomach) – the diaphragm takes the most active part, thorax - thorax expands in the anteroposterior direction; side or costal (Lat. costa - rib) and clavicular (Lat. clavicula - clavicle). There is no pure type of breathing, because each of them is involved aperture, without it there cannot be normal breathing. F. F. Zasedatelev notes that some doctors recommend clavicular breathing as pulmonary tuberculosis is almost always starts from the upper lobes, which are the least ventilated by conventional types of breathing [3, p. 12]. Given the fact that in our country tuberculosis is one of the most common social diseases and among occupational diseases of teachers a large percentage belonging to lung diseases, this advice may be used to prevent most lung diseases.

Physiological factors affect on the type of breathing. Children prevails chest type, but as early as adolescence is changing: the boys formed a typical abdominal type, and the women used thorax. It can be explain to the fact that during the historical development of mankind men were mainly involved in heavy physical labor, and therefore they used the diaphragm - strong respiratory muscles. But the way of life also affects on breathing. Women who have been involved in heavy physical work, formed abdominal, "male" type of breathing, and men - office workers - "female" thorax. On the type of breathing also affects the mental and emotional state.

Articulation of the vocal apparatus is the action, which resulted in formation of articulate sounds, expressive pronunciation. The organs of articulation are jaw, tongue, teeth, lips, palate, pharynx, nasopharynx, and facial muscles, called laughter. Mandible - the only bone of the skull that moves; much of the mobility belong to the tongue. Concerted motions of these organs allow to the significantly changing of the volume of the oral cavity and thus affecting on the sound quality. Configuring of the hard and soft palate largely determines the timbre and range of voice. Type of the voice depends on the structure of the palate: a broad dome inherent low voices, and narrow - high. Lips are influence on the sounds of the voice, besides they determine diction along with other organs. Important role sound forming belongs to lip resonance.

The pharynx is located between the larynx and mouth, and since it has strong muscles, it can change the shape and the length. These processes can learn to manage and greatly improve audio quality. Nasopharynx connects the nasal and oral cavity; it significantly affects on the nature of the vote, giving it a pleasant timbre and sonority. The deterioration of quality characteristics of sound happens in case of obstacles in the air (catarrhal diseases, organic lesions, etc), or of false airflow distribution and initial sound that formed in the larynx between the oral cavity and nasopharynx.

During the normal sound production they get into your mouth from the larynx, and only a small part - in the nasopharynx; sometimes there gets most of the sound (when soft palate is lowered), while nasal voice gets unpleasant character.

Facial muscles, there are about hundreds of them, show primarily emotional state, and at the same time the affect of the sound qualities: the angry person cannot have a pleasant melodic voice. This is because muscle contractions that form expression of anger and reflex adversely affect other muscles. In some people there is a constant expression, this regulation occurs at a subconscious level, and often frozen facial expressions degrades the sound quality. In novice teachers due to excessive excitement, which is reflected in the emission of facial muscles, the voice may also deteriorate. Simple techniques of autotraining and self-control help rather quickly normalize the status of facial muscles.

Resonance - a sharp increase of amplitude under the influence of the external forces, resonator (Lat. *resono* - sound in response, respond) - a system that can cause resonance. Weak original sound generated vibrations vocal cords, gets its unique characteristics, as well as strength, power, sonority and others, thanks to that part of the vocal tract that called "resonators". Human has two main resonators - lower (thoracic) and upper (main). Thorax, bronchi and trachea formed the lower cavity, and the upper - a cavity that located above the larynx with vocal cords: pharynx, nasopharynx, oral cavity and nasal cavity with the adventitious sinuses.

F. F. Zasedatelev draws attention to the fact that some upper resonators can change their shape and size, while the lower cavity has a constant shape, but because "the lower resonators enhance the audio without altering its quality as a normal mirror, reflecting everybody without changing its shape: beautiful - so beautiful, the bad - so bad. Another thing - the resonators, overall, influence on the quality and beauty of sound, as by changing their shape, they can hide the ugly sounds and clearly identify beautiful sounds, so could be called a lower resonators (amps), and upper - sound forming [3, p. 52]. The main characteristics of the sound are power, height and timbre. Lungs determine the strength of voice, throat - the height and resonators - timbre.

Vocal apparatus does not operate in any mode, and subject to the central nervous system. It directs its activities as follows: in response to external or internal signals (stimuli) of the brain, where the language center is, efferent nerve fibers to the voice of entering commands about the state in which the organ must be in the "here and now", and then afferent nerve fibers is return information about the executed command - then they get another team. Orders come primarily to vocal and respiratory organs, so they started the formation of sound. Respiratory making appropriate action, directing the flow of air to the vocal cords, encouraging them to vibrate and make a sound, which is further enhanced in resonators, acquiring the appropriate color, and finally formed by mouth, becoming consonant or vowel sound. That is, when a man wants to pronounce a short word, billions of nerve cells have involved in the work. Words are often accompanied by facial expressions, gestures, for which realization we need a necessary work of other centers of the brain and other nerve cells.

An important requirement for professional musicians is well-developed musical ear; there are timbral ear, harmonic, modal, tonal, prosodic, inner etc. For teachers - not musicians, is important to have voice pitch - the ability to perceive and reproduce the language that you hear. It contains the following components: physical, phonetic, rhythmical hearing.

By nature we are just learning some vocal tract, which may not be realized in the absence of appropriate conditions: hearing, communication, normal conditions of socialization and so on. During the first years of life as a result of hard work human formed a perfect, compact, durable vocal apparatus that can operate in various modes, even in extreme conditions. The unique vocal apparatus is able to improve. These properties are the main base in the setting of voice, the essence of which is to reduce the strain on the vocal cords and throat and to improve the quality characteristics of the voice. And for this we must learn several steps: 1) to breathe 2) use oropharyngeal channel and its organs, and 3) keep the body and head.

Male voices are inherent such characteristics as strength, power, good diction more than women. Male teachers have sore throat less. This is due to the fact that the predominantly diaphragmatic type of breathing, so airflow - "air column" - is much more powerful than other types

of breathing.

Breathing – is a natural function, we breathe freely during our life, automatically make inhaling and exhaling. However, during the speech (lecture), this approach does not work, since it can distort the thought. Then inhale and exhale require a pause (Lat. pausa - stopping), and, perceiving sentences or complex sentences, we associate a pause with the completion of some text, in writing speech some of punctuation symbols show a pause. Therefore, the teacher should have a supply of air and spend it in that way - does exhale on the sound - that pause must coincide with the logic of the text. Some people have this ability from the beginning of their life, but most of them must study in order not to complicate the way to adequate perception and understanding of what is said or pronounced. In addition, improper breathing is not only make the teacher's work more difficult, but also, as a consequence, can lead to the irreversible changes in the vocal tract, chronic disease.

Work on setting of the right breathing must begin with the formation of psychological system: "I must ... I have to. I can!" The psychological state of the students is extremely important. In the state of inspiration, happiness, joy person breathes easily, and in a state of anxiety – irregular; in a state of sadness or sorrow - hard. We can observe the feedback: easy breathing improves mental state.

There are several reasons of irregular breathing. The challenge for each student is alone or with the help of an experienced teacher, to identify flaws that inherent to him, and deliberately get rid of them.

First of all, you should pay attention to your posture. Prolonged sitting in front of the computers or television, such situation now is a commonplace, forming in the young people the wrong posture due to the weakness of back muscles and shoulder girdle. A man, who keeps his back straight, apparently produces much better impression than the stooped, with drooping shoulders. But the main damage from improper posture is that the diaphragm, the most powerful muscle of breathing, almost excluded from the process of breathing, so the air flow, which has to be involved in the process of phonation, is weakened from the start, and on its way formed artificial barriers which weaken it further. Omitted under the pressure of the chest diaphragm cannot acquire its natural dome shape, and constantly putting pressure on the abdominal organs, causing damage to the body. The head held too high also prevents the normal movement of the air. A good helper there may be a large mirror. It helps to control the posture, facial expression and so on. Stand in front of a mirror while reading or speaking the text, and also try to stay as natural as possible. The video recording will give you a look at yourself from a side and will help to adjust the future work.

The next step – is the formation of skills of diaphragmatic breathing. The easiest admission is: putting his hand on the diaphragm and, breathing, direct air so as to feel the movement of the hand aperture. Some teachers (L. Robotnov, K. Zlobin, etc) advised to use lower abdominal breath, but, above all, to take into account the individual characteristics of each person. To create a sound resistance and thus relieve undue stress on the vocal cords and throat muscles, should be made an air retention after the inhalation, and then – do the correct breathing. Implementation of the proposed exercises is very effective, each of which is desirable to repeat 4-5 times.

Exercise 1. Keep your hands away from your face for 3-4 cm and slowly exhale the air like "warming" hands.

Exercise 2. Use diaphragmatic breathing, dial the air, and then slowly exhale while pulling your stomach. Relax your stomach muscles and take a breath, then - exhale.

Note. There are several variants of this exercise.

2a. Do the inspiration slowly and exhale - energetic.

2b. Do the inspiration energetic and exhale - slowly.

2c. Both inhale and exhale is energetic.

Requirements for the abdominal muscles remain unchanged.

Exercise 3. Lie on your back, put not the heavy press on your stomach (it may be a few books) and slowly inhale and exhale using lower abdominal or diaphragmatic breathing. Then the weight of the press you can gradually increased.

It is strictly forbidden to force the load.

In this exercise, breathing can be combined with softly pronunciation of unpretentious verses or words of children's songs.

In the process of forming of sounds oropharyngeal channel and system of the organs of the mouth are very important. During the speech shape and size of the mouth outside and inside can vary. Student with the help of the teacher should determine the most optimal ways of opening the mouth and jaw movements in an effort to provide a pleasant voice tone and good diction, expression, and then with the help of self-control to bring it to automatic. Formation of these skills should be combined with the controlling of the breathing.

A set of exercises (each exercise is repeated 5-10 times).

Exercises for the tongue.

Exercise 1. Movements of the tongue upwards and backwards to the soft palate.

Exercise 2. Open your mouth in half and touch right and left corners of lips with the tip of the tongue (do not forget the breath).

Exercise 3. Open your mouth more and, straighten your tongue as much as possible, moving it vigorously to the left - right, up - down.

Exercise 4. Try to turn off the tongue in "tube".

Exercises for the lips.

Exercise 1. Jaws are clenched. Flatten lips in "pipes" and make a variety of movements, without opening the jaws.

Exercise 2. Alternate movements of the lips: forward ("in pipes") - side ("the smile").

Exercise 3. Stretching the sound "m", move your lips circling. The movement gradually accelerates.

Exercises for the lower jaw.

Exercise 1. Saying the vowel sounds or simple syllables try to let down the lower jaw as much as possible.

Exercise 2. With the mouth closed make moves of jaw forward - backward, right - left.

Exercise 3. Open your mouth for 1-2 cm and doing movements of the jaw, as in exercise 2, and then do circular movements.

We emphasize that these exercises will have the effect only when the doing of them becomes a daily habit, which do not require a great deal of time and energy costs. We can do these exercises for any occasion, and they can be collectively. Then it will create a good mood. Working on the production of voice, remember the most important task: multi-vector efforts actually directed toward a single goal - to prepare yourself for the productive profession, maintain efficiency for a long period of life, prevent the occurrence of occupational diseases.

Conclusions. Successful teaching activities, as well as acting, involves mastery of voice, using of all its features and subtle nuances. This means that the excessive load is put on the vocal apparatus. Well setting voice lets you get maximum sound energy at the lowest cost power that relieves stress and makes it possible, improving voice quality features, giving it more figurative opportunities, to carry out professional activities successfully. The work of the radio announcers of the old generation shows that it is quite possible for every person who deliberately works on the preserving of his voice. The practical experience of the best announcers measured for decades. Their professional activities can be a good example for young teachers.

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CHILDREN'S FOLKLORE AS AN EFFECTIVE MEANS OF AESTHETIC UPBRINGING OF PRESCHOOLERS

The article is devoted to children's ethno-song traditions and rituals that are founded by the generations of the Ukrainian nation for the up-bringing the pre-school-children. IT has been made musical-theoretical analysis of the Ukrainian bedtime songs as a kind of the folk creativity that effectively influences the youngest in the correct understanding the melody, word and music and brings-up the love for nature, history, mother.

Key words: folk creativity folkways, customs, traditions, folk musical creativity.

М.В. Вовк

ДИТЯЧИЙ ФОЛЬКЛОР – ЕФЕКТИВНИЙ ЗАСІБ ЕСТЕТИЧНОГО ВИХОВАННЯ ДОШКІЛЬНЯТ

У статті висвітлюються дитячі етно-пісенні традиції та обряди, закладені поколіннями української нації для виховання дошкільнят. Здійснено музично-теоретичний аналіз українських колискових пісень, як жанру народної творчості, що ефективно впливає на наймолодших, у правильному сприйнятті мелодики, слова і музики та виховує любов до природи, історії, матері.

Ключові слова: народна творчість, обряди, звичаї, традиції, народна музична творчість.

The formulation of the problem. The ethno-ukrainian melodiousness belongs to the treasury of the human culture as a precious heritage of toilers' poetry. It can encourage aspirations, inspire to work, seize the rest with joy, console in grief, suppress the pain of soul, multiply forces in the fight. Without a folk song the full-blooded life is unthinkable at all. People appeal to the song collectively and individually, during the week and on holidays, young and old, in various everyday occasions and in mental emotions.

The calendar-ritual songs in the form in which they survived till today contain a lot of lyrical, humorous and satirical songs and a lot of songs in a form of game or round dance, which moved to a children's repertoire, and in such a way enlarged the musical ethnopedagogics. The typologization of children's folklore is studied in the H. V. Dovzhenok's research "The Children's Folklore" in which the musical ethnopedagogics is disclosed completely [8]. Starting with the cradle, the child gets the simplest idea of good and bad, allowed and forbidden, love and dislike, what is transmitted in the song through the allegory of animals (kit-vorkit, sonko-drimko, soloveiko, zozulka, soroka-vorona, kuruchka-kachechka etc.), and through movement (tosi-tosi, chuky-chuky, topzi-topzi). The musical ethnopedagogics of preschoolers involves a considerable amount of educational process. Basil Verhovinets (Costiv) made a great contribution to it in his book "Vesnyanochka".

The analysis of recent researches and publications. Studying Ukrainian ethnology and ethnopedagogics, all researches appealed to the folk music, but without musical education they rarely touched the typology and methodology of ways and methods of analysis of the folk pedagogics' existence in music. Studying and recording popular folk music, they mostly viewed it as a background for working, moral, economic, linguistic and other kinds of ethnopedagogics, often without referring to the sensual, emotional upbringing, to which the folk music belongs directly. This quality of folk music has its most significant achievement and impact. No important human activity or certain social, historical events were passed over by musical creativity of Ukrainian not to sanctify him by his own feelings with the help of melody, rhythm, and musical memory, in which (as the genetic qualities) she kept and transferred them. All these peculiar genetic qualities of a Ukrainian and his mentality were constantly returning to the song as to the adviser, sensual expression and treatment to their national destiny, historical past and vision of his own future. The national customs and traditions have become the rescue for the nation, which were historically deprived of autonomy,

the most important of which for the Ukrainian were praised in songs and with the help of musical means of ethnopedagogics were stored and transmitted to the people of different age.

What is the pedagogical essence of folk customs in the process of raising a child? The useful habits form positive child's qualities (for example, attentiveness to elder people, friendliness, politeness, honesty, assiduity, neatness etc.) and prevent bad habits (for example, perversity, deception, beating, disobedience and laziness etc.).

People are accompanied by songs from birth to the grave. At first the mother's singing is swinging with the babies' cradles putting in babies' souls the first seeds of poetry, covering childhood in the quiet melodies. Then the songs ring with the voices of girls and fellows under the high blue sky and the moonlight, entering into the singers' hearts with the bewilderment of someone's love, sorrow of someone's separation, someone's dreams, hopes, burst of happiness. Someone's else, but so close as if his own. This is the secret of ethno-Ukrainian songs' mastery in which common to mankind feelings and emotions, the most typical situations of life are preferred. The lyrical song carries a **high folk morality**: it always takes the side of wrong, richness contrasts the beauty, calculation contrasts the love. It poetized assiduity, kindness, generosity, sincerity of feeling, and loyalty. This is why it is pleasant for people of work.

The ethno-ukrainian melodiousness is the life, the very history of the nation, skillfully narrated by the same nation. This idea is one of the leading among the numerous opinions about Ukrainian folk poetry. V. Belinsky emphasized: "The Ukrainian folk poetry was a faithful mirror of its historical life" [1, p. 6-7].

This point of view on the Ukrainian poetry shared also O. Dobrolubov, who wrote that in Ukraine "the song and the ballad make the national sacred object, the best good of the human life, the love to the Motherland is burning in them, the glory of past great deeds is shining; the clean and gentle sense of feminine love is also breathing in them, especially the maternal love... The circle of all the vital interests is embraced in the song, unites with it and without it life becomes impossible" [3, p. 280].

A lot of cultural workers, such as M. Chernyshevsky and Leo Zhemchuzhnikov, M. Starytsky and I. Franco, O. Dovzhenko and M. Rylsky and others drew attention to the vital justice as one of the distinctive features of ethno-ukrainian folk song tradition.

Maxim Gorky's words are the kind of the quintessence and the aphoristic assessment of Ukrainian folk songs: "The Ukrainian folk poetry is the apotheosis of beauty. Ukrainian people carried through centuries of slavery and bondage the precious wealth of his genius. Look, what a gracious and singing world is revealed in his immortal songs" [9, p. 36-37].

Popularizing morality, health, sincerity and love for a working person, the best folk songs, ancient and modern, have played and go on playing an invaluable educational role in our society, expanding our understanding of beauty and teaching us wisdom. That is why **the aim of the article** is the realization of musical and theoretical analysis of Ukrainian lullabies as a genre of folklore effectively influences the youngest in the correct perception of melody, word and music and fosters love for nature, history, and a mother.

It should be noted that the ethno-ukrainian songs during their life break away from a particular historical and social ground and emphasize more on the glorification of heroes' features typical for a family or social group.

The major review of poetic genres of the ethno-ukrainian children's folklore, including lullabies and musical works aimed at physical and mental development of a child is made by V. Botsk in the article "Children folklore as an important means of labor and aesthetic upbringing the youngest" [10, p. 10-11]. The ethno-Ukrainian lullabies are well-known and they cause admiration by their simplicity, immediacy, and tenderness. They reflect the highest, the deepest feelings peculiar to people. It is evident from the more ancient and contemporary records that lullabies existed earlier and are widely prevalent now. Most of them were sung by women but many records show that men often sang them too.

The abundance of ethnic cradle repertoire, the variety of themes, plots, characters, emotional intensity of works cause the necessity of classifying them for better and clearer understanding.

The summary of the basic material. In the centre of attention of a lot of lullabies is the child with its various needs, satisfying of which is in the centre of thoughts and actions of those who surround

the child. The image of the child in these songs is like a story backbone, while the characters (whose actions in this case are surely related to child) may be different. They are a sleep with a doze, a cat, a starling, psaltery and a mother herself. Another group of Ukrainian lullabies make those where the dominant place belongs to a mother what is seen within a plot, and emotionally. Her thoughts and concerns about the child are associated with the circumstances of her own destiny, with her present and future. Song of both of these groups (especially the second) are characterized by the emotional intensity which helps to feel and understand the nuances of deep and cherished maternal feelings.

ОЙ СПИ, ДИТЯ, КОЛИШУ ТІ

Ой спи, ди-тя, ко-ли-шу ті, ой спи, ди-тя,
ко-ли-шу ті, а як у-снеш,
то ли-шу ті, а як у-снеш, то ли-шу ті.

Finally, there is another group of songs containing such compositions, whose plot is not related with the image of a lulling child, but their content aims to the child. Such works could be of particular interest for children, who began to understand some of the concepts and phenomena.

ОЙ СПИ, ДИТЯ, БЕЗ СПОВІТЯ

Andante

Ой спи, ди-тя, без спо-ві-тя, по-ки ма-ти з поля прийде га
при-не-се три кві-точ-ки. Од-на бу-де дрімли-ва-я, дру-
га бу-де сонли-ва-я, тре-тя бу-де щасли-ва-я.

The most researchers who studied the genre of lullabies aroused the problem of their origin and development. Some of them, trying to discover their origin, unconditionally deduced lullaby from spells, the others saw only a resemblance of these phenomena [5, p. 11-14]. The first records of lullabies were made rather late, and the modern researchers can only do more or less reasoned assumptions about the genesis of this genre. Belarusian folklore-musicologist V. Flatov's observation of the intonational structure of lullabies and spells is valuable. The community of the intonational structure found by the researcher is probably not accidental but caused by profound affinity of these genres.

It is obvious that people wanted not only to lull the child with the help of a lullaby, but also (like with the help of a spell) to draw (or prevent) the action of certain forces, which were sometimes comprehended as supernatural. This is especially evident in typical for the Ukrainian lullabies, brief, which have character of formula, wishes of a baby.

The characteristic elements of lullabies, which equally with the others enable to differentiate this genre, are specific preludes, refrains, rhythmic repetition of certain words or sounds and peculiar appeal. The most widespread of them are different variations of the word "Luli", which is found in the calendar-ritual songs as a prelude or refrain [2, p. 495].

The lullaby is not designed for a strange listener. It gives a lullaby special sincerity and immediacy in expressing the most intimate, profound maternal feelings, the main “destination” of which is certainly a baby. The content of a certain part of the lullaby poetry, in our opinion, is aimed also to the elder children who performed in the family responsibilities of nurses at the younger.

The works of this genre express a lot of nuances, feelings, thoughts, and experiences, and they have a wide space for improvisation. Observation of the texts reveals their flexibility, significant variability at different levels. Though improvisation is the basis of a specific, limited set of quantitative motives, fixed by the national traditions, their variations and combinations are practically unlimited, what creates a significant amount of highly original songs.

Personified images of Sleep and Doze in the eastern Slavic folklore reflected the ideas of our ancestors of sleep as not peculiar for people physical condition, but as brought in from outside. The presence precisely of these images, their being common with all Eastern lullabies, stability of motives with these images which develop sometimes in the original plots, is one of the evidences of the genre antiquity. One of the most popular lullabies “Oh, Sleep is walking round the windows” has been widespread throughout Ukraine nearly for one hundred and fifty years, and is written almost unchanged. The reconsideration of some of these images happens in some lullabies: “sleeping” is endowed the ability to lull a child, which Sleep carries with it:

There are motifs “if you (don’t) go to sleep, I will leave you” in the theme of the dream in lullabies, which are widely used in the western part of Ukraine. Developing, it reformed into touching picture of mother care. Her unusualness and poetic character are created not obligatory for child. But it is them, that make the world, in which the child lives cheerfully and healthy.

ХОДИТЬ СОНКО ПО ВУЛИЦІ

Andante

Хо- дить сон- ко по ву- ли- ці,
но- сить спан- ня в ру- ка- ви- ці.
Чу- жих ді- тей про- бу- джа- є,
а Ла- ри- су при- сип- ля- є.

It is natural to discover in some songs aspirations of mother from village for seeing her child in prosperity, whose life was often full of poverty and misery. In some lullabies it is shown by outer details. The mother sees her child “in gold necklace”, “in new clothes”. Sometimes, one can find in the mother’s wishes to the child high moral ideals of the nation, which teach her “to respect mother and feed her till her death” [9, p. 36 – 375], and to be useful to all people in general:

In order to grow and bring happiness,

And also service to the whole people [6, 5].

The theme of the dreams and swinging is widely used in the songs, where the main character is the cat, whose actions are connected with the child in some ways. Such broad and long appearance of this character in lullabies probably deals with old folk belief and conception about cat, which was used even in XIX century.

There are many motifs, where the cat appears to swing the child, and they are known in many variants and combinations. The cat (grey, white, hairy, wise) or little kitty is invited to lull to sleep a

baby. The cat lulls to sleep a child himself or only makes her calm – catching a mouse and throwing it into the cradle, and it helps her to go to sleep, or catching a duck, whose quills fall on the pillow etc. These motifs are connected not only a common main character. They can draw up the same motifs of another thematic in order to create wider plot.

КОТИКУ СІРЕНЬКИЙ

Andante

Ко_ти_ ку сі_ рень_ кий, ко_ ти_ ку бі_ лень_ кий,
 кот_ ку во_ ло_ ха_ тий, не хо_ ди по ха_ ті,
 не хо_ ди по ха_ ті, не бу_ ди ди_ тя_ ти.
 Ди_ ти бу_ де спа_ ти, ко_ гик вор_ ко_ та_ ти.
 Ой на ко_ та вор_ ко_ та, на ди_ ти_ ну дрі_ мо_ та.
 А- а- а- а!

Many lullabies are full of aspiration of the author for idealizing different forms of the life of a baby. Such simple action, as feeding a child, is poetized by detailed list of the most various dishes, which are as though all to the child. There are such dishes in the list, which aren't allowed to give to the baby at all. Such list of dishes shows in such way the national conception of desired prosperity and weal of village family. These are: frumenty, borsch with kalach, thick soup, vareniki, different kind of porridges, red small berries, sweet little apple, pears, plums, and sweets for poor village child, which was brought from town market as a present, such as: little gingerbread, bagel with poppy etc. Pigeons think about it, the character, which personifies kindness and purity.

ОЙ УСНИ, ДИТЯ, УСНИ, ОЙ БОДАЙ ЖЕ НЕ ВСТАЛО

Andantino

Ой у сні, ди_ тя, у_ сні, ой бо_ дай же не вста_
 _ ло, ой то ти ме_ ні, ди_ тя, ой то ти ме_
 _ ні, ди_ тя, ой руч_ ки і_ з'я_ за_ ло.

There are many works among the ethno-ukrainian lullabies, in which the image of mother is very important herself. In such songs the author shows her loving, tender and self-denying treatment of the child, and the main attention is paid to feelings and thought, which are connected with own destiny. Sometimes very deep thought, trouble or human tragedy is hidden under the little lullabies or refrains.

Most of these works comes from the western ukrainian ethnic territory – Westen Podillya, Halychyna, Hutsulshchyna, Zakarpattya, and from the abroad, where Ukrainians live – Lemkivshchyna and Presov Region. Almost all of them are in monologue form, which increase their sincerity and frankness. The range of revealed thoughts and feelings are broad and difficult: from limitless, and almost sacrificial love for child till the words of miserable sorrow.

Also a great importance those songs have, in which grandparents appear together. The characters and relationship between them, as a rule, are caricaturable, the character of the work is closer to the parody of lullaby, and for example, “Grandmother swung grandfather”. An affectionate care about child, her food, dreams, calmness of grandparents look comic and the conflicts between them are shown a bit rudely:

Grandmother swung grandfather

From evening till the noon:

- Sleep, my granny, the old little ox,

While I milking our heifer [7].

Lullaby is one of the genres where prevailing role belongs to practical everyday function and melody and rhythm are their main components. Just this P. Bogatyrov supposed the reason of combining the plot of many lullabies [4, p. 211]. Not sharing such harsh opinion of the scientist as for the contents, we agreed with the statement, that difficult text of the lullabies plays a subordinate role. And if one can't say it about lullabies with “children” themes, the content of song with image of mother as the main character, play a minor role as for basic function of works.

Some works of family and household themes also belong to traditional lullabies. Their figurative system and emotionality appeared to be consonant feeling and thoughts of the woman-mother over cradle.

The theme of the most such songs is relationships of mother with her grown up children (“Mother swung her son, did not to sleep enough”, “The son meets mother over the river in steppe”, “Mother swung son, her handsome child”), sometimes transparent allegory is hidden in the form (“Female quail left her little squeaker”, “My children, my sweet little pigeon” etc.) Development of some songs is not limited to representation only dramatic situation, actions, which were blamed. The specific exposition became the addressing to the past, when mother swung her son, little babies were with the quail, and small pigeons needed to have mother, that's why nobody expected their children's ungratefulness. It was obvious, that the presence of the image of mother with a little baby in the song helped such works to appear in cradle repertoire for the long time. In the addition, it is worth telling about the song “There is saltbush on the hill”, which has in its plot the historical elements, but is considered to have been a lullaby for about hundred years. Other songs about family and life carry out the function of the lullaby (“A young widow became sad”, “My sons are my falcons, and daughters – little pigeons”, “Our mother died”, “I will go quietly to the window” etc.). They have differences in plot, but their common feature is the presence of the image of mother and grown up children.

An ethno-ukrainian lullaby is a rich and various phenomenon. It shows high human feelings, creates clear, cheerful world, full of merry fantasy and humour, which is sometimes idealized.

Whatever the lullaby was heard by baby, it becomes the first meet a person with high poetry, which stays with her forever.

An ethno-ukrainian lullaby as the special folkloric genre is denoted by high poetic outlook, depth of melodic sounding, abundance of images. Tender mother's singing accustomed a child's soul for loving people, nature, all living creatures. Great poets and composers, grain grower and defenders of motherland, philosophers and men of wisdom and even simple people grew with their mother's singing. “If there wasn't a mother's song, - said one ancient historian, our life would be so miserable”.

Not for nothing one says: the song is the soul of nation. So isn't it the main reason to propose the child a song with such enthusiasm. “Education, - wrote a famous children's psychologist Vasyly

Suhomlynskyi, - that it is first of all the science about people. There isn't education without understanding of the child: her intellectual development, thought, interests, admiration, abilities, bents and dreaminess." Among the factors, which have an influence in education of children, he considers mother's singing over the cradle being the most important.

Being a great expert is not necessary to feel the whole depth of lullabies. If we read attentively given examples, we will surely feel unobtrusive form, melodies of the word and music, abundant imagery, wonderful poetry and first of all love for the nature, history, mother, which appeared to be the most important directives for baby from her first day of life.

Ukrainian lullabies, as a genre of folk creative work, attracted a great interest of researchers and masters of word art long ago. For the first time a lullaby "A dream walks near the windows" appeared in almanac called "Rusalka Dnistrova" (1838). After a while, the cycles of songs or separate one were included to M. Maksymovuch's, A. Metlynskyi's, Y. Holovatskyi's, Marko Vovchok's, M. Nomys's, B. Hrinchenko's and other's collected volumes.

Conclusions. From the experience of famous specialists in folklore, who have taken down such songs, we persuade ourselves, that only old people remember folk gems. We always keep in mind our mother's lullabies. If there didn't exist mother's lullabies, we would not have opportunity to enjoy Nina Matviyenko's wonderful singing, as she said: "My gift of singing appeared thanks to my kind mother. She taught me not only to sing, but to love our wonderful song!"

"The great roads to broad world always appear from the path near own house, as famous wisdom, that begins from books, - from the first pages of ABC, as wealth and beauty of poetry - from the lullaby..." [8, 38-39].

Consequently, the typologization of children's musical folklore is closely connected with ethnopedagogics and its meaning of combination the word and music. Musical ethnopedagogics in Ukraine appeared and developed with the help of folk traditions, and that's why had original expression in the system of national education. This originality is shown in the structure of melody, its rhythm and poetical contents.

Musical folklore was formed due to age peculiarities: preschoolers, pupils of primary school, teenagers and young people. It was occurred through lullabies, vesnianky, Christmas carols, prayerful, folk songs of the calendar-ritual and family-everyday cycles.

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N. V. Zababurina

THE PECULIARITIES OF EDUCATIONAL WORK IN POLYTECHNIC COLLEGE

The article is devoted the problem of determination of maintenance of education of studying young people of the system of proftekhobrazovaniya. Going is exposed near the construction of conception of an educate work in a polytechnic college; organizational and pedagogical conditions of vocational college education as the main indicator of development of creativity of pupils. Determined that the educational work of the College was built by the system and is determined by the level of preparedness of graduates to professional and socially conscious creative activities, further self-development in personal and career plan.

Key words: polytechnic college, educate work, creation.

Н.В. Забабуріна

ОСОБЛИВОСТІ ВИХОВНОЇ РОБОТИ В ПОЛІТЕХНІЧНОМУ КОЛЕДЖІ

Стаття присвячена проблемі визначення змісту виховання учнівської молоді, яка навчається у системі професійно-технічної освіти. Розкрито підходи до побудови концепції виховної роботи в політехнічному коледжі; організаційно-педагогічні засади виховної роботи професійного коледжу як основного чинника розвитку творчості учнів. Встановлено, що виховна робота коледжу обумовлена побудованою системою і визначається рівнем готовності випускників до свідомої професійної та суспільної творчої діяльності, подальшого саморозвитку в особистісному та кар'єрному плані.

Ключові слова: політехнічний коледж, виховна робота, творчість.

Setting the problem. Independent Ukraine needs not only skilled workers but also competitive, creative people who are able to adapt to extremely difficult living conditions and market economy. That is why school youth lately is the leading object of Social Policy of Ukraine and it is the key target of the national system of education. Taking into account the conceptual tasks of the vocational education which are defined at the state level [10, p. 11] the leading direction of the educational work at educational establishments of this system is the creation of conditions for the detection and realization the creative potential of young people through vocational, social and cultural activities.

The aim of the article is to describe the organizational and pedagogical principles of educational work at vocational college as a major factor in the development of creativity of pupils and students.

Recent research analysis. Analysis of scientific literature shows that many studies of Ukrainian and Russian scientists are devoted to the problems of educational work in higher educational institutions of different levels of accreditation, including Andreeva V, V. Andryushchenko, O. Boyko, G. Vashenko, S. Vitvytska, N. Volkova, Karpenchuka S., N. Krylov, P. Kolesnik, V. Kudina P., N. Opalko, O. Sukhomlinska, O. Shcherbakov etc. Effective pedagogical terms of educational work organization in vocational schools were elucidated by V. Bocharova, A. Volovyk, V. Golovanov, L. Marysova, M. Rozhkov, S. Smirnov, I. Tarapov; the problems of education through socio-culture area were studied by R. Azarova, A. Goncharuk, A. Zharkov, T. Komarova, Y. Krasilnikov, Y. Streltsova, S. Shmakov, N. Yaroshenko; through the system of selfgovernment - E. Alaev, A. Buryakin, N. Voskolovich, V. Zotov, V. Kazakov, A. Kholopov etc. it should be noted that scientists and educators of the former Soviet Union are actively seeking for the promising areas of reform of vocational education, these are the researches of Batyshev S., Y. Kustov, V. Pirozhkov, G. Rudik, P. Heifetz etc.

Main material presenting. The studying of works of these and other researchers gave grounds to state that the system of vocational education today has such features as: a change of educational paradigm, the expansion of social functions, the upgrading of technical and teaching means, the individualization of approaches and teaching technologies, the transformation of the educational system by introduction of students' self government and increasing of the attention to the youth leisure. However, most of scholars recognize that the system of educational work in vocational schools today is in crisis and therefore requires substantial technological updates.

Let us consider such authors' approaches to the determination of the nature of students education and the features of educational work at vocational colleges.

The study of psychological and pedagogical dictionaries and scientific works of national researchers shows that education is seen as a social phenomenon, the social process, psychopedagogical phenomenon. Thus, the most common definition of "education" in the psychological literature is "directed personality formation in accordance with the ideals with the help of psychological and pedagogical influences (beliefs, emotional contamination, personal example, engagement to activity, etc.) by teachers and parents" [1], in Pedagogics - as "purposeful process that combines objective conditions and subjective factors of psychopedagogical influence and interaction of the participants of this process" [5]. Thus, the leading ideals of education in the new national system of education, considered by many Ukrainian scholars [10], have to become the idea of unity of generations, nations and nationalities of Ukraine.

Scientific literature analysis [1, 2, 4, 7] showed that determining the content and nature of education they often consider:

- transmission of social experience and world culture;
- educational influence on a person or a group of people;
- the organization of life and activity of pupils certain educational institutions;-
- interaction between the teacher and the subject of education;
- creating conditions for the development of personality.

In scientific literature education is treated as a system, process, interaction, influence and activity, we conclude that this concept is complex, multifaceted and meaningful. Therefore, based on the definition contained in the Encyclopedia of Education [8], students education at Polytechnic College we assume as "conscious and deliberate merging of a man as a creative competitive personality according to the specific objectives of Ukrainian society and the system of vocational education, within which it is implemented.

From the point of view of educational establishment students education is - a teaching staff planned activities aimed to the formation of outlook and consciousness, the development of certain personal qualities, values, attitudes and beliefs. Thus, it is practical and transforming activity, which is built on such structure: content - aim - task - assumptions - forms - methods - techniques - result, and it is intended to ensure the development of three individual areas: activity, communication and consciousness. Thus, the main parameters characterizing the position of the subject of education and facilities that are subject of educational influence of college teachers' are values, interests, needs, motives, ideals and life perspectives of students.

Considering the global youth education aims set by the state documents [12], the aim of educational work in polytechnic colleges is to create objective and subjective conditions (controlled intellectual and cultural space and developmental area of interaction) for the detection and the free development of creativity, civic and professional self realization, gaining social experience and harmonizing the needs of students in the intellectual, moral, cultural and physical development. We emphasize that in determining the content of educational work we adhere to the views of I.Bekh, B. Bitinas, V. Petrovsky and K. Chorna [3, 4] to the content of education in the light of values and personality traits that are developing in relation to themselves and environment (nature, culture, people).

With this the main objectives of the educational work in college, which determine the principles and algorithms of interaction of the educational process are:

- formation of students' awareness about the chosen profession, professional and people's culture and (economic, legal, moral, artistic, aesthetic, ecological), active citizenship;
- development of personal qualities necessary for a productive life, effective professional activity;
- formation of skills of productive communication and interaction, skills of creative attitude to solving of professional and life problems;
- saturation of intellectual and emotional attractiveness of students' leisure;
- development of professional psychology, the formation of social, health preserving and life-creative competencies as a basis for determining of their lifeline;
- preservation and enrichment of historical and cultural traditions of educational establishment and the region.

The study of psychological and educational sources revealed that the most productive in the

organization of educational work are the following assumptions:

- preserve the intrinsic value of each age period - older teen and early adolescence through relevant content filling every year of life;
- attitude to students as equal participants of the educational process;
- perception of the individual as a multidimensional entity with its own life orientations and needs;
- synergistic combination of the subjects of the educational process;
- variability of the content and personalization of the influences of role compliance and targeting;
- enforcement of partnership and dialogue communication;
- freedom in choosing of activities, forms of participation and areas of creativeness development;
- formation of personality, capable to horizontal and vertical mobility (changing of activities kinds, participation rates);- Constant motivation and stimulation of activities by creating a situation of success.

Examining the history of colleges showed that the organization of educational process in college is built in such a way that education is a process of discrete, limited by time and space, however it is purposeful. The characteristic feature of the educational work in college is the interaction of the pedagogical process subjects, which is built on the basis of feedback about its effectiveness.

The studying of the structure of educational work made it possible to discover that education is carried out on social oriented (influence of the society - ethics, values, norms and rules), institutional (education within specific social institutions - art centers, educational establishments, etc.), socio-psychological (education in groups), interpersonal (interaction of subjects) and interpersonal (self education) levels [7]. The analysis of the history of of educational work organization at educational establishments showed that education is also being implemented at different levels, such as:

- Microsociety - reference groups;
- Social groups - formal and informal;
- Mezosociety – on the level of teaching course;
- Makrosociety - within the educational establishments.

Based on the methodological background and years of experience through the implementation of the mentioned above tasks we outlined such tasks of educational work: the deepening of spiritual contact of students with the environment, culture, art and nature, involving to different types of creative activities (scientific research, research-experimental, cultural, educational, social, civic, recreational and sport); the creation of new material and spiritual values (the original objects).

The most appropriate methods of education are the following: direct influence (order, encouragement, request); creation of situations and circumstances to actions, identify their points of view, the formation of public opinion; joint activities. Beside the means regulated (recorded in documents and focused on creating of a positive experience, behavior and social interaction) of education the informal means, that encourage and motivate students work should be used - traditions, customs and rituals of the educational establishment. We emphasize that the effectiveness of solving of educational problems depends on many factors and conditions as well as the consistency and logic of the application of methods and means of education.

Realizing the importance of common activity for the socialization of youth, the unification of the collective students group within some creative structure (e.g. youth club), much attention is paid to measures that encourage the disclosure of potential partnership such as:

- hiking, regional expeditions;
- parties, collective holidays, team competitions;
- preparation of printed materials for newspapers, audio and video materials for student radio and television (via the Internet).

The end result of educational work at college is determined through the following features and options:

- recognized professional orientation;
- cultural and intellectual erudition, life values;
- discipline and organization, communication style;
- ability to work in teams, to respond to the problem adequately;
- the ability to adapt to change, the ability to deal with unusual situations;

- the capacity for reflection, moral self-regulation of behavior;
- competitiveness.

Conclusions of the research. So, multifaceted field of problems requiring immediate solution in the philosophical, social, cultural, psychological and pedagogical aspects the problem of organization of students' education takes the first place. Analysis of the experience of higher educational establishments function showed that the system of educational work is unique for every educational institution, as it focuses on a specific aim and the contingent of students. Educational work at college aims to provide not only the content rich and meaningful social life of all the subjects of the educational process, but also opportunities for their creativity. The effectiveness of educational work at college is determined by the built educational system (a set of aims and tasks, forms, methods, means and their phasing realization) and it is also determined by the level of readiness of the graduates to conscious professional and social activity, creative activity, further self-development in terms of personal communication and career .

Organizational and pedagogical principles of the educational work at vocational educational college require detailed study, which can be carried out in future researches.

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L.V. Khomyak

MANAGEMENT EDUCATION MANAGING PROFESSIONALISATION PROBLEMS

The article analyzes the problem of management professionalisation and examines the aspects of interaction of theory and practice of management, defines the ways of overcoming the problem of professionalisation of the management in management education.

Key words: management education, professionalization, training of managers.

Л.В. Хомяк

ПРОБЛЕМИ ПРОФЕСІОНАЛІЗАЦІЇ МЕНЕДЖМЕНТУ

В МЕНЕДЖМЕНТ-ОСВІТІ

У статті аналізуються проблеми професіоналізації менеджменту та розглядаються аспекти взаємодії теорії і практики менеджменту, визначаються шляхи подолання проблеми професіоналізації менеджменту в менеджмент-освіті.

Ключові слова: менеджмент-освіта, професіоналізація, професійна підготовка менеджера.

Setting the problem. Modern economic situation requires new, higher qualified and educated professional managers. In Ukraine management education improves constantly. One of the ways of this improving is the professionalization of the management, part of which is the manager's professionalization. The main constituents of the manager's work are professionalism, intellect, creative potential, general and professional culture, the own role and importance realizing. The contradictions between the requirements set before the economy specialties graduates and the present management education methods and content defined the problem, actuality and the lack of ready materials on the question gave us grounds for choosing the theme of our investigation.

The actual researches analyses. The problem of the interaction between the management theory and practice is revealed mainly in the specialized higher educational establishments. The growth of the managers with the diplomas in the new specialties and specializations is connected with the lowering the training quality. Commercialization of the learning process, changing the higher educational establishments functions for producing the educational services lowers the theoretical grounds of learning as a result of its adaptation to the buyers (customers, students) interests. The quality criteria based on the international standards, introduced into the education system, become formal and attributive.

The problems of the managers training were studied enough in the scientific literature. General questions of the management as a science and the management professionalization were studied by the following authors: E.Korotkov, A.Belyayev, O.Naumov, V.Tykhomirov, V.Nekrasov. The specialists training quality, forming their professionally important qualities were studied by such scientists as V.Bezpalko, T.Ilyina, I.Lerner, P.Pidkasysty, O.Pryadekho, M.Retyvykh, H.Rubina, S.Symonenko, T Shamova and others. The future managers professional training specific features were studied in the works of V.Alekseyevsky, B.Anikin, O Vikhansky, V.Yefremov, V.Zazykin, H.Zinchenko, I.Kuzmin, V.Tarasov, V.Shepel and others.

The aim of the article is to analyse the state of the professionalization of managing in the management education problem, to analyse the aspects of the interaction between the management theory and practice and to define the ways of solving the problem of management professionalization.

The main material presentation. The native management conception is based on the management notion as the kind of person's activity in the social and economic system. The native management is focused on solving the following problems: methodology and organization management, professionalization of management; effective combination of formal and informal methods of management, the use of personal factor management, identification of subjective and objective trends in forming the interests and values prevailing in the society, search for the new forms of organizational structure management, harmonization of management. The search for the universal management concept and its distinguishing among many other concepts lead to the definition of "basic" (generalized) concept of management [1. c. 12].

The proof of the possibility of constructing the model based on three postulates:

- any company, regardless of ownership, the nature and scope of business and economic activities is a separate and single example of social production;
- the object of management in any enterprise is its productive forces reflected in the relationship between the producers who are forced to share corporate purposes;
- productive relations contain natural-scientific and humanistic components.

If we consider the theory of management as a system the system-elements can be the position and characteristics of the knowledge enabling to identify them as numerous independent knowledge components [2, c. 175].

These positions and signs include concepts, axioms, principles, language and availability subject description of quantitative measures, approaches to learning and forming knowledge concerning the subject of study.

Practice management is seen as a historical unity of society activities aimed at transforming thenature and society itself. Changes in the environment and in themselves constitute the source of people knowledge creating and developing their minds, revealing their involvement in the acquired knowledge. Realisation of such process is called awareness, he necessary component of professionalism in management. Theory is a reflection of the objective world in the human mind and the changed objective world must change the theory. Based on the factors in the knowledge of new theories, new synthesis being accumulated lead to the fact that the old theory is replaced by a new one. Therefore, the criterion of truth in the theory of management is the practice[8, c. 23-24].

The set of knowledge in management is based on theories in many areas of human activity, which manifests certain specific areas of expertise, content theories and practices. Socio-economic environment that emerged in modern Ukraine as a set of institutions defining the management paradigm content is not perfect. It does not have the institutional forms of governance adapted to market conditions. The subjects of the national capital in the face of the entrepreneurs and managers realize their economic interests largely by assigning rents without investing large financial and intellectual investment in technological development and reducing the production costs. They are consumers and customers of the educational system but not the source of complaints about the level of training of managers among the leaders of native enterprises [6, c. 108].

The development of professionalism in the management of the national economy is based on its tendency to overcome systemic change in this area. Training managers is the subject of special attention. Previously it was considered that it was enough to have some economic training to become a successful manager though in the future it will require new quality management knowledge, based on self-knowledge, logic, creativity, competence behavior in the varying conditions of the external and internal environment of socio-economic system (SES). Professionalization of management is a complex and multifaceted concept involving the problem solving as the educational, organizational and economic nature. In modern literature one can find many interpretations of the term. Professionalization, for example, is determined as the special knowledge and skills that a person receives as a result of vocational education [4, c. 18]; also as an integrated system of special training and competence development of managerial staff for their efficient functioning of modern organizations [4, p. 18], or as a single continuous process of professional identity forming beginning with the choice of future profession and ending when the person ceases active employment [3, c. 466].

In the practice the following areas of management professionalization developed: management education, standardization of educational programs, certification experts for the best in the profession contests, non-government organisations in the fields of management, training the scientific personnel management at SES; internal training, publishing, specifically applied learning in the areas of management consulting, coaching, asset management, audit. All this diversity of society in management describes it as the most important of the trends - the trend of professionalization of management at SES based on its differentiation and specialization. This suggests that without the necessary conditions for training managers, professionals and their professional activity SES development can not be effective.

The main problem with the professionalization of management appears to be the problem of interaction of theory and practice of management in the most widespread forms of the structure of business and education. Every effort is made to ensure that training managers would provide a commitment to the future leaders of daily work in modern conditions, which are characterized not only highly dynamic business environment, but also the steady increase in the rate of aging knowledge. This requires both from each expert and the organization as a whole, flexibility, mobility, ability to adapt to ever-changing competitive environment.

The practice of solving this problem suggests the need for crisis management and change in management paradigms. Crisis in management education suggests that knowledge of outdated and previously formed concepts need to be reviewed. One of the directions of the concept of national

education modernization is to create conditions for improving the quality of general and vocational education. However, the sheer knowledge and its components are not defined as the part of these conditions in the role of structural elements needed in education technology.

Risk of weakening the basic training is inevitable decrease as the department as a center of research and training activities, as well as replacing traditional specialist in profession by bachelor degree graduate. Analysis of curricula for the bachelor degree indicates that specialization is realized at the expense of fundamental disciplines. Dynamic properties of the environment, changes in the content of training needs of managers during training cause institutional problems in the higher education and the need for new forms of adaptation to the educational market. In this context, higher education must have the adaptive properties to adjust its performance under changing tasks to the level of usefulness and effectiveness of the university. The logic of the system of higher education is reduced to a sequence of general requirements for knowledge, skills, determining the structure of specialties and quality requirements for the training, the higher education system structure forming and strategies for the future [9].

Applying the systematic approach for the analysis of modern management as a science, has a number of its features:

- scope management is diverse, but there is no its strict classification, specialization is represented by diverse forms of prevailing trends and their presentation;
- there is no substantive principles of classification management, communications management has not been studied systematically;
- management of system components is not built into the overall structure, combined single concept, there are no evidence-based understanding of systematizing the elements of management;
- management theory is developing, but it has complex effects of management tools, including organizational, financial, legal, social, and other components that make up the technology management;
- the tendency of occurrence of various kinds of technologies as a means of relations between people in different fields, acquires the character of global trends in technology management, similar to mechanization and informatization;
- technologies in management have distinct forms of tools, which complicate their perception as a didactic component of theory development and choice for practical application;
- lack of systematic understanding of the measuring instruments used in management and their properties reflect the economic substance of the relationship domain management hampers their development;
- identifying many areas of management theory (innovation, investment, turnaround, etc.), forming which is spontaneous and is expressed in the manifestation species management majors and specializations set, indicating that the lack of criteria of integrity management theory, if they have a conflict [7, c. 5].

Assessment of the professionalism in practice is reduced to the level of compliance with the requirements of the labor market to senior managers and middle-level management, on the one hand, and the needs and capabilities of specialists on the other. Besides, forming the requirements updates the task of improving the specialist position: peculiarly administration business processes, system-functional, informational and structural analysis professional top managers, prospects of development of information and communication technologies to provide quality positioning in the market, forming the capital markets understanding and specialist manager in system management education. Features of the practical management education, due to specific management process, significantly weaken the choice of optimal management decisions between the needs of business and management education opportunities.

Perspective is the creation of the new generation of textbooks and new forms of targeted fundamentally new methods of the presentation and development of knowledge. Producing these products is necessary for providing assurance of quality, regardless of the scope of the professional manager activity. It helps to make information products what they really are: package of solutions created on the base of experience and practical application [9, c. 25].

The main form of knowledge creation on management is learning by experimentation, that

extracts knowledge from empirical experience of people and its relevance in society. Problematic is the primacy of ideas of science management and assessment criteria of objectivity of categories that determine the level of professionalism in the management of SES. The main objective of economic activity is the production of physical (material) product or service. The notion of experimentation as the basis of the educational system is associated with such methods of collecting information under which the possibility of creating strategies and also the best choice opens. Lack of experimentation in the economic activity of the university makes the process of professionalization among economic agents in SES on those who produce knowledge and those who use its results. As a result the employed population becomes more involved in the learning process, reflecting the concept of human capital and the views of the user knowledge management as a pioneer explorer, the user as a creative website of knowledge [5; 34-35].

The innovative model of development determines the demand for labor, capable of producing innovations or imitate them in the work, explore current scientific and technological progress. Associated to this process are the high quality educational services. The received knowledge can not guarantee the constant demand in the labor market. The pressure of constantly changing innovations causes the repeated renewal of qualification and training specialist manager. This led to the idea of the need for life long education, and invades the sphere of business. The motivation of people is getting relatively high profits and increasing official status.

The commercialization of education sphere creates another contradiction of SES: the requirements as knowledge components and technology features of the educational process for their implementation. In the market conditions the customer of the content and quality of education services is business (set of employers, their civic and professional organizations). Due to the diversified areas of specialization the requirements of business as a customer can not be absolute for the expression of interest of every business area. This is caused by contradictory character of their interests in the relations in SES. Therefore, the adaptation theory of management under demand situation (interests and business needs) is not logically justified. Management as a science can develop sustainably if there is the system structure of its operation. The aspects of the interaction of theory and practice of management is the part of the process of professionalisation and implemented in its structure.

The problem of the interaction of theory and practice of management is manifested in the form of a complex phenomenon. Professionalism as an activity to create significant for SES strata management professionals is no exception. Now, due to the fact that the accelerated development of new socio-economic processes in Ukraine, the problem of the methodical process of professionalization of management is important. This applies particularly to the education market, where the quality of the educational process is one of the most important factors in the successful functioning of higher education as a subject that is hosts. Theoretical development issues as an educational process and, as a consequence, current models of quality management in education are far behind the actual needs of practice. This condition is caused by the following circumstances:

- professionalization of management as a process in domestic practice develops reactive, reflecting the needs of economic interactions of different SES levels;
- the process is not structured at all in its levels for regulatory purposes and to improve its efficiency;
- the development of large theoretical framework for systematic management development does not cause relevant systemic change in its theory;
- management differentiation is not accompanied by symptoms of its being integrative;
- lack of quality criteria of knowledge as the components of the process of professionalization of management creates the illusion of success and fundamental management as a science.

Developing the new approaches to measuring the level of professional competence of the manager, the study of the phenomenon of leadership, research successful career in management expand the current understanding of the individual manager. They testify to the complexity of the system of social phenomena professional person in management, professional development and self-realization which is under continuous psychological adaptation to the changing socio-economic

environment.

Studying the problem of forming the managers' professional activity has a great tradition in the context of investigating the successfulness and effectiveness the manager activity. Such aspect is of great interest in the radically changing social and economic conditions. The problem of the management quality, life-long learning, accumulating the experience and forming the competences, professional socializing, management experiments in the educational process on different managing levels, selecting and training the high quality level personnel.

The problems of the management professionalization are of the objective character and important for the management theory and practice and the attempts of their investigation are actual. The contradiction between the subjects' necessities and the management education is also problematic. The essence of the contradiction lies in the fact that in spite of the presence of ready management instruments there is the considerable organizational and methodic lack in its applying in the educational process.

Conclusions. Native and foreign practice prove that the management professionalization is the complicated process of forming the managers professional potential by giving him quite certain knowledge, skills and personal qualities development experience such as activity, energy, thinking type, leadership and others. This potential is formed not at once but during the long time of mastering and keeping the professional management activity. It requires the appropriate institutional forms for creating the favourable conditions of its development, one of which is gathering the professionalism critical mass. Professionalism is impossible to reach without detailed analyses and defining the constituents and the peculiarities of the professionals' activity sphere. Managers professional training is a complicated many aspects system which is the subject of special attention both from the firm presented by its authorities and the manager himself. Certain gradual professional training is necessary for every managers group. In the educational sphere the professionalization process is as important as its result.

Management professionalization process is one of the elements of the developing science of systemology. Professionalism is presented as the quality of the personality to demonstrate the skillfulness in his activity maintaining the achievement of the desired success even in the specific (unpredictable, complicated) conditions. In the management system professionalism is revealed as the quality of the managing subject, certain person or the institution in the creating, adapting or realizing the management decision in the social and economic system.

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THE PSYCHOLOGICAL COMPONENTS OF LEXICAL COMPETENCE IN PROFESSIONALLY ORIENTED STUDENTS MAJORING IN METALLURGICAL SPEAKING

The article deals with psychological components of the lexical English competence in teaching speaking. A definition of lexical competence is given. We consider the cognitive sphere of training, which includes the following processes: thinking, perception, attention, memory, imagination. Mnemonic techniques are allocated and methods of lexical learning material are described.

Key words: lexical competence, cognitive components of learning, thinking, perception, attention, memory, imagination.

I.A. Ярема

ПСИХОЛОГІЧНІ КОМПОНЕНТИ ФОРМУВАННЯ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ У ПРОФЕСІЙНО ОРІЄНТОВАНОМУ ГОВОРІННІ СТУДЕНТІВ МЕТАЛУРГІЙНИХ СПЕЦІАЛЬНОСТЕЙ

У статті розглядаються психологічні компоненти формування англійської лексичної компетентності у процесі навчання говоріння студентів. Подано визначення лексичної компетентності. Розглянуто когнітивну сферу, що включає в себе такі процеси, як: мислення, сприйняття, увага, пам'ять, уява. Виділено мнемічні прийоми та способи засвоєння лексичного матеріалу.

Ключові слова: лексична компетентність, когнітивні компоненти навчання, мислення, сприйняття, увага, пам'ять, уява

Setting the problem. For productive cooperation in the international market and meet the communicative needs of modern metallurgical industry professionals must master a foreign language and at the appropriate level to know professional vocabulary. The problem of lexical competence does not lose its relevance and is the subject of study of many scientists. Addressing this question requires analysis of not only teaching, pedagogical and linguistic and psychological factors, and, in particular, need to make an analysis of the psychological components that affect the process of English lexical competence formation.

Recent research analysis. The psychological basis of vocabulary mastering is covered by B.V. Belyaev, D. Borshchovetska, S. M. Buchatska, P. B.Hurwich, V.S.Kondratieva, Z.M. Kornyeva, G.V. Kudryavska, Y.A. Kudryashov, I.L. Onufriyeva, Y.O. Semenchuk, O.Y. Syzemina, G.P.Tataurova, A.G. Umahanova, A.O. Fetysova, O.M. Shamov, V.G. Shatuh etc., but not covered in any study the psychological factors that influence on the formation of English lexical competence in professionally oriented students' speaking.

Under **lexical competence** we understand the student's competence to draw up its statements and understand the speech of others, using appropriate terms in the chosen professional field, to ensure the functioning of the specific skills and knowledge at the appropriate level, taking into account the underlying lexical mindfulness or the ability to use them in all kinds of language activities.

The aim of the article is the coverage of the psychological components that influence on the English lexical competence formation in teaching professionally oriented students' speaking.

Main material presentation. A cognitive approach is to teach a professional vocabulary of

any foreign language based on the cognitive psychology which relies on the principle of consciousness in teaching and theory of socioconstructivism, according to which the student is an active participant in the learning process. The feasibility of the approach is to organize an active speech-thinking activity of students in learning foreign language professional vocabulary. Vocabulary learning should be based on the active and purposeful involvement of cognitive strategies for processing, preservation and reproduction of lexical information. Cognitive strategies, followed by V.D. Borshchovetskya, are meant to take into account the processes of repetition of the lexical units in application of mnemonic methods of memorizing English vocabulary professional area [2].

The formation of lexical competence and linguistic development of students is impossible without taking into account the development of their cognitive sphere, which includes processes such as thinking, perception, attention, memory, imagination.

Thinking is responsible for active comprehension and lexical processing, conversion and preservation in the students' vocabulary. There are the following functions of the thinking: 1) knowledge thinking – understanding the meaning, the opening subject matter value; 2) solving the problems and tasks; 3) new goals generation in thinking and activity; 4) reflection – commitment to gain knowledge, analysis of its content and methods of learning [8].

In the context of teaching foreign vocabulary the great meaning is given to thinking [3; 4]. This is due to the fact that the vocabulary is of great importance in the development of the ability to think in a foreign language. It needs not to teach "to think in foreign language", but to learn words' meanings, peculiarities of their usage. However the meanings of words in native and foreign language have their specific features and may not fully match each other. In some cases, they greatly diverge. This fact must be taken into consideration at foreign language classes.

In the process of English lexical competence formation the knowledge function lies in the student's understanding of the lexical units, their phonetic, grammatical, semantic, stylistic features and rules of use, comparing the knowledge gained with the skills (e.g. selection of synonyms/antonyms to new lexical units). The second function of the thinking process is the use of language for solving problems while studying foreign speaking. New goals generation in thinking and activity is gone on while using new phrases, lexical units in communicative situations to express their own opinions. Reflective function of thinking is carried out at all stages of work with the vocabulary. It gives the opportunity to work deliberately with lexical material, refers to the corresponding rules in case of any difficulties, controls and corrects the process of cognition.

There are two types of thinking: reproductive and creative. Reproductive thinking is stereotyped, and in creative thinking the problem is solved, a new strategy is produced, in the process of speaking it turns out something new. While mastering foreign vocabulary both types of thinking are important. Thanks to the reproductive kind the students acquire English samples on the basis of which the speaking becomes possible. Creative thinking gives possibility to use the lesson material according to the individual purposes and tasks of communication, to choose from the possible lexical units those which give ability to express the opinion, attitude, intention accurately and clearly.

The result of the process of perception is to create a free and complete image of the word, which means "the totality of the information that is contained in the internal and external structure of the word, with the active possession of it in oral and written speech" [7, p. 132]. The task of the perception is in economic use of thought processes [1; 2]. The perception determines, selects, classifies and encodes necessary and important information in particular way.

To percept lexical items during language learning the student carries out a number of perceptive actions. These actions include: a) measuring; b) comparable; c) spatial; d) control; e) adjustment. Named above actions have their purpose. They are in one way or another affect the perception of lexical units. As a result the actions are formed by the object operations during perception or observation. They are developing, perfecting in the accumulation of lexical units. Perceptive actions provide a conscious selection of one or another aspect of the perceptually given situation. Any foreign language word is a system of signs. These signs are used during the pattern search. For students learned sensor etalons of foreign words are "sensor standards." As a result the accuracy and arbitrariness of sensor-perceptive processes is increased.

The perception as a mental process should have certain properties. They are the following: s)

integrity; b) objectness; c) meaningfulness); d) summarizing; e) constancy; f) selectiveness [7].

While learning the vocabulary the perception is responsible about the correctness and creation integrity of sound and visualization of foreign word, due to the frequent use of the word, the time needed for its recognition decreases. Saving the sound image of lexical unit provides auditory memory. A. G. Umahanova notes that "the word remembering is better, if its sounding is mastered well" [6]. Next, she writes: "The basis of the language mastering is laid on the phonetic level during the absorption of sound in speech» [6]. With this in mind, you should pay attention not only to the formation of the semantic component, but also the sound of the word.

So, for the best word memorizing students need it to hear, see and record. Comparative-confronted explanation of English vocabulary on the example of native language has a positive effect on the strength of its mastering, mobilizes logical thinking. Disclosure of the word meaning in its whole volume promotes a deeper understanding and comprehending on the basis of logical associations, sensual visual image of words is fixed firmly in the memory in the process of its further use. [1].

Attention allows you to make an image of the word clear, expressive and deep, is a prerequisite and a component of successful learning. English learning vocabulary provides accuracy and completeness of the perception of lexical units, especially pronunciation, spelling, meaning, use. There are two types of attention: arbitrary and involuntary. Involuntary attention is distinguished by the formation of the spontaneity, absence of effort to remember information.

In the pedagogical process attention is governed by the following factors: 1) need; 2) attitude to the object of knowledge, the practical activity; 3) installation, non-realized willingness to perceive objects and phenomena of reality in a certain way [6, p. 103].

Increased focus on vocabulary is provided if the students need: 1) to expand their vocabulary for the most successful decision of the communicative tasks; 2) to master the professionally oriented vocabulary; 3) to create specific situations with the usage of professional vocabulary; 4) in appreciation of the need to install its further assimilation [4, p. 35]. The need defines the dynamics of attention. Attention activity increases totally with tool motivation. Tool motivation is connected with the need to get lexical means that provide the perception of language (oral and written). The same motivation provides foreign language words mastering to express its own linguistic intentions.

Attention as important factor is attitude towards the object of cognition. In cases where a student is seeking to master the vocabulary (active and receptive), he tries to master the various aspects of foreign words successfully (form, semantics, use). For such a condition to work on vocabulary supply is always successful. It has purposeful character.

Attention as peculiar factor is the installation. At the beginning of learning a student should form the conscious installation that in learning a foreign language the lexical aspect should take the dominant position. Stock of lexical means allows students to express their thoughts and understand others in communicative acts. In parallel with language and speech abilities, it develops the abilities of attention stability. The student does not respond to his distracted circumstances, as long as there is a process of communication focuses on the content of the statements. The attention abilities are called attentive [8]. Attentive abilities are expressed in the switching and the distribution of attention. This ability increases the amount of attention that leads to a better perception of the language units: from the sound to the word, from the word to the whole text. Students' cognitive resources at various stages of addressing educational tasks are flexibly distributed thanks to the timely switching and distribution of attention [4].

Lexical storage material and its further use in the process of communication are possible thanks to a complex memory system, where all words are stored in the form of the regulated system. In this article we will keep our word to the concept of the dual structure of memory [5]. According to this concept, there is long-term and short-term memory. Lexical information initially is worked up in short-term memory, which does not exist in isolation, and maintains constant relations with knowledge that is stored in a permanent (long-term). Knowledge and information contained in long-term memory are in constant contact with new information that changes and enriches the content of old knowledge and comes in the form of semantic codes. It is proved that the best process of memorizing is done at semantic word organization (for example, the name of shapes, symbols,

etc.) [14].

When learning productive and receptive vocabulary the process of forgetting has its place. If the word is not repeated, forgetting appeared which is explained by extinction, interference and the lack of appropriate signs. The productivity of the memorizing depends on the depth of lexical material perceptive and semantic analysis, from the placed student's purpose and mental activity. To ensure the safety of the words in the memory, you need to have a rational and volume method of memorizing: 1) lexical material dosage; 2) regular repetition; 3) different mnemonic techniques use.

The following mnemonic methods are distinguished: 1) grouping; 2) supported points selection; 3) plan; 4) classification; 5) schematization; 6) structuring; 7) systematization; 8) analogy; 9) transcoding; 10) formation; 11) multiply organization; 12) association use; 1) repetition) [5].

The above mentioned techniques facilitate storage, code and encode the lexical information from memory. Mnemonic techniques give the possibility to improve the memory functions by itself.

All mnemonic techniques lead to increase the productivity of the memory processes and are limited to the following: 1) the speed increase of memorization and reproduction, 2) the amount increase of memorization and reproduction; 3) the accuracy increase of memorization and reproduction; 4) the strength increase of the memory and save in the memory; 5) correct memorizing probability increase reproduction [7, p. 174]. The most effective memorizing occurs during the use of multiple techniques simultaneously.

In the process of lexical competence formation takes place such cognitive component, as imagination. Imagination is closely connected with the images. They are formed in the process of imaginary object designs. The images are meant to anticipate the results of activity in the known sense. They serve as a means of solving the existed problems. In the psychology of perception there are several theories of images. They all describe the process of information encoding. Among them it can be called a radical image hypothesis, concept-proposal hypothesis and hypothesis of dual coding [15]. In the hypothesis of dual coding there are two encoding systems and store information (verbal and figurative).

Image creation is a great important problem of imagination as a cognitive process. In the image creation the decisive role is played by the word. The word serves as a tool of transforming sensual images into the mental. The word defines the sense of a mental image. The object of perception and its image complete each other. When the object is deleted from the view, it may appear its image [1]. The image cannot match the original in due to the fact that it is extracted out of the context of the awareness but not from the reality. The familiar picture can be encoded figuratively and verbally. Access to verbal code will be more difficult due to the presence of additional information. Verbal code is valid after activation of the expressive code. Abstract the word can be represented in the verbal code. Words with specific meaning can be encoded in two ways: both figuratively, and verbally. Figurative code is more suitable for the concrete than the abstract information. And the verbal code fits faster to finish abstract information.

To create images of the lexical units (productive and receptive) the influence is also provided by the perception and students' experience. Since the image is a product of the mind, not the reality, it adds to the perception of the object, but is not completely matched with it.

The active work of the students' cognitive processes while mastering the vocabulary of a foreign language provides a conscious and effective assimilation of the material and, thus, is a prerequisite for successful formation of the system of durable, flexible lexical knowledge and skills.

The success of the formation of durable lexical skills and knowledge in many respects depends on such factors as a way of the organization and presentation lexicosemantic information. All information about the form, peculiarities of meaning, use, rules of lexical units are stored in the inner lexicon, which contains not the lexical units by themselves but their mental images (views). Internal lexicon is a special store of lexical knowledge and cognitive experience of the person. The relationship between the units of the internal lexicon can be classified as follows: 1) the relations between words (lexical relations), 2) relations between concepts (conceptual); 3) relations between concepts and words (the way of verbalization of extra linguistic information) [4]. In spite of the flexibility and mobility of the lexicon, it provides the simplicity and easiness of obtaining the

necessary information. It is explained by the fact that all the lexical units stored in the lexicon, form a well-organized system.

Accuracy and extracting speed required information from the lexicon; its verbalization depends on the work on vocabulary in the learning process. Taking into consideration the mental nature of the inner lexicon organization, when working on vocabulary A. Syzemina came out to the following principles: 1) new lexical units mastering should be happened with already formed semantic structures in the person's mind and existing cognitive base should be taken into account, 2) interpretation and awareness of new lexical units values should be held simultaneously with the formation of new lexical relations and realignment, complement already existing [4].

Conclusions. It is found that the formation of the English lexical competence in professionally oriented speaking affect cognitive components, such as thinking, perception, attention, memory, imagination. Due to the cognitive components it is activated speech-language students' activity. Conscious and effective absorption of lexical material is provided by cognitive processes, and is a prerequisite for the formation of lexical knowledge, skills and mindfulness lexical learning process.

Further development of this problem consists in taking into account the above mentioned components for creating complex exercises with the formation of the English lexical competence in professionally oriented students' speaking.

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S.S. Marchenko

PEDAGOGICAL CONDITIONS OF TRAINING OF FUTURE TEACHERS OF TECHNOLOGIES TO COMPUTER MODELING AND DESIGNING

The article is devoted to the pedagogical conditions of training of future teachers of technologies to computer modeling and designing. They are: the development of cognitive interest to study of computer modeling and designing; using active and interactive methods of teaching in the educational process; orientation of the system of education to future professional activity; stimulation of creative independence; organization of contests/ and presentations. Each of presented pedagogical conditions is viewed in detail and justified. As a conclusion – functioning and result of training of

future teachers of technologies to computer modeling and designing depends upon introduction of educed pedagogical conditions.

Key words: pedagogical conditions, training of future teachers of technologies, methods of teaching, computer modeling and designing.

С. С.Марченко

ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ТЕХНОЛОГІЙ ДО КОМП'ЮТЕРНОГО МОДЕЛЮВАННЯ ТА ПРОЕКТУВАННЯ

В статті розглядаються педагогічні умови підготовки майбутніх учителів технологій до комп'ютерного моделювання та проектування. Виділено наступні педагогічні умови: розвиток пізнавального інтересу до вивчення комп'ютерного моделювання та проектування; застосування активних і інтерактивних методів навчання в освітньому процесі; спрямованість навчання на майбутню професійну діяльність; стимулювання творчої самостійності; організація конкурсів проєктів, презентацій. Кожну з визначених педагогічних умов детально розглянуто і обґрунтовано. Зроблено висновок, що від впровадження виявлених педагогічних умов залежить функціонування й результат підготовки майбутніх учителів технологій до комп'ютерного моделювання та проектування.

Ключові слова: педагогічні умови, підготовка майбутніх учителів технологій, методи навчання, комп'ютерне моделювання та проектування.

Problem statement. Modern society needs a new type of professionals who possess modern multidisciplinary knowledge, skills, and personal qualities of creative activity. The preparation of future teachers of technology also should keep up with the latest development of innovative technologies in education and industry.

Teaching practice proved that the educational process is influenced by many factors, which are determined by internal and external conditions.

Any activity, including educational, can successfully function and develop only under certain circumstances. Therefore, for the effective training of teachers of technologies to computer modeling and designing (CMD), the pedagogical conditions that influence this educational process should be identified and substantiated.

Analysis of recent research and publications. Before considering the pedagogical conditions for training of teachers of technology to CMD, let's pay attention to the concepts "condition" and "pedagogical condition".

In the philosophical dictionary the concept condition is treated as something which determines the other and makes the possibility of a process, opposed to reason, which inevitably contributes to something [11, p. 453].

In the large explanatory dictionary of the Ukrainian language the concept "condition" is defined as an essential factor that enables the implementation of something or promotes something, but "condition" circumstances in which something happens [4, p. 1506].

Pedagogical conditions, their essence and the main purpose are discussed in the works of such famous pedagogues as Y. Babanskyj, J. Comenius, J. Lerner, V. Maksymov, Y. Sokolnicov, K. Ushynsky et al.

Y. Babanskyj defines pedagogical conditions as "the situation, in which the components of the educational process are presented in the best interaction, and which enables the teacher to teach effectively, manage educational process, and students – to study successfully" [1, p. 61].

Under the pedagogical conditions V. Maksymov means the set of objective and subjective factors that are necessary for the effective functioning of all components of the educational system [6, p. 114].

In this research, we consider the pedagogical conditions to be necessary circumstances, creation of which can improve the level of training of future teachers of technology to CMD. Thus, realization of the essential educational conditions enhances the effectiveness of the educational

process.

The aim of the article is to identify and substantiate the complex of pedagogical conditions, realization of which can ensure the successful training of the future teachers of technology to computer modeling and designing.

The main material. In terms of the research, we identified the following pedagogical conditions, the realization of which, we believe, will ensure the effectiveness of the training of teachers of technologies to CMD: the development of cognitive interest to the study of CMD, the use of active and interactive teaching methods in educational process, the commitment of the training to the future professional activities, the stimulation of creative independence, organization of contests and presentations.

Let's examine each of the identified pedagogical conditions in detail.

The successful realization of training of future teachers of technology to CMD needs the first didactic condition, which was singled out, – *the development of cognitive interest to the study of CMD*.

The effectiveness of training depends a lot on the level of cognitive activity and the level of students' interest in learning. The need to create conditions for the emergence and formation of interest was noted by many researchers. The most important precondition for the interest in learning, according to S. Bondarenko, is training of broad social motives of activity, understanding its content, awareness of the importance of the studied processes for their own activities [3, p. 255].

Cognitive interest evinces when students understand the subject, enjoy its study and see positive result of the learning.

Interest in CMD first of all is caused by the novelty of the material being studied, the ability to use it in everyday life and in future professional activity.

It is essential to point out that due to the creation of three-dimensional models of details students immediately see the results of their actions, which allows finding the rational construction and analyzing how the product meets the requirements of the proportionality and harmony of shapes and sizes.

It is known that the complex of means for energizing of teaching includes: content, methods and techniques of training, organizational forms. It is important to remember that the system should have the holistic nature, that its components should be interdependent. At these circumstances the leading role is given to the control over the learning process and its correction. This gives students the opportunity to observe the results of their activities, see the achievements and drawbacks and find the ways to correct them.

Hence, the second condition for effective pedagogical training of teachers of technology to CMD is *the use of active and interactive teaching methods in the educational process*.

Before we examine the category of active and interactive teaching methods in pedagogics, let's turn to the interpretation of the concept "teaching methods".

Teaching methods are interconnected activities of teachers and students, aimed at solving the problems of training, education and development [9].

One of the important requirements for the selection of teaching methods is the need to energize learning and cognitive activity of students.

Active mental and practical activities of students in the learning process are the important factor in improving the efficiency of mastering and practical familiarization of the material. The direct involvement to active learning and cognitive activities during the educational process is associated with the use of *methods of active and interactive learning*.

Interactive teaching and education methods are the methods of interaction. They are based on learning through interpersonal, group communication, aimed to independent search for the necessary information, making certain decision, starting from its individual reflection, gradual transition to work in pairs or in small groups, and then – in large groups or frontally [5].

Scientists define active methods of teaching as the methods, usage of which makes students' work to have productive, creative, searching nature; they stimulate cognitive activity and suggest free exchange of views on how to solve the particular problem. These include: discussion, debate, thematic seminar, busyness game, training and so on [10].

Classical training methods not always keep up-to-date, while the use of active and interactive teaching methods gives students the skills of project management analysis and efficient solution finding, develops the ability to reason clearly and express thoughts, and helps to form important for profession personality traits.

The analysis of pedagogical literature on this issue shows, that the most characteristic direction of increasing the effectiveness of teaching, is the creation the environment, in which students can take an active part and reveal themselves as subjects of educational activity.

One of the methods that improve the efficiency of preparation to CMD and increase the efficiency of the usage of study hours is project-based learning.

Ability to use project method can be an indicator of the quality of training of the teacher of technology. Project method is flexible organization of educational process, that focuses on self-identity of the personality, the development of its intellectual ability, volitional qualities, creativity [7].

The main advantages of the use of the project method for teaching the future teachers of technology to CMD include the following: vision of the final result; focus on the independent activities; solution of the project situation through the integration of knowledge and skills from different subjects, contributing to the implementation of interdisciplinary connections and promoting skills to think systematically, comprehensively; development of creativity; improvement of the social adaptation of personality; contribution to the development of professional identity of future teachers of technology; formation of the communicative skills of students; possibility to choose the subject of the project; taking into account individual students' potential; formation of the graphical, technological and aesthetic culture.

Objects of training designing should be not complex, familiar to students, to fix focus basically not on the complexity of the object, but on the process of modeling and designing with simultaneous development of thinking and creative imagination. We offer to choose toys, furnishings, furniture and so on as objects of projects.

The third condition for effective training of future teachers of technology to CMD is *focus of training on the future professional activity*, because the training and the content of teaching the students in teacher training institutes of higher education should take into account the specifics of their future professional activity [8, p. 61].

O. Bogatyryov notes that conditions that ensure the professional orientation of the content realize thanks to the choice of the educational material that students could use in their future careers [2, p. 34].

The principle of professional orientation of training is known in pedagogics for more than forty years. In sixties, the principle of connection training to the practice was established as one of the most important principles of higher educational establishment's didactics. This principle represented the combination of principle of professional orientation and the principle of scientific character of training.

There are a lot of studies on the problem of formation of professional orientation in pedagogics (N. Kuzmina, G. Lukankin, A. Mordkovich, A. Nizhnikov, B. Slastyonin, A. Shcherbakov et al.).

The problem of professional orientation of training and educating students is complex in structure and content. It involves the formation of social and psychological orientation of future specialists on professional activity, and interdisciplinary relationships in the content and organization of education in the higher educational establishment.

On the other hand, awareness of the professional importance of CMD learning promotes positive motivation for this process.

Professional orientation of teaching to computer modeling and designing should be realized during both the selection and construction of the content of the material being studied, and during the level of appropriate methodological approaches to teaching activities organization.

The fourth pedagogical condition is *the stimulation of creative independence*. Creativity is the most important manifestation of human nature. Researchers have long been searching for the best ways and means for engaging students to creative work, to solving creative problems, increasing

motivation to independent creative activity.

Pedagogical stimulation in the process of formation of independent creative activity of students consists of the following components:

- motivational target component that provides the motivation of students to creative independent activity, and results in the formation of positive attitude to creative activity and orientation on its development;
- content-procedural component that aims at the study of the existing methods of creativity, knowledge of the machinery and methods for generation of innovative ideas, developing abilities required for this activity. Content-procedural component focuses on the use of resources and means of learning necessary for independent participation in creative activities.

The last pedagogical condition is *the organization of contests and presentations*. To constitute the orientation on the activity, creativity, independence, to interest students in the results of their work are the important tasks of forming the holistic personality of the future teacher of technology, who would use CMD in his/her professional activity. The organization of contests and presentations encourages students in execution of educational projects, knowledge and skills acquired by students during the process of learning are controlled; along with the verification of their capabilities they get: the ability to analyze, use additional literature, ability to easily use ways and forms of presented material, and freely communicate with the audience.

During the project execution the selection of the objects, which would allow considering the basic methods of constructing three-dimensional models, is important. The knowledge, skills and abilities gained during the project execution helps students to navigate the computer modeling and designing.

The systematic control is provided by the feedback from the process and the result of teaching the future teachers of technology. Control can not only identify the level of formation of professional knowledge of CMD but also give information about the positive and negative aspects of teaching methods of the teacher.

Depending on the realization, we can emphasize the following types of control: current control that accompanies the daily teaching and learning activities of students in each class, the theme-based control that involves few classes on a particular topic of the program; final control, covering all the material of the course.

In our opinion, the considered pedagogical conditions contribute to self-determination, self-realization, and development of creative personality; can organize an effective process of training of future teachers of technology to CMD.

Resume. The implementation of the defined pedagogical conditions improves the process and the result of training of future teachers of technology to computer modeling and designing. The novelty of the singled out conditions is that they were not examined in such a combination before, the specifics of every condition are characterized; these conditions are necessary and sufficient.

The next stage of research we think to be the experimental verification of effectiveness of the singled out pedagogical conditions for training of future teachers of technology to CMD.

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A.M. Bilan

THE TECHNIQUE OF STUDYING THE MODERN CAR IGNITION SYSTEM

This paper presents methods of studying of present-day car electronic ignition system and draws attention to fundamental differences between digital and microprocessor based ignition systems on the one hand, and conventional systems on the other. The paper contains the detailed description of input sensors' working principles and sequence of educational material explanation. The use of interactive technologies in the educational process which provide students with deep knowledge and teach them to work independently is mentioned in this paper.

Key words: interactive teaching method, problematic situation, sensor, engine, detonation, throttle, electronic system, microprocessor based system, multimedia projector.

A.M. Білан

МЕТОДИКА ВИВЧЕННЯ ЕЛЕКТРОННОЇ СИСТЕМИ ЗАПАЛЮВАННЯ СУЧАСНИХ АВТОМОБІЛІВ

У статті розглядаються питання методики вивчення електронної системи запалювання сучасних автомобілів, звертається увага на принципові відмінності цифрових та мікропроцесорних систем запалювання від звичайних систем, детально пояснюється принцип роботи вхідних датчиків, розкривається послідовність пояснення навчального матеріалу, застосування в навчальному процесі інтерактивних технологій, які надають студентам глибоких знань, учать їх самостійно працювати.

Ключові слова: інтерактивний метод навчання, проблемність, датчик, двигун, детонація, дросельна заслінка, електронна система, мікропроцесорна система, мультимедійний проектор.

Problem statement. The beginning of the twenty-first century was marked by not only a significant increase of cars, but also by their improvement, increased comfort and safety. In this regard, all the systems of cars are becoming complicated, thus thanks to the widespread use of electronics. Many studies and experience proved that lifetime technical devices, machines and reliability of their operation mostly dependent on the training of employees who serve them. A competent service, timely elimination of malfunctions, diagnosing and prognostication of the car

work is the pledge of duration and reliability of the use.

The question is not only in that, how deeply this or that person must know the equipment which is exploited by her. Modern cars are saturated with electronic devices and sensors which enter to all systems.

In pedagogical activity the technique of studying of the electronic equipment of modern cars is important, as it is an intermediate link between the pedagogical theory and real practice of training. Scientists and expert teachers such as V. P. Bespalko, M. I. Eretsky, K. A. Loshchakov, V. K. Sidorenko, D. A. Tkhorzhevsky direct their researches in the concrete technique directions of studying of knots and mechanisms of modern cars.

Article aim is the justifying essence of a technique studying of electronic system of modern cars` ignition and the help to the student, future teacher of technologies to teach this subject at high methodical level.

The main material. In explaining the ignition system considering new fourth generation digital and microprocessor. These ignition systems have three fundamental differences from traditional contactless system, which has applied since the eighties of the last century. We call these advantages: 1) control units (controllers) are electronic computing unit of the principle of discrete actions performed using microelectronic technology (universal or large-scale integrated circuits) and are intended for automatic control point (advancing angle) ignition, 2) the use of microelectronic technology can significantly expand the functions of e-government: made possible the introduction of ignition system-board self-test circuitry and the principles of reservation, 3) the output stage of these systems tend to have multi-channel and high-voltage ignition distributor.

Name these advantages: 1) the control blocks (controllers) are electronic computer units of discrete principle of action, which were made with using microelectronic technology (on universal or large integral microcircuits) and are designed for automatic management of the moment of ignition (advance angle); 2) the application of microelectronic technology allows to extend functions of side self-diagnosis and schematic backuping principles; 3) initial cascade of these systems are multichanneled and haven't high-voltage ignition distributor, as a rule [4, c. 175].

Explain, that digital are called ignition systems, which provides automatic regulation of the moment of ignition advance for any characteristic depending on rotational speed and loading of engine, the mode of its operation and temperature as well as the working mixture using electronic-digital block (controller). Digital systems of electronic regulation of the moment of ignition advance work on the preliminary made lockstep program, their controllers may or may not have the memory unit.

Researches proved, that at first it is very difficult for students understand the principle of microprocessor system of ignition work. That's why we must explain that microprocessor systems are called digital systems of ignition, which use microprocessor or microcomputers for processing of information.

Both systems give opportunity to reproduce set characteristics of the moment of ignition advance more flexible.

We use interactive method for better characteristics of this ignition system. Using a multimedia projector we demonstrate three blocks that make up the electronic ignition system (Fig. 1).

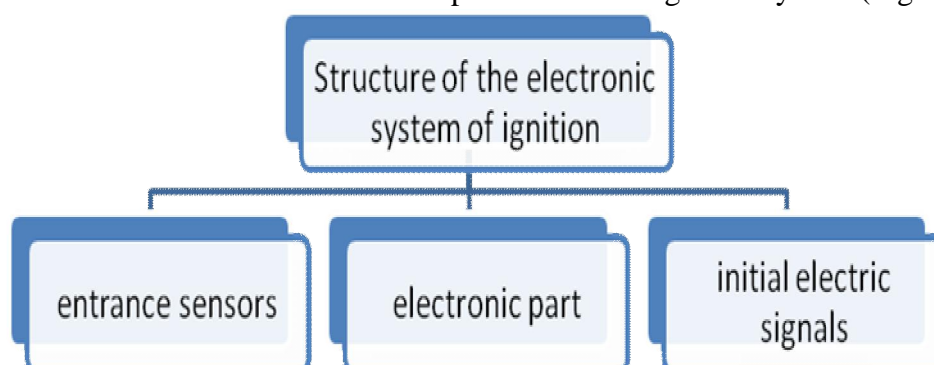


Figure. 1. The structure of the electronic ignition system

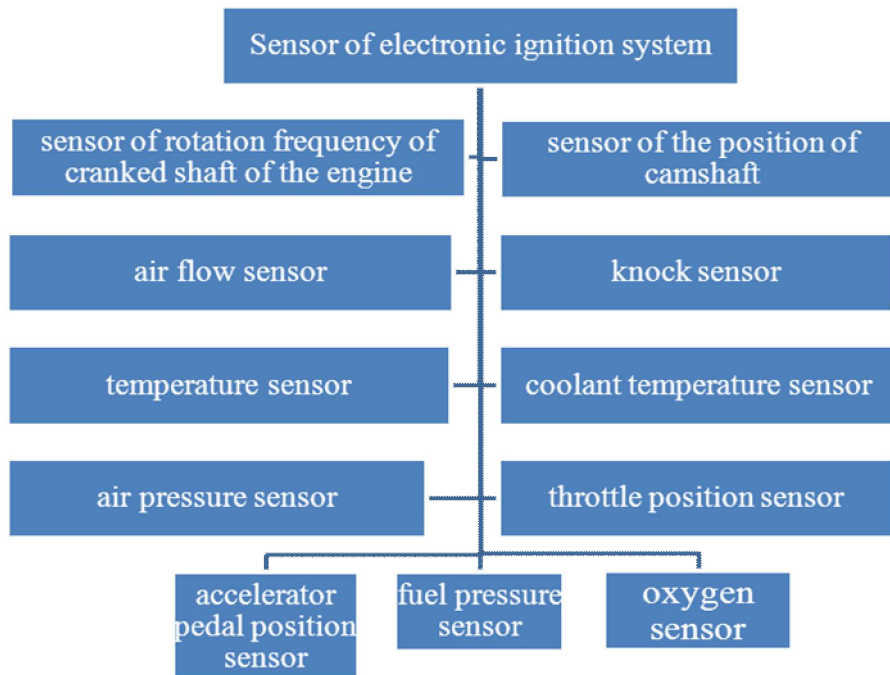
Consider in more detail each of these blocks. Using multimedia projector make up the sensor

scheme of electronic ignition system, which is presented in Fig. 2.

Necessarily we familiarize students with all kinds of sensors, with their purpose, principles, give a description of each of them.

Thus, the most widely used is sensor of rotational speed of crankshaft inductive type.

Sensor of synchronization that is based on the Hall's effect is installed in some systems of engine control. Using multimedia projector we point out that structurally sensor consists of cylindrical plastic or aluminum housing with the sensing element, base of sensor with flange and hole for attachment, communication cable in shielded shell length of 610 mm, three-pin plug of connection which is pressed on the cable.



Rice. 2. Sensor of electronic ignition system

We point out sensor of rotation frequency of cranked shaft of the engine's parameters: the frequency of rotation of the crankshaft and the exact position of the crankshaft. We ask students the question: "What functions does the sensor of rotation frequency of cranked shaft perform?" In the course of student's cogitation we find out that it is designed to synchronization of management by the injection system and the ignition system. We draw attention to that fact that the signals from the sensor are used by the engine management system for establishing the moment of fuel injection, quantity of fuel injection, the moment of inflammation(gasoline engines), of the angle of rotation of the camshaft during the system of variable valve timing's proceeding, the time of inclusion the absorber's valve while the petrol vapor capture system running. We raise the problem: "How engine's work will change if the sensor of rotation frequency of cranked shaft comes out of fret?"

We emphasize that sensor of the position of camshaft is intended for determining the angular position of gas distribution's mechanism according to the position of cranked shaft of engine.

We emphasize that the camshaft position sensor is designed to determine the angular position of gas-distributing mechanism according to the position of the engine crankshaft. Information received from the distribution shaft position sensor, the engine control system used to control injection and ignition.

Mass Air Flow Sensor is designed to support a (stoichiometric) ratio of air and fuel in the fuel-air mixture in all operating modes. Only in this way catalytic converter removes harmful substances in the exhaust gases. To maintain the stoichiometric ratio of the components of the fuel-air mixture, we need accurate information about the amount of intake air provided by the air flow. Using multimedia projector specify that the mass air flow sensor consists of a sensing element, hybrid circuits, electrical connector [4, c. 176].

Pay attention that the knock sensor is designed to monitor the degree of detonation during a gasoline internal combustion engine. It is install on the engine block engine and is an important component of the engine management system, allows for maximum power output and fuel economy

provide. Put the problematic question: "Causes of detonation combustion?" And find out that the detonation combustion occurs when removed from the spark plug of the fuel-air mixture, resulting flame is heated and compressed to form a spontaneous explosion. Detonation is accompanied by acoustic features - metal knocking at crank mechanism. We examine the cause's detonation.

Indicates that the knock sensors are of two types: resonant and broadband. Broadband capture and transmit a signal to the entire range of sounds. Then the signal is processed and it stands out noise, which corresponds to detonation. The resonant tuned to the frequency of detonation and thus triggered only in the event of a detonation. Structurally, the knock sensor consists of a pin, insulator, casing, nuts, washers elastic, inertial washers, piezoelement [4, c. 177].

The principle of the knock sensor is based on the piezoelectric principle. In the design of the sensor is piezoelectric plate, which in case of detonation occurs at the ends of stress. The greater the amplitude and frequency of vibration, the higher the voltage. When the output voltage exceeds the set level sensor, electronic control unit correct the system plugs downward angle of ignition. In considering temperature sensor coolant stress that it is intended to measure the temperature of the coolant in the engine cooling system and incorporated into the engine control system.

In considering temperature sensor coolant stress that it is intended to measure the temperature of the coolant in the engine cooling system and incorporated into the engine control system. Information from the sensor is used by the control to adjust the basic parameters of the engine depending on the thermal state: speed of the crankshaft, the quality of the fuel-air mixture, ignition advance angle. Structurally sensor comprises: a cylindrical metal body, which is a sensitive element, the middle part of the thread and nut turnkey S19; Plastic tail of double-contact plug.

Indicates that the throttle position sensor is used to determine the extent and rate of throttle opening. Structurally, it is a potentiometer, provides output voltage changes depending on throttle position. Using multimedia projector considering where it is installed and structure, noting that the axis of rotation of the current collector, connected to the throttle. Pressing the accelerator pedal is opening the throttle and move over the surface of current collector resistor element, thus changing the electrical resistance of the potentiometer.

We put a problem: "How the sensor works at engine warming up? ". In a chain of reasoning of students we specify that at start-up and warming up of the cold engine, control of injection of fuel is exercised without participation of this sensor, and correction of structure of a fuel and air mix is carried out on signals of other sensors (the provision of a butterfly valve, temperature of cooling liquid, number of turns of a cranked shaft). Except zirconium, there are oxygen sensors on the basis of dioxide of the titan (TiO_2).

The sensor of air temperature, air pressure, the provision of a pedal of an accelerator we suggest students to work independently. The purpose of independent work is development of creative abilities and activization of cogitative activity of students, formation of skills, development of moral and strong-willed efforts, formation of requirement of continuous updating of knowledge as necessary condition of professional formation [2, page 29].

After that we acquaint students with electronic part of system of ignition: digital and microprocessor, we explain possible power setting.

When studying system of ignition more attention we pay to demonstrations and presentation, using interactive methods, the explanatory material is illustrated by video movie fragments.

Presentation in educational process acts as an initial link of knowledge, and also a theory means of communication with practice. Experience of demonstration of different types of sensors confirms that by means of presentation the deepest and full assimilation of a material when studying the electronic equipment of modern cars is reached.

The oxygen sensor (lambda probe) designed to determine the amount of oxygen in the exhaust gases. To ensure the effective (economic and environmental) of the internal combustion engine the ratio of air and fuel in the fuel-air mixture must be constant for all modes. It uses an oxygen sensor in the exhaust system. The process of oxygen content in the exhaust gases is called lambda regulation. If not enough air in the fuel-air mixture, the hydrocarbons and carbon monoxide are not fully oxidized. With an excess of air, nitrogen oxides completely decomposed into nitrogen and oxygen. Using multimedia projector specify that structurally sensor consists of: solid electrolyte ZrO_2 , external and

internal electrodes, grounding, "signal" contact discharge pipe.

Explains that the lambda probe operates on the principle of a galvanic cell with a solid electrolyte in the form of dioxin zirconia ceramics (ZrO₂).

Poses the problem: "How does the sensor when the engine warms up?" During reasons students point out that during the start-up and warming up a cold engine fuel injection control is carried out without the participation of the sensor and the adjustment of the fuel-air mixture is carried by the signals of other sensors (throttle position, coolant temperature, number of revolutions the crankshaft). In zirconium, oxygen sensors are based on titanium dioxide (TiO₂). Sensor temperature, air pressure, the position of the accelerator pedal offers students to study independently. The purpose of self-study is the development of creative abilities and promoting mental activity of students, development of skills, the development of moral willpower, formation needs continuous update of knowledge as a prerequisite for professional development [2, p. 29]. After that acquaints students with electronic ignition system part: digital and microprocessor, explain the possible modes of the engine. In the study of the ignition system pays more attention to demonstrations and clarity, using interactive methods, explanatory material fragments illustrates film. Visibility in the learning process is the primary element of the knowledge and means of communication theory and practice. Experience demonstrating different types of sensors confirms that clarity is achieved by using the most profound and complete mastery of the material while studying electronic equipment of modern cars. Targeted students' work, using visual aids, provides a wealth of experience, observation and skills required to operate the necessary equipment [1, p. 228].

Conclusions. To study the electronic ignition system of modern cars and comparing it with the ignition systems of cars of the last century, the rational use of interactive teaching methods combined with problematical. Interactivity promotes knowledge, practical skills and organizing independent work.

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N. V. Ananeva, N. V. Litvinova

FEATURES OF ENGINEERING AND PEDAGOGICAL EDUCATION IN REFORMING THE EDUCATION SYSTEM IN UKRAINE

The article analyzes the special conditions of Engineering and Pedagogical education in reforming the education system, the current state and prospects for development, its role in the reconstruction of society, defines the specifics of the engineering educational workers are considered components of engineering educational activities, structural-functional scheme Engineering and Pedagogical activities, identifies a number of necessary professional skills of engineers-teachers, providing effective implementation of industrial and technological activities. The paper is devoted to the professional and educational activities, important professional qualities of engineer-teacher.

Key words: engineer-teacher, professional and educational activities, competence, vocational education, skills, abilities.

Н. В. Анан'єва, Н. В. Литвинова

ОСОБЛИВОСТІ ІНЖЕНЕРНО-ПЕДАГОГІЧНОЇ ОСВІТИ В УМОВАХ РЕФОРМУВАННЯ ОСВІТНЬОЇ СИСТЕМИ В УКРАЇНІ

У статті обґрунтовано особливі умови організації інженерно-педагогічної освіти в умовах реформування системи освіти, сучасний стан та перспективи розвитку, її місце в реалізації перебудови суспільства, визначено специфіку діяльності інженерно-педагогічного працівника, розглянуто компоненти інженерно-педагогічної діяльності, побудована структурно-функціональна схема інженерно-педагогічної діяльності, виявлена низка необхідних професійних умінь інженера-педагога, яка забезпечує ефективне здійснення виробничо-технологічної діяльності, проаналізовано професійно-педагогічну діяльність та визначено професійно важливі якості інженера-педагога.

Ключові слова: інженер-педагог, професійно-педагогічна діяльність, компетенція, компетентність, професійна освіта, здібності, уміння.

Statement of the problem. Dynamics, complexity and uncertainty of the changes taking place in society, compel pedagogical education (science) objectively to need of value self-determination and review of basic competencies and trends in various branches of the economy, culture, education, communications and market relations. The staffing vocational education is a part of these trends.

Important role in the realization of restructuring of society takes the education including engineering and pedagogy. Success in development engineering and pedagogical education depends primarily on the personality of engineer-teacher, his readiness for professional and educational activities in modern vocational school, moral potential, skills and so on. Hence the urgency is the research of pedagogical conditions, regularities and features of professional and educational development of the engineer-teacher.

Specific activity engineer-pedagogical worker is that he needs to organize and realize in the institutions (schools) of primary vocational education as teoric and production study with production work without loss for education. Specialist activity (work) this profile is hard and different, it covers as education, upbringing and personality development worker.

Requirements for the training of worker grow under the influence of an alternating nature of work caused by modern development of production and society and the requirement for his employers and the employment establishment. In this connection the preparing engineer-pedagogical (teachers) must be considered in interaction with the preparing of the workforce. In this case connection link is engineering-pedagogical activity, the nature and content of which shall be required to prepare the workers.

Analysis of recent researches and publications. Features engineering and educational activities considered in works of S. Batysheva, W. Blucher, G. Zborowski, E. Zeyera, N. Nychkalo, N. Hluchanyuk, A. Kovalenko, N. Talanchuk, P. Kubrushko, E. Tkachenko et al. Fundamentals of Engineering Pedagogical was developed by A. Belyaev, V. Lednev, A. Malenko, A. Novikov, V. Shapkin.

Many works written by G. Karpova, V. Lozhkin, A. Pastukhov dedicate to research on the social and educational aspects of training the engineering workers, psychological problems are reflected in the works of N. Kuzmina, T. Kudryavtsev, I. Lobach, didactic issues are considered in the works, written by Z. Yesareva, B. Lednyeva, P. Pidkasytiy, B. Sokolov, A. Fedorova. The most of scientific publications are connected with the problems of methods of education and training students of engineering and pedagogical professions. Such works were written by L. Akimova, B. Belkevich, A. Bytyev, S. Zykov, A. Malenko, V. Nikiforov, A. Sergeev and others.

Integrative nature of engineering educational activities was determined by many researchers (E. Zeyer, V. Bezrukov, H. Zborovsky, N. Chapaev, V. Kubrushko). The peculiarity of the main form of activity are often combined internally and executed in the same unit of time [1, p. 69]. That is why the main types of engineering educational activities, which include vocational education and industrial and technological activities.

The content of engineering and educational activities related to twosubject (biprofessional) because it has two bright expressed and comparatively isolated components - sectoral technical and technological (engineering) and pedagogical. Either of these two components in the total subject of

engineering and educational activities (according to their functional responsibilities) cannot be relatively priority, they should be considered only in balance, including general and specific components of these parts [4, p. 179]. Some researchers believe that significant for engineering educational workers is the ability to make appropriate decisions in the process of solutioning specific problems and implementation of production tasks. [7].

The objective of this article is to analyze the peculiarity of the engineering education in the condition of reforming the education system, the role of engineer teachers at the present stage of country's development and important task, which faced this sector of education.

The main material. Engineer-teacher is a specialist with higher education, who provides pedagogical, educationally and production and organizational methodological work on training students of one of the industries in the vocational education system and skilled workers in manufacturing. It is characterized by a wide pedagogical profile, it can combine the function of production education master, the teacher of special technology and general technical disciplines, and organize professional and educational activities [2, p. 10]. The objective of the engineering educational activities is education and training of student of the certain work profession, and because of it the peculiarities of this profession in the industry sphere, for which the worker is prepared, influence on the content and nature of engineering and educational activity.

As a result the object of activity of the engineer-teacher is binary: on the one hand – the pupil who has to become the skilled worker of a certain profession, on the other – subjects and means of pupils' productive activity.

The definition of the word "engineer" is given by the new explanatory dictionary of Ukrainian language: "engineer" – is the expert in any branch of technics with the higher technical education"; semantics of the second component: "teacher" – is the person who conducts teaching and educational work" [6, page 791, page 550]. The system of knowledge of the engineer-teacher and his professional thinking is peculiar. Execution of function of the methodologist demands creative approach, pedagogical imagination, independence and critical thinking. A developed technical thinking is an important condition of successful implementation of engineering and pedagogical activities. However it is necessary not for statement of technical problems and their decisions, but for an explanation of operation of technical devices and disclosure the essence of technological processes. The thinking of the engineer-teacher differs from the thinking of the technical worker by relative advantage of the conceptual component. Therefore the system of his technical and pedagogical knowledge has to have the integrated character, in its base has to be the generalized knowledge of the technological, psychological and pedagogical kind, the majority of which have the fundamental nature and cover both theoretical and practical processes studying of a profession [8].

According to the qualification characteristic of the specialist, the engineer-teacher which occupies speciality "Professional education. Construction" has to be prepared for the following types of engineering and pedagogical activities: 1) vocational education; 2) industrial and technological activities; 3) methodical activity; 4) organizational and administrative activities; 5) scientific and research work; 6) cultural and educational activities [5].

Structural-functional scheme Engineering and Pedagogical activities is presented in fig.1. It displays set of such components as the purposes, objects, types of engineering and pedagogical activities, their substantial components; implementation of the typical professional tasks in the process of realization the activity; groups of the typical abilities necessary for the execution of professional duties in the professional sphere; personal qualities of the specialist that provide successful and effective implementation of professional and educational activities.

The necessity of changes and filling up the operational components of engineering-pedagogical activity kinds are obvious, modern development of a science and technics promotes the occurrence of new trades and specialties, technologies and kinds of production, progressive forms of the organization of work. It will certainly be reflected in the contents of the expert's activity, who's aim is to prepare the personnel.

For the characteristic of the contents of the industrial-technological activity of the engineer-teacher and revealing the set of the typical professional tasks, peculiar for it, authors of the researches [3, p. 74] used the concept of technical training of manufacture, embracing the stages of designer,

technological, organizational-economic and material preparation. On this ground the industrial - technological activity contents the following kinds of works:

- The works of design-technology character which includes designing devices; not heavy gadgets, intended for inservice training, perfection of designs and the tool, equipment, making of settlement-analytical works, development of the engineering documentation, the technical analysis of constructive innovations in objects of the innovator's advanced practice;

- In structure of the technological character, including designing of manufacturing techniques of designs and details, the optimal selection of the equipment and gadgets, the development of the technological documentation, the preparation and adjustment of the equipment, the analysis and forecasting of the technological reasons of the spoilage, the analysis of technological aspect of the innovator's advanced practice, the studying of labour process during the realization of manufactured techniques, etc.;

- The works of organizational-economical character which concern: the practical evaluation of technical opportunities, the ways and means of achieving the purpose, the development of a factorial plan, the selection of rational forms of the organization of industrial practice process, the development of economic parameters of industrial activity, the establishment of student's time rates for the task realization of a various category of complexity, the lay-out and re-planning of workshops, the revealing of educational manufacture's reserves of growth, the scheduling of pupil's workplace moving.

Establishment of the expenses estimate, improvements the system of actions which ensure safety work performing professional and educational activities;

- material preparation of the professional and educational process means the workshop equipment with corresponding outfit, the tools, the raw stuff, the auxiliary materials; drawing up declarations for the raw stuff, materials, tools; development of actions for their rational use.

At the same time the engineer-teacher performs repair, control and measuring works, carries out spade-works and working up operations, regulates a course of technological process during professional and educational activities. These works are connected with the technological process, that's why they can be considered as the parts of technological works.

The analysis of the engineer-teacher's actions within their professional and educational activity demonstrates:

- 1) the structure, character and orientation of actions, which are realized by the engineer-teacher performing different types of activities, differs from structure, character and orientation engineer actions performing the same work;

- 2) the essence of the works which are performed by the engineer-teacher is stored;

- 3) a pedagogical component assists at the structure of the certain activity compulsory.

According to the content of the typical professional tasks of the technological activity and providing its main operational functions, the professional abilities of the engineer-teacher have been designated. They give the effective realizing of the technical activity. There are the following groups of professional abilities: gnostic (informative abilities as for engineering, pedagogical and production knowledge); didactic (general pedagogical abilities as for definition of the certain educational aims, a choice adequate forms, educational devices and methods, explanation of a educational material, demonstration of technical objects and works' devices); general engineering (polytechnic abilities as for reading and making up drawings, schemes, measurement, technical diagnosing, making up calculation and graphic works, definition of economic indicators of manufacture); design and technical (integral abilities as for planning of professional pupils study, making up of technological processes and designing of technical devices, planning educational, technical and technological documentation, drawing up technological maps, organization of pupils technical skills); organizational and technological (polytechnic abilities as for analysis of the manufacture situation, planning and rational organization of technological process, operation of technical devices); special (abilities as for design technology according to the constructions' and details' manufacturing in the certain branch).

The ground of the workers' professional training is the productive work. That's why it is equipped with the technical and technological devices, general engineering (special), technical and

technological groups of professional abilities are specific for the activity of engineer-teachers and masters of professional education in educational institutions of primary professional education [3, page 121].

Effective and successful realizing of Engineering and Pedagogical activity is defined by important professional personal qualities of the engineer-teacher which have to be formed during professional training with knowledge and abilities. The important professional qualities are individual qualities of the subject of activity. They influence on the activity effectiveness and success. In the process of psychological system's development there is a reorganization of operational mechanisms of mental properties according to the requirements. Every profession has the number of the important qualities. The analysis of professional and pedagogical activity has helped to define the following professional important qualities of the engineer-teacher: informative abilities (analysis and synthesis), technical thinking, abstract and figurative thinking, reflection, emotional firmness, flexibility of the professional behavior, creativity, working capacity, activity, communicativeness, skill to communicate, observation, organizing abilities.

Conclusions and prospects of the further research. Success of engineering and pedagogical activity is possible under condition of interaction pedagogical and production components. In this case the engineer-teacher plays the leading role as the subject of the professional pedagogical activity. He must be able to do integration of the pedagogical phenomena with the technical. The main task of engineering and pedagogical education is to raise the level of fundamental theoretical training of future engineers-teachers; giving it the practical orientation. In the conditions of transition of educational system to variable one, the training's requirements of engineer-teachers grow. It has to provide students' formation to realize the content of engineering and pedagogical systems, technologies, methodic on the high level; to see their internal essence, deep mechanisms of realization, to define their opportunities and limits with help of outside manifestations.

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