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CHAPTER 1

GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

THE HISTORICAL ANALYSIS OF PRESCHOOLERS` LABOR EDUCATION

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Abstract. Innovative processes in Ukraine, the development of a new school and education need the comprehension of the native pedagogical thought of the previous periods. The teachers' ideas about the labor education of preschool children are of significant interest. These ideas take their origins from the time of antiquity. The works of teachers, doctors, psychologists, the formation of the theory of preschool education, the launch of the first public and private kindergartens have actualized the problem of the labor education of children in order to prepare them for life and work.

Issues of organization of labor education of the younger generation in general, and preschool children in particular are very relevant for the current stage of development of society. The creation of a new school requires a understanding of domestic pedagogical thought of previous periods. Of considerable interest in this context are the ideas and works of prominent teachers of the past on the labor education of preschool children. However, the results of the analysis of the sources show that the ideas of the representatives of the national pedagogical thought regarding the organization of the labor education of preschool children in the historical retrospective have not been comprehensively and systematically studied. This article considers the organization of labor education of preschool children from the times of Kievan Rus to the beginning of the XXth century. It is proved that the formation of issues of labor education of preschool children in different historical periods contributed to: the work of prominent domestic teachers, who emphasized that the labor education of preschoolers should be organized without coercion, be individual in nature, provided recommendations for acquaintance of preschool children with the work of adults, involving them in the possible participation in work. The work of clubs and playgrounds (performance of physical activity, including agricultural, nature observation, organization of hikes and excursions, which in turn contributed to the formation of children's diligence and respect for work), the organization of pedagogical museums, summer children's "colonies", holding the Kyiv Society of Folk Kindergartens exhibitions" Preschool Education "and" Child Labor ", organization of the store" Preschool Education", as well as lectures on parenting, mass production of domestic pedagogical literature, publishing pedagogical magazines" Kindergarten", "Bulletin of Education", "Education and Training", "Free Education" and some others. Scientific and pedagogical sources are analyzed, which testify to the important role of pedagogical societies in the formation of labor education of preschool children.

Keywords: labor education, preschool children, organization, analysis, formation.

JEL Classification: JEL I0; I20

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Introduction. Innovative processes in Ukraine, the creation of a New School require the understanding of the native pedagogical thought of previous periods. In that respect, the teachers' ideas on the labor education of preschool children are of considerable interest.

Literature Review. Certain theoretical and methodological aspects of the problem under the study have been revealed in many scientific works. In particular, A. Bogush, Z. Borisova, G. Lyublinskaya, M. Mashkovets, A. Proskura, A. Savchenko have studied the issues of the labor education continuity of preschoolers and primary schoolchildren. N. Antonets, A. Barilo, L. Berezovskaya,

G. Bilavych, A. Bondar, A. Drach, Z. Nagachevskaya, S. Popichenko, I. Ulyukaeva, I. Sichkar, O. Sukhomlinskaya described various aspects of the preschool education and primary school development. The works of T. Vasilenko, A. Venglovskiy, A. Dzhus, I. Zaichenko, G. Ivanyuk, T. Kulish, A. Pshevratskoy, A. Sichkar, V. Sukhomlinsky have been devoted to the analysis of the specific personalities' contribution to the development of pedagogical thought.

However, the results of the sources analysis indicate that the problems, which are under the study, have not been comprehensively and systematically studied in the historical retrospective.

Aims. The aim of the article is to characterize the issues of organizing the labor education of preschool children from the times of Kievan Rus to the beginning of the XXth century.

Methods. The analysis was conducted with the help of automate content analysis. The historical-structural method provided an opportunity to systematize historical and pedagogical works on various aspects of the development.

Results. On the territory of the Ukrainian state, the first mentions on the organization of preschoolers' labor education date back to the period of Kievan Rus, when the upbringing of children was carried out by the family. The purpose of such upbringing was to prepare children for work, for life in society. Riddles, fairy tales, folk games were the main means of forming a child's personality. The children were brought up to love work and people of labor, to respect the elders [1].

The study and generalization of native pedagogical sources allow us to conclude that a vivid example of the propaganda of the children labor education ideas in the family is "Vladimir Monomakh's Sermonizing to Children", who noted: "Do not be lazy in the house, but look after everything ... And when you are able to do something – do not forget that, and if you do not know how to do, learn that " [2, v. 2, p. 26]. Vladimir Monomakh considered the native work and crafts to be the main types of child's labor education in a family.

Professor and rector of the Kiev-Mohyla Collegium I. Gizel (1600-1683) formulated the goal of upbringing a child, which was to educate a hardworking personality with a high intellectual level.

A certain contribution to the development of the preschoolers' labor education ideas was made by I. Pososhkov (1653 - 1726) - a scientist, entrepreneur and inventor, who emphasized the need to educate children to be hardworking, to organize honest and feasible work "not for fear, but on the conscience" in his pedagogical work "Testament to Parents" (1719 - 1720).

The famous Ukrainian educator G.S. Skovoroda (1722 - 1794) also paid great attention to the issues of labor education of the individual. In particular, he formulated principles that were based on the idea of "affinity" as the basis for human development. Labor education, according to G.S. Skovoroda, should be the parents' responsibility. The improvement of inclinations, inner wirings is necessary for every child. G.S. Skovoroda considered being the duty of teachers to take into account and further develop those things that the child inherits by "nature", to help in improvement and correction of their inner wirings. The educator considered labor

education as the basis for the diligence formation, and labor as a criterion of morality. Thus, in "Fables of Kharkiv" he noted: "He who does not apply labor, will not come to good" [2, vol. 2, p. 91].

The organization of the preschoolers' labor education was also facilitated by the opening the first orphanage for children from 2 to 14 years old on the territory of the Russian Empire, which included Ukraine at that time, in 1763. It should be noted that children from 2 to 7 years old were brought up mainly in labor affairs and games. The boys studied gardening; girls were engaged in household chores and housekeeping [3].

The famous educator and writer V. Odoevsky (1803 - 1863) made a significant contribution to the development of preschoolers' labor education issues. The most famous works of the teacher include "The Tales of Grandfather Irenaeus", which introduced children to crafts, real phenomena and objects. Also V. Odoevsky was the organizer of the first shelters for children from poor families. The educator developed a regulation on shelters, clearly formulated the task of shelters for organizing children labor education. He recommended educators and parents to give children basic knowledge and skills of crafts and handicrafts [3].

The idea of labor education of the individual was further developed in the works of the outstanding Russian educator K.D. Ushinsky (1824 - 1870). Thus, in the work "Labor in its mental and educational meaning" the educator believed that the main task of the tutor is to help the child find his place in life, prepare him for work, for life. He fairly noted that "Free labor is necessary for a person ... to develop and maintain a sense of his human dignity" [2, vol. 2, p. 230]. Speaking about the organization of the educational process, the educator noted that "it is upbringing, if it wants happiness for a person, should educate him not for happiness, but prepare him for work" [2, vol. 2, p. 240]. Also, K.D. Ushinsky, when organizing children labor education, put forward such requirements for teachers-tutors as: the presence of firm convictions; have a good example to follow; love children, be able to be both a teacher and a tutor; own pedagogical tact; actively participate in the life of the people [4].

The merit of K.D. Ushinsky is that he divided labor into physical and mental, and considered it in its unity. On this occasion, he wrote: "... Physical labor is necessary for the development and maintenance of physical strength, health and physical abilities in the human body ... But not everyone is aware of the need of mental labor for the development of strength and a healthy normal state of the human body" [2, vol. 2, p. 234]. "Of course, the most beneficial for human health is the case when physical and mental labor were combined in its activity, but the complete balance between them is hardly needed" – the scientist continues his thought [2, vol. 2, p. 235].

L.N. Tolstoy (1828 - 1910) made a definite contribution to the organization of the children labor education, the establishment of its connection with family education, and the clarification of the requirements for the teacher-tutor. The educator rightly noted that children tend to interact with adults, they have great opportunities for education and development. One should keep it in mind, that the teacher must do

his job faithfully and carefully, it is essential to know the student, respect him and never use inhuman measures to influence on him. L.N. Tolstoy embodied all his pedagogical ideas into the practice of the Yasnaya Polyana school-laboratory [5].

The organization of preschoolers' labor education was also facilitated by the creation of special orphanage departments by orphanages, starting from 1847, where children were kept around the clock. Craft classes and schools were opened on the base of these shelters [6]. The new Regulations on Shelters (1891) provided the admission of children from 3 to 12 years old to these institutions. The purpose of creating such shelters was to "supervise poor children, ... provide them with both primary and vocational education and prepare children for independent productive work" [6]. In addition to the primary school and craft workshops, departments for preschool children (from 4 to 7 years old), nurseries for children whose parents could not provide full-fledged care for their children (parents went away to earn) were also opened at orphanages [6].

E. Vodovozova (1844 - 1923) in her works provided pedagogically valuable recommendations for kindergarten tutors and parents on organizing the preschoolers' labor education, teaching them to feasible work. The educator rightly noted that the best method of upbringing young children is the example of adults, but not lecturing and sermonizing [7].

K. Wentzel (1857 - 1947) also made a certain contribution to the development of preschoolers' labor education issues. To that end, he proposed to open "Homes of a free child" for children from 3 to 13 years old. In these houses, children, together with adults, were asked to engage in productive creative work. Also, the educator substantiated the need to use an individual approach in the children labor education. He fairly believed that it is labor education that contributes to the development of child's will, freedom and character [7].

The establishment and further development of preschoolers' labor education issues in Ukraine was also facilitated by the organization of pedagogical museums, which were engaged in the dissemination of the famous foreign educators' works on the content, characteristics, methods and forms of organizing labor education of children [8]. The origins of the formation the preschoolers' labor education ideas can be attributed to: mass production of native pedagogical literature (V. Zenkovsky, N. Iordansky, A. Kalashnikov, A. Makarenko, Ya. Mamontov, A. Muzychenko, etc.); mass publication of pedagogical journals, on the pages of which the questions on content, aims, tasks, principles, forms and methods of organizing children labor education began to be developed.

Until 1917, such magazines included: "Journal of the Ministry of National Education", "Pedagogical Digest", "School", "Teacher", "Russian School", "Light", "Kindergarten", "Bulletin of Education", "Education and training", "Free education" and some others.

Frebel societies, which began to appear in the second half of the XIXth century in Kiev, Kharkov, Odessa and other cities of Ukraine, were of the great importance for the organization of labor education of preschool children. These societies opened preschool institutions, children's colonies and playgrounds [8].

The emergence of the first kindergartens in Poltava (1839), Kiev (1871), Nikolaev and Odessa (1866), the opening of shelters for young children from poor families, the creation of a private kindergarten (1882), the opening of centers for children of preschool and school age, the work of zemstvos, which organized nurseries to care for children in the 90s of the XXth century, also contributed to the formation of organizing the preschoolers' labor education issues in Ukraine. These institutions built their activities on close cooperation with parents, parents together with their children participated in various labor matters, excursions, they were given recommendations on the labor education of their own children.

The analysis of scientific and pedagogical sources indicates that pedagogical societies, which began to arise in Ukraine at the end of the XIXth – beginning of the XXth centuries, played an important role in the formation of preschoolers' labor education issues. The Kiev Society of Public Kindergartens and the Frebel Pedagogical Society, founded in 1907, as well as the Kiev Society for Promoting Education and Protecting Children, which opened the first public kindergarten in 1902, made the greatest contribution to the development of the studied issues.

It is necessary to pay attention to the fact that the Kiev Society of Public Kindergartens had developed a special "Regulations on kindergartens" (1908) and "Program of activities in kindergarten" (1910) where the types of activities for preschool children from 4 years of age were clearly defined. Manual labor was separately identified among these types.

The development of preschoolers' labor education issues at the beginning of the XXth century was facilitated by the exhibitions "Preschool Education" (1908) and "Child Labor" (1910), organized by the Kiev Society of Public Kindergartens, and the "Preschool Education" store, which demonstrated toys, materials for classes in kindergarten, work of preschool children, and also organized lectures on the questions of educating children.

Summer children "colonies", clubs and playgrounds made a great contribution to the organization of preschoolers' labor education. As it is known, the first summer children colony in the native area was created in 1887. Its founder K. Orlova used such basic forms of children's labor education as: performing feasible physical work, including agricultural work (this contributed to the formation of diligence and children's respectful attitude to work), observing nature, organizing hiking tours and excursions, which developed initiative and endurance, formed the ability to help comrades [9, p. 50; 10, p. 95-96].

Discussion. It has been emphasized that researchers have recently shown a decline in interest in the issues of child labor education. The scientists' works are oriented on studying regularities of pedagogical process construction with the purpose of holistic influence on labor development of children, formation of ideas about labor and profession of adults, development of basic children's qualities in the process of labor activity, establishment of place of labor education in the conditions of search of new approaches of educational process organization. It has been proven that the scientific heritage of the past is an integral part of the development of new pedagogical thought. After all, a retrospective analysis of the problem will allow us to

take into account the best experience and to use it in the process development and updating of the content of preschool children labor education in modern conditions.

Conclusions. Thus, the works of native educators (Vladimir Monomakh, I. Gizel, I. Pososhkov, G. Skovoroda, V. Odoevsky, K. Ushinsky, L. Tolstoy, E. Vodovozova, K. Wentzel), the organization of pedagogical museums, summer children "colonies", clubs and playgrounds, the exhibition of "Preschool Education" and "Child Labor" by the Kiev Society of Public Kindergartens, the organization of the "Preschool Education" store, mass production of native pedagogical literature, publishing the educational magazines facilitated the formation of preschoolers' labor education issues.

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EDUCATIONAL COMPONENT OF SCIENTIFIC SCHOOL OF THE ACADEMICIAN S. KONIUKHOV IN THE FIELD OF ROCKETRY

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Abstract. *The rocket and space sphere is one of the high-tech manufacturing industries in Ukraine. It provides competitive advantages, sustainable development and security of the state. Educational activity in the system of training professionals in the field of rocketry is the main segment of modern economic development of Ukraine. This determined the relevance of our study. This article systematizes and generalizes information about the characteristic features of the scientific and technical school of the academician of the National Academy of Sciences of Ukraine S. Koniukhov. He was the outstanding scientist-designer, professor, Hero of Ukraine. The structure of its components is highlighted, for example, the production and research component (Yuzhnoye SDO, SE «Yuzhmash») and the academic component (NAS of Ukraine, the National Space Agency of Ukraine and the International Academy of Astronautics). It is shown how these units contributed to the development of rocket and space science and technology. The scientific-organizational and pedagogical activity of the scientist is described, which are an integral part of the educational component of his scientific school. It has been clarified the role of the scientist in the organization of domestic educational institutions in the field of rocketry. This contributed to the formation of the sectorial system of secondary special and higher professional education in Ukraine, as well as its integration into the world educational space. Thus, the scientific and educational activities of S. Koniukhov contributed into ensuring the current level of training of highly qualified specialists, retraining and advanced training of scientific and engineering personnel of the space industry of Ukraine.*

Keywords: *history of science and technology, scientific and technical school, advanced training, professional education, academician, Yuzhnoye SDO, rocket and space sphere, Ukraine.*

JEL Classification: I00; I20

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Introduction. Recently, the history of science is reproduced through the prism of the achievements of scientific schools. In domestic historiography on the history of rocket and space science and technology, the term «school» is applied to the creative work of prominent scientists, including M. Yangel, V. Utkin, V. Budnik, V. Kovtunencko, M. Gerasyuta and others. One of such prominent personalities was the General Designer-General Director of the Yuzhnoye SDO (1991 2000), academician S. Koniukhov. Under his the leadership were implemented large international commercial projects, in particular, «Sea Launch», «Land launch», «Dnepr», as well as four National Space Programs of independent Ukraine. S. Koniukhov is an author of 735 scientific works on the creation of rocket and space technology and the formation of the domestic space industry. This contributed to the preservation of Ukraine's international prestige as a state with developed space science and industry in the international community of the world's leading space powers. An urgent task is to highlight the creative contribution of S. Koniukhov in the development of pedagogical science and practice.

Literature review. The functioning, characteristics and structure of «scientific schools», in particular «scientific and technical» in the field of rocketry, are described

in the works of Yu. Khramov, S. Bakuta, V. Onoprienko, V. Savchuk, F. Sanin, O. Kopyl, I. Fedorenko, O. Gubky and others. Essays on the life of S. Koniukhov, his organizational and research activities, as well as interviews and memoirs about the scientist are described in works by A. Bulat, S. Koniukhov, O. Degtyarev, M. Mitrakhov, V. Gorbulin, A. Shevtsov, I. Oliynyk, G. Sokol, N. Andrusenko, I. Selifonov, P. Semenenko and others.

Aims. The purpose of this article is to highlight the personal contribution of the academician of the NAS of Ukraine S. Koniukhov and his scientific and technical school in the development of branch science and education.

Methods. The use of bibliographic and source methods contributed to the search and systematization of primary information. The method of generalization made it possible to determine the structure of the scientific and technical school of S. Koniukhov. Historical-chronological and subject-logical methods allowed to determine the features of organizational and pedagogical activity of the scientist and their influence on the development of branch education in Ukraine and the world.

Results. In 1991, S. Koniukhov headed the Yuzhnoye SDO as the General Designer-Chief of the enterprise in a historically crucial period for Ukraine and the most difficult for the enterprise. [3, p. 122]. In the early 1990s, after the collapse of the USSR, one of the priorities of Ukraine's industrial policy was the conversion and restructuring of the defense sector of the economy. In the new difficult conditions of political and economic reforms, the lack of state funding for the main activities of domestic industry enterprises of the defense industry has jeopardized the very existence of the rocket and space industry in Ukraine.

In December 1991, S. Koniukhov reorganized Yuzhnoye SDO, in order to commercialize its domestic and foreign economic activity, ensure the competitiveness of products, as well as increase its intensity of social and economic development. The scientist organized new divisions at the enterprise, in particular marketing and commercial activity and introduced the position of Deputy General Designer for Economics [3, p. 211, 212; 4, p. 394, 5, p. 90]. In 1992, the main directions of conversion work of the enterprise were determined and the divisions of the enterprise responsible for their implementation were appointed [3, p. 212; 4, p. 152; 4, p. 90;]. Since then, Yuzhnoye SDO has started working on a wide range of national economic issues, as well as finding potential customers in the global space services market. Learners, colleagues and followers knew S. Koniukhov as a true leader with the professional qualities of a leader, diplomat, enthusiast and patriot of missile technology. Unique knowledge and versatile professional training of the scientist contributed to the implementation of bold and risky projects of the transition of Yuzhnoye SDO to market relations and maintaining the Ukraine status of the «space state» [9, p. 386, 387].

According to F. Sanin, O. Kopyl and V. Savchuk, the scientific and technical school is a creative team formed based on the main Central Design Office. An outstanding scientist-designer heads it. This team develops an original scientific and technical direction for the implementation of a specific scientific and technical idea «in the form of a finished product - a complex scientific and technical system» [16. p.

36, 37]. Yu. Khramov singles out the characteristic features of the scientific school, for example: high qualification of researchers; significance of the obtained results in a certain field of science, high scientific authority in this field; recognition in the scientific community [8. p. 61]. I. Fedorenko proposes a typical structure of a scientific and technical school, which consists of production and research, academic and educational components, as well as a coordinating body. [6. pp. 258, 259]. The given characteristic features of the «scientific school» defined by previous researchers, the beginning of scientific and organizational activities of S. Koniukhov as the Chief of the Yuzhnoye SDO, we can consider the moment of founding the scientific school of S. Koniukhov, in addition, to define it as «scientific and technical» and the scientist - the founder (scientific leader). Let us consider in more detail features of functioning of the basic component of scientific and technical school of S. Koniukhov.

Production and research component. During the twenty-year period of S. Koniukhov's enterprise management (1991-2010), 116 were made launches (106 of them were successful) of rockets from four foreign spaceports, which were developed by CDO «Pivdenne» and manufactured by SE «Yuzhmash». More than 200 spacecrafts from around the world have been launched into Earth orbits [4, p. 247]. The company has implemented significant international projects as «Sea Launch», «Land launch», «Dnepr», «Cyclone-4», «Ocean-O», «Egypsat-1» and much more. This contributed to the preservation of Ukraine's international prestige as a state with a developed space science and industry. Yuzhnoye SDO has become an important partner among the world's leading space powers [9. p. 387].

Currently, Yuzhnoye SDO continues to develop experimental production and experimental base. SDO develops commissioned and partially makes samples of high-tech, science-intensive, innovative, competitive in the world market of rocket and space technology [18]. O. Degtyarev, General Designer of Yuzhnoye SDO (2010-2020), noted that the company's production is developing in five strategic directions, formed by S. Koniukhov. First of all, it is:

- creation of rocket and space complexes, launch of various classes of rockets and provision of launch services in partnership with foreign customers;
- creation of spacecraft and satellite systems for various purposes to monitor the Earth's surface;
- development of an orbital spacecraft, a module for orbital services provision, a small platform for geostationary communication satellites;
- creation of advanced liquid rocket engines;
- creation of high-precision and missile and jet weapons etc. [4, p. 388].

The scientist noted, «A significant merit of S. Koniukhov is that Ukraine was one of the ten countries that have a full cycle of space production» [4, p. 389].

Academic section. On the initiative of S. Koniukhov was organized fruitful cooperation of Yuzhnoye SDO with many academic institutes of NAS of Ukraine, industry institutes, military science and higher education institutions of Ukraine in the development of rocket and space technologies. He was using modern principles of interaction and cooperation for the preservation and development of domestic

scientific and technical potential of the rocket and space industry. The former President of the NAS of Ukraine B. Paton believed that S. Koniukhov «deeply understands the need for close creative contacts of the Yuzhnoye SDO staff with basic science and with the NAS of Ukraine» [3, pp. 116, 130; 4, p. 273].

Due to the broad worldview of S. Koniukhov and his global approach to solving the problems of creating rocket and space technology in the formation of a modern market economy, there were established business relations with scientists from the United States, the EU, China, Japan, India, Russia and other countries. Yuzhnoye SDO was admitted to the International Astronautics Federation. Since 1994, S. Koniukhov was a corresponding member of the IAA and its Vice President (2005-2011). The result of his scientific and organizational work in the IAA was the participation in its activities of about 30 Ukrainian scientists and specialists of industry enterprises [3, pp. 215, 222, 227, 238, 245]. In 2017, S. Koniukhov as the first representative of the space industry of Ukraine was inducted into the IAF Hall of Fame, which reflects the figures of prominent personalities, who make a significant contribution to the development of space science and technology for the benefit of humanity [4, p. 284].

S. Koniukhov took an active part in the work of the collegial bodies of the NAS of Ukraine. The four National Space Programs of Ukraine were developed and implemented with the participation of the scientist, such as a member of the Scientific and Technical Council of the National Space Agency of Ukraine (NSAU), together with the central executive bodies, the NAS of Ukraine and some industry enterprises. As part of their implementation, Ukrainian spacecrafts «Sich-1», «Sich-1M», «MS-1-TC», «Sich-2» and others were launched [3, p. 213; 9. p. 470]. This helped the development of domestic space science, the establishment of international contacts, as well as the entry of industry enterprises into the world market of space services. In 2010 Yuzhnoye SDO received the status of scientific organization [4, p. 285]. O. Degtiarev noted that Yuzhnoye SDO «closely cooperates with the NAS of Ukraine and its institutes, with scientific organizations of the Ministry of Defense and leading technical universities of the country, strengthening the connection between science and industry, which were supported and developed by academician S. Koniukhov» [4, p. 388].

Educational component. Flexibility and predictability of thinking allowed S. Koniukhov to unite efforts of high school, higher educational institutions, research institutes and branch enterprises of Ukraine concerning early identification of the most talented learners and to start their training according to the scheme of continuous education: school – technical college and higher educational institution - enterprise [3, p. 52]. It should be noted that in 1987-1992th the scientist was the head (part-time) of the Mechanical Engineering Products System Design Department of the Institute of Advanced Training of the Ministry of General Mechanical Engineering of the USSR. In 1991, he was awarded the academic title of professor at this department [10, sh. 9]. During that period, S. Koniukhov prepared and published more than thirty «Professional Development Programs for specialists» (1989-1992),

as well as three textbooks on the design and development of power plants and pneumatic systems (1989), [10, sh. 21].

Also since 1988, S. Koniukhov was the Deputy Chairman of the Academic Council for awarding academic degrees of Technical Sciences Candidate in the Yuzhnoye SDO [9. p. 550]. Since 1988, he has been the head of the branch of the Institute of Physics and Technology (later - the Faculty of Physics and Technology (FPhT) of Dnipropetrovs'k State University (DSU), established at the Southern Machine-Building Plant [12, p. 199]). In 1991, S. Koniukhov was a member of the expert council of the High Attestation Commission of Ukraine [3, p. 213]. In 1996, he was elected a member of the Council for Science and Technology Policy of Ukraine; in 2000, he became a member of the Council for Science and Technology Policy under the patronage of the President of Ukraine.

Since 1988, the scientist was the chairman of the state examination commission for the presentations of diploma projects, as well as a member of the Specialized Academic Council for the presentation of candidate and doctoral dissertations of DSU (later – O. Gonchar Dnipro National University (DNU)) [3, p. 208; 4 p. 394]. According to the former rector of DNU M. Polyakov, S. Koniukhov's participation gave these meetings «an importance and opportunity to determine the value of dissertations not only in purely theoretical terms, but also in the sense of using the results in the practice of rocket and space sphere» [3, p. 150].

With the development of scientific and technological progress and increasing intensification of the domestic educational and scientific system development, the forms of cooperation between Yuzhnoye SDO and DSU have been continuously improved. The educational process of the FPhT of DSU was closely connected with the scientific, design and production activities of the Yuzhnoye SDO construction design office and the SE «Yuzhmash». In particular, managers and leading industry specialists taught special disciplines at the university; students in divisions and workshops of enterprises in modern equipment performed laboratory works and production practices; topics of term papers and diploma projects were selected from specific research developments of enterprises. Yuzhnoye SDO and SE «Yuzhmash» helped the university to create its own laboratory base [9. p. 538]. S. Koniukhov himself noted that their interaction «is a successful example of the implementation on practice of the ideas of integration of science, industry and education» [3, pp. 59, 60]. In 2008, at the meeting of the Academic Council of DNU, S. Koniukhov was solemnly awarded the title of «Honorable Doctor of sciences of DNU». And awarded the medal «For the faithful service of DNU» for many years of his conscientious and fruitful work, significant contribution to the training of highly qualified specialists, development of scientific research and material base of DNU.

In July 1995, in the Yuzhnoye SDO (at the initiative of the scientist) was created the «New Technology» department number 408 of the National Aerospace University «Kharkiv Aviation Institute» (NAU «KhAI»). S. Koniukhov (part-time) headed her [9. p. 540]. Fourth and fifth year students of NAU «KhAI» studied directly in the design and engineering departments of the enterprise. After graduating from university, they were assigned to work in various departments of Yuzhnoye SDO.

According to the graduates of «KhAI» (1963) and later on employees of Yuzhnoye SDO V. Khvatova (Zvyagina) and M. Khvatov, an active participation of S. Koniukhov and the personnel service of Yuzhnoye SDO facilitated the fastest organization of the department number 408. They noted that «the training received at the department in the conditions as close as possible to production, accelerated professional and social adaptation of young professionals, helped them join the production cycle easier and faster» [17, p. 40].

Thus, was established the cooperation of teachers, leading academics and industry specialists, as well as a number of specialized schools and industrial enterprises, including the College of space-rocket engineering of DNU [15, p. 221]. Currently, it is the only state higher educational institution of the 1st level of accreditation in Ukraine, which trains specialists in the rocket and space industry. S. Koniukhov made a significant contribution to the formation and development of the college, as well as its educational classrooms and facilities [11, p. 3].

S. Koniukhov tried to support close cooperation of Yuzhnoye SDO with many educational institutions of Ukraine on the issues of training highly qualified specialists for the rocket industry. Students and learners of more than 15 educational institutions underwent production, design and undergraduate practice at the «Pivdenne» construction design office. The company systematically provided them with methodological assistance in compiling and adjusting special training programs in disciplines related to the study of missile technology, as well as assistance in creating their own laboratory base [9, pp. 537, 538].

In September 1996, on the initiative of NSAU with the support of SE «Yuzhmash» and Yuzhnoye SDO was organized the National Aerospace Education Center of Youth. S. Koniukhov carried out the general management of works on its creation [15, p. 221].

In 1998, by the decision of S. Koniukhov was established the Rocket and Space Training and Research Center (RSTRC), based on the Yuzhnoye SDO. It included branches of the FPhT of DNU Department and NAU «KhAI» Department, the training department, the research sector, as well as graduate school. Under the leadership of S. Koniukhov, his students successfully defended six candidate and five doctoral dissertations there [3, pp. 53, 151; 4, p. 278; 4, p. 155; 9, p. 381; 10, sh. 27]. RSTRC ensured the participation of students, postgraduates, young professionals and teachers in research and design work. The center introduced advanced world learning technologies, conducted exchanges of students and teachers and joint international seminars, conducted internships and training of foreign specialists, etc. [9, p. 541]. Currently RSTRC continues educational, methodical and scientific work on the design and construction of rocket and space technology, etc. [3, p. 53; 4, p. 278].

In 1999, S. Koniukhov revived the activities of the Young Specialists Council of Yuzhnoye SDO. Among the main tasks of this organization were mobilization of creative activity of young professionals and scientists of the enterprise for the successful implementation of production tasks and training [1, p. 17]. At the initiative of the scientist, young specialists studied courses in algorithmic programming languages, modern computer technologies, patent science, English language courses,

as well as involved into scientific and technical creativity, scientific work etc. Those who worked at the company for more than two years had an opportunity to enter the postgraduate school of the Yuzhnoye SDO [9, p. 534].

In 1991-2010, the scientific potential of the enterprise significantly increased - more than ten doctors of sciences and more than a hundred candidates of sciences successfully presented scientific researches; more than 30 candidate and 7 doctoral dissertations were defended [2, p. 59].

An important experience of scientists and specialists in the field of rocketry is reflected in textbooks and manuals prepared under the general editorship of the scientist. First of all, it is «Rocket as an object of control» (2004), «Design and construction of launch vehicles» (2007), «Accuracy of launch vehicles» (2009) and others. The work «Design, construction of rockets and spacecraft» (2004) presents training programs for retraining of industry professionals. It should be noted that in 2010 the textbook of the scientist «Launch vehicles and space stages as objects of control» (2007) was nominated for the State Prize of Ukraine in science and technology as a national achievement in the field of training highly qualified specialists for the rocket and space sphere. It was nominated in the set of textbooks «Production, testing and operation of rocket and space technology» [14].

Discussion. It should be noted that the main scientific and historical research of the creative biography of S. Koniukhov was conducted only at the beginning of the XXI century. However, they contain the same type of repeated factual material, mostly for reference. Previous researchers have focused on the reconstruction of the life and creative path of the scientist. The role of the scientist in the organization and development of rocket and space science and education in Ukraine and the world is covered insufficiently. In historiography on the researched subject, there are no scientific works about features of creation and genesis of scientific and technical school of S. Koniukhov. Only a few of them state that S. Koniukhov have created a scientific school of modern methods for designing rocket and space systems. Comprehensive historical scientific investigations, which contain a thorough analysis of the intellectual heritage of the scientist was not carried out.

Conclusions. Thus, we can say that S. Koniukhov founded a scientific school of modern methods for design rocket and space systems. The complex of structural elements (production-research, academic and educational components) allows defining it as «scientific and technical». The scientist was a scientific leader who led the process of its formation. Systematization and generalization of information about the structure of the scientific school S.M. Koniukhov is held for the first time. It is proved that the scientific and educational activity of the scientist contributed to providing a modern level of training of highly qualified specialists, as well as retraining and advanced training of scientific and engineering personnel of the rocket and space sphere of Ukraine and the world. The teams, organized by S. Koniukhov, now continue to implement the strategic directions formed by scientists for the development of the rocket and space sphere and vocational education. The results of the study will help to popularize the history of pedagogy and its outstanding educators in Ukraine.

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CHAPTER 2

INNOVATIONS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

THE FEATURES OF DISTANCE LEARNING IN HIGHER EDUCATION SYSTEM

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Abstract. *The article deals the main trends in distance learning in the higher education system. The main innovations in teaching students today are largely associated with the use of interactive methods. The advantages and disadvantages of online learning are outlined. The basic methodological techniques, as well as methods that can be applied by teachers are analysed. The principles of e-learning are presented. The didactic means of distance learning, in which the pedagogically processed content of education is concentrated, are classified. Theoretical comprehension of the basics of distance learning shows that it is inherent for the traditional educational process, and has own didactic teaching methods. The general direction of the innovations has caused the individualisation of the education. The environment of educational communication is characterised by openness, interaction of participants, equality of their arguments, and accumulation of knowledge. The main aim of the research is to reveal the main features of distance learning in higher education system. The internationalisation of society causes its informatisation. The main task of the modern education is the development of students' skills of self-learning. This trend has completely changed the educational methods. Distance education is characterized by a high degree of variation. The main features of e-learning are flexibility, modularity, concurrency, coverage. The main hypothesis of the research is the provision of the internationalisation of the education system in modern society. The role of the distance learning in the educational process is defined.*

Keywords: *distance learning, education internationalisation, higher education, educational process, informatisation.*

JEL Classification: JEL I0; I20

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Introduction. Distance learning is a modern form of education that is gaining popularity. The essence of the remote method is the implementation of the educational process at a distance in real time. Such training has become possible due to the development of the Internet technologies, the spread of electronic communications [9, p. 260]. Distance learning differs from the full-time educational process in the methodology of conducting classes.

The process of informatisation, which is currently being carried out, both in our country and abroad [1], forces us to consider the methods and means used in

education from new positions. Within the framework of the informatisation process, an equally important phenomenon can be distinguished—the internationalisation of society, and, as a special case, the internationalisation of education [2,3,4], which contributes to the change in methods and means of teaching, encourages teachers to look for new ways of presenting material, monitoring progress and performing independent work of students [6, p. 863].

One of the main tasks of modern education is the development of students' skills of self-education and the creative use of the knowledge. So it is necessary to find such teaching aids that would contribute to the acquisition of new knowledge after graduation.

Literature review. Recent theories and empirical research on learning have focused on games as tools with which to develop conceptual thinking by interacting with and manipulating complex systems (Gee, 2003; Squire, 2006; Squire & Barab, 2004) and as alternate, virtual environments in which learners outfit themselves with virtual identities or avatars in order to practice ways of knowing within a situated, authentic context (Gee, 2003; Gee & Shaffer, 2010a; Shaffer, 2005; Shaffer & Resnick, 1999; Shaffer, Squire, Halverson, & Gee, 2005)

Unlike other forms of training, instruction, and professional development, distance education is inexorably linked to its mode of delivery (Commonwealth of Learning, 2008). Because of the rapid evolution of delivery modes, distance education experts (Commonwealth of Learning, 2008; Taylor, 1995) often speak of generations of distance education models, such as print, multimedia, and Web-based delivery systems.

There is an interactive approach, because the Internet teacher speaks to students and students respond to the Internet prompts and interact with materials and with one another at the Internet prompting (Gaible & Burns, 2007).

As a model of pre- and in-service distance education exhibits many best practices in professional development that provide demonstrable teaching and learning benefits (Bosch, 1999; Evans & Pier, 2008; Gaible & Burns, 2007): It can help teachers implement active, intellectually engaging instructional practices generally associated with competency-based instruction, while at the same time ensuring that students learn more effectively (Evans & Pier, 2008).

Aims. The aim of the article is to outline the main trends in distance learning in the higher education system.

To achieve the aim, the following tasks were set:

- to identify the advantages and disadvantages of distance learning;
- to describe the main methodological techniques;
- to analyse the technique of e-learning.

Methods. The sources of research are the works of foreign scientists on the development of distance learning strategies who have experience in working with electronic resources. The results of the study about the use of innovative teaching methods online by teachers are presented. The approaches in modern foreign didactics to distance learning of students are analysed. The focus is on pedagogical

innovation. The article uses analytical approaches and summarises the main changes in the higher education system.

Results. Distance education is characterised by a high degree of variation. Such variation includes the types of media or technology (print, radio, computer); the nature of the learning (workshop, seminar, degree program, supplement to traditional classroom, levels of support); institutional settings; topics addressed; and levels of interactivity support (face-to-face, online, blended, none) [7, p. 25].

When supplemented by music, text, games, and resources, the process guides teacher and student through a series of differentiated learning activities and can encourage teachers to adopt more engaging, student-centered teaching strategies to teach specific outcomes and subject areas [9, p. 260].

Distance learning technologies in education involve some changes in the methods:

1. Lecture or presentation of ready-made information: requires a certain level of self-discipline from the student.

2. Independent research (abstract): does not change, since in both cases (full-time education or distance learning), the student provides the teacher with a search or research result, which he performs independently.

3. Practical work: much more difficult. The teacher has to develop detailed step-by-step instructions and in-depth advice on how to do the work. In some cases, the implementation of practical work remotely becomes impossible.

4. Completion of tasks: changes in the form of sending text.

5. Oral interrogation: requires self-discipline from the student, as interrogation at a distance makes it possible to use prompts, cheat sheets and other means not allowed in full-time school education [10, p. 35].

The teacher of the discipline acts as the author of the educational (electronic) course in the discipline and accompanies the learning process. He develops a training schedule, conducts consultations (including remotely), records the results of ongoing monitoring [13, p. 106].

The formed individual line of training allows the student to fulfill the curriculum in the chosen direction (specialty) and provides conditions for the student's self-realisation. Communication of students with each other, with the teacher is carried out both internally and remotely using modern technical IT, such as e-mail, forum, chat, social networks, Skype, mobile applications – depending on the technical support of the distance learning process and the student's capabilities [18, p. 3]. The features of e-learning include flexibility, modularity, concurrency, coverage, and many others.

Distance learning covers the entire set of pedagogical acts of interaction between teachers and students both during contact work in the classroom and during interactive interaction using IT tools. These are the following acts of interaction: information-receptive; reproductive; problematic; heuristic; research [15, p. 21].

Didactic means of distance learning, in which the pedagogically processed content of education is concentrated, should be classified as follows: printed publications (for example, textbooks recommended as additional information);

electronic educational resources; electronic publications; computer training programs; audio and video materials; network databases.

The methodological organisation of the educational material includes the development of the structure of the course with justification of interactive and innovative teaching methods, the plan of the on-line component of the course based on the competencies that the student must acquire based on the learning outcomes using the provisions of pedagogical design, preparation of text materials, presentations, necessary graphic objects, assembly of the on-line component of the course and its placement in the electronic educational environment [17, p. 3]. The materials posted on the virtual campus include: presentations by the lead teacher on the main topics of the lecture course; fragments of video lectures, a workshop for classroom and independent work, tests to see the skills and abilities of undergraduates, reference materials for the course, links to open educational resources, relevant thematic publications in the press [15, p. 21]. The expected scientific and practical result of the work is the presentation of the online component of the course in the form of a website, including educational material in the form of presentations, an electronic workshop, forums for discussing sections of the course, a teacher's blog for publishing relevant scientific information on the subject of the course, Wiki pages for organising joint project activities of the students [5, p. 27].

In these conditions, the orienting function of the lecture comes to the fore, which consists in systematising a large heterogeneous material and teaching the student the ability to navigate in a variety of information resources, as well as the function of reviewing and analysing a wide range of opinions and schools represented in this field of science, which does not allow epistemological monism in the form of the correct points of view or concepts [16, p. 19]. Thus, the goal of the teacher in the process of a lecture is not the direct transfer of information, but the ability to pose problems, indicate discussion points and orient students where it is possible to get information on a particular issue.

The general direction of innovation is the individualisation of the educational areas of students, the activation of their work, an increase in the level of motivation and responsibility for the quality of mastering educational programs [4, p. 18]. The main innovations in teaching students today are largely associated with the use of interactive teaching methods.

Some of the most promising and popular information technologies are multimedia, which allow you to create entire collections of images, texts and data, accompanied by sound, video, animation and other visual effects [2, p.38]. There are many different ways of presenting information using multimedia. The most common set of equipment today is a multimedia projector and a computer [11, p. 38].

The teacher's electronic portfolio is designed to organise productive interaction between the teacher and students in the learning process. It is a means of forming a model of individual pedagogical experience that allows each teacher to develop his own individual learning strategy, his own pedagogical system [13, p. 107].

The electronic portfolio includes materials for conducting classes (presentations, supporting notes, etc.); materials for organising independent work for the students

(descriptions of practical and laboratory work, task cards, handouts, topics of essays, etc.); materials for monitoring learning outcomes (tests, control practical tasks, means of rating knowledge assessment); articles for magazines, reports at educational conferences; materials representing the experience of colleagues.

However, one should not limit the understanding of interactive teaching methods to the use of information and computer technologies [3, p. 112]. A teacher should have broad interpretation of interactive learning as the ability to interact or be in a dialogue mode not only with a computer, but also with a person is quite acceptable.

The educational process, based on the use of interactive teaching methods (work in small groups (teams), project technology, analysis of specific situations (case study), problem learning, role-playing and business games), is organised taking into account the involvement of all students in the learning process [10 p. 56]. Joint activity means that everyone makes their own special individual contribution, in the course of work there is an exchange of knowledge, ideas, methods of activity. Individual, pair and group work is organised, project work, role-playing games are used, work with documents and various sources of information is carried out.

Interactive methods are based on the principles of interaction, the activity of trainees, reliance on group experience, and mandatory feedback. The environment of educational communication is created, which is characterised by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, the possibility of mutual assessment and control [8, p. 76].

In the context of a change in educational paradigms, fixing the transition from mass-reproductive forms and teaching methods to individual-creative ones, there is a need to improve and search for effective forms to ensure self-realisation and the formation of students' self-development and self-education skills [15, p. 25].

The widespread use of distance education is explained by the significant advantages of distance learning:

- possibility of organizing lessons in hard-to-reach areas for disabled and often ill children, the possibility of studying in foreign universities;
- possibility of full-fledged distance learning of students in universities;
- possibility of training during epidemics or in difficult weather conditions;
- an individual approach to teaching each student;
- loyal approach to learning time;
- possibility of self-study, acquisition of a second specialty, additional knowledge;
- reduced training costs;
- self-discipline and student responsibility;
- universal accessibility of education (any age, level of education, professional training, anywhere in the world where there is a communication link) [7, p. 115].

The experimental implementation of distance learning confirms the reduction in the cost of the educational process by an average of 40%. The only drawback of distance technologies is the lack of live communication, without which the formation of a full-fledged personality is impossible [6, p. 864].

Online conferences are also economically and pedagogically attractive because of their “anytime, anyplace” characteristics and low production and participation costs [5, p. 76].

Correctly selected course materials, based on the goals and objectives of learning and the characteristics of the educational process in the online environment, will provide students with an educational result, and the teacher –a positive feedback [4, p. 28].

This approach implies that online learning is primarily a cognitive and social process, and not just a process of transferring information via the Internet.

Just like face-to-face training, online training requires social support for students. In full-time education, this role is played by the material resources of the university and the teachers involved in the educational process [8, p. 32].

Online learning is impossible without an IT infrastructure, which requires significant investments, including an internal or external online learning platform as well as high-quality online courses that provide effective training and support for learners in an online environment.

Discussions. In the current situation, when the transition to online learning is carried out as soon as possible, all these conditions must be created in advance, and teachers must have experience in using online learning tools and student support services.

Effective teaching demands more time from both online instructors and learners [10, p. 92].

Teachers interact with students via chat and Web cameras. They are developing online labs for physics, chemistry, and biology that will be broadcast online [11, p. 24].

However computer-based assessment has weaknesses. For instance, the ease of finding information online also makes it easier for examinees to cheat. Despite our wishes to the contrary, younger users of the Internet report that they are likely to cheat, plagiarize, and copy and paste from the World Wide Web without attribution [9, p. 260]

The Internet is still used predominantly in one of three ways: as a tool for research (searching for information), as a communication/collaboration tool, and as a creation tool. A form of instructional design helps teachers use the Internet to design and carry out Internet-based activities with students [13, p. 107].

The benefits of these activities increase when teachers are also engaged in structured teacher training and/or professional development programmes [7, p 83].

Awareness of the potential of immersive environments as student learning tools is growing. The students access virtual contexts, such as graphically represented buildings, simultaneously; interact with digital artifacts and tools, such as digitized images and virtual microscopes; represent themselves through avatars; communicate with other participants and with “agents” (personalities simulated by a computer); and participate in various types of collaborative learning activities [5, p. 27].

The instructional method must be worked out. They can be even more beneficial to learning than individual tutoring [6, p. 863].

Conclusions. E-learning is a convenient option for organisations in certain situations (e.g. when there is a need to reach many geographically dispersed learners). In a self-paced e-learning course, learners can study course materials at any time they wish. This requires that learners have access to a set of interactive and self-contained materials [5, p. 24]. Facilitated or instructor-led e-learning takes place at a specific time and usually integrates self-study with collaborative activities such as discussions or group work. This learning uses communication tools which allow learners to communicate with facilitators and other participants [11, p. 36]. The tools can be asynchronous, such as e-mail or discussion groups, as well as synchronous, such as chat and audio conference. Both facilitated and self-paced e-learning activities and content should conform to a set of quality standards to ensure the effectiveness of the learning programme [11, p. 37]. In a blended approach, e-learning sessions can be integrated with face-to-face traditional activities using a variety of other approaches.

Finally, in some cases Web-based learning alone can be as effective as face-to-face opportunities for the professional development [3, p. 112].

The prospects for the further research are related to identifying the result of distance learning based on the analysis of student academic performance.

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READYNESS OF STUDENTS OF PEDAGOGICAL UNIVERSITY TO THE IMPLEMENTATION OF DISTANCE LEARNING

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Abstract. Distance learning is a way of obtaining education using computer and modern information technologies, which allows students to study at a distance. Informatization of the educational process and the latest information and communication technologies, provided they are fully used and introduced into the educational process, radically change the course of society. In the process of distance learning distance courses are used - information products that are sufficient for learning in certain disciplines.

One of the priority areas of the modernization program of secondary and higher schools is distance learning. In modern conditions, there is a need for higher education by distance, which is caused by the need to study full-time, educated by people with disabilities and those who are abroad or in prison. This opportunity is provided by distance learning, which is carried out through information and educational technologies and communication systems.

Distance learning has a number of undeniable advantages. In particular, a higher education applicant can study at a time convenient to him, in a familiar environment and at a relatively autonomous pace. The lower cost of such training should also be taken into account, as there is no need to rent premises, pay a significant number of staff and save time.

In the case of distance learning, the active role of the teacher is not reduced, as he must determine the level of knowledge of the applicant, and decide to adjust the curriculum in order to achieve the best mastery of the material. If necessary, the student can get advice from the teacher, communicating with him online, directly using the Internet as a means of communication (web-chat, IRC, ICQ, interactive TV, web-telephony, Telnet). The MOODLE system is successfully used for successful distance learning.

Keywords: Distance learning, distance interactive learning SCORM, MOODLE, Internet technologies.

JEL Classification: I0; I20

Formulas: 0; fig.: 0; tabl.: 0; bibl.: 11

Introduction. Currently, the transition to new educational standards of higher education increases the importance of independent work of students. Up to 70% of the total training time for bachelors and masters can be allocated for independent work. This requires teachers to develop appropriate teaching materials. Also recently, retraining of specialists and additional specialization of students has become increasingly important. It is necessary to teach future professionals to acquire knowledge independently. These trends will inevitably lead to the emergence of a large number of courses aimed at preparing professionals for the free search for knowledge in the global information space, which is very important for competitiveness [7].

Experts from the UNESCO Institute for Information Technology in Education conducted a sociological study that showed that people's educational needs are

accompanied by such requirements for learning conditions (distance, openness, flexibility, individualization) that can be met only by using models, forms, methods and technologies of learning, based on the widespread use of information and communication technologies [8].

Literature review. The works of many foreign scholars, such as R. Delling, G. Ramble, D. Keegan, M. Simonson, M. Moore, A. Clark, and M. Thompson, are devoted to the problems of distance education. and respectively domestic, such as: O. Andreev, G. Kozlakova, I. Kozubovska, V. Oliynyk, E. Polat, A. Khutorsky. But despite the large number of scientific studies, modern distance education in Ukraine resembles traditional forms of distance learning, without using all the possibilities of fundamentally new forms and methods of teaching [5].

Many scientists deal with the implementation and use of information and communication technologies in higher education, in particular: A. Andreev, T. Vakhrushcheva, M. Zagirnyak, V. Kukhareno, E. Polat, A. Khutorsky, I. Kozubovska, O. Rybalko, E. Dolynsky, M. Bukharkina, J. Vagramenko, V. Verzhbitsky, K. Verishko, V. Kaimin, V. Soldatkin, N. Syrotenko, N. Korsunskaya, O. Skubashevskaya V. Osadchy and others. Distance learning has become widespread in many countries around the world and its popularity is growing rapidly every year [2].

In recent years, distance learning has become widespread in Ukraine, in particular the leading positions in this regard are occupied by KNTEU and IAPM, where the introduction of new educational technologies and their introduction into the organizational channel in the form of new social institutions such as TV universities, tutoring and information centers. advanced training and retraining, etc., allows everyone, even in a systemic crisis and a sharp reduction in financial resources, to receive proper education and obtain the desired specialty. These forms of distance learning open new perspectives for the development of students' self-education [4].

Aims. The purpose of the article is to determine the role of distance learning in the system of higher education in Ukraine, the main advantages and problems of developing and implementing distance learning courses.

Methods. The study uses empirical and systematic approaches, methods of analysis and synthesis, according to which you can determine the necessary set of technologies that can provide the educational process, using distance learning methods.

Results. The development of information technology and global networks allows to introduce into the training process elements of distance learning, starting with the presentation of material in the form of Internet lectures and ending with the current and even final control, which allows you to most conveniently organize work in these areas. To meet the needs described above, it is necessary to train professionals who can work in distance learning.

An important condition for the implementation of distance learning, according to AI Kuzminsky, is compliance with academic quality standards in program development. The process of creating a program or any of its modules should include:

1. Full compliance with academic standards.
2. Identify the minimum academic needs of the program, describe these needs so that they are understandable to potential students.
3. Review of final testing strategies, including the determination of its impact on learning outcomes within the program or module.
4. Description of the relationship between learning strategies, objectives and expected results.
5. Implementation of the process of quality control of the main components of the program [6].

A higher education institution that offers distance learning must:

1. Take into account the skills, knowledge and experience of the student and the conditions in which he will study using distance learning systems.
2. Determine the basis for the choice of teaching aids.
3. Consider in detail and determine the teaching materials and other teaching aids that will be offered to the student through the institution that provides distance learning services.
4. Get acquainted with the structure of educational materials and make sure that it ensures the achievement of the desired results.
5. To consider the extent to which educational materials are filled with interactive potential and contribute to the assimilation of a certain amount of knowledge by students.
6. Make a detailed schedule of classes in a specific curriculum, using a distance learning planning system.
7. Conclude an action program for the institution providing distance learning [6].

Unlike foreign models, Ukrainian distance education is closer to our consumers and is more democratic. Organically combining mixed technologies of open education (case technologies, network technologies), Ukrainian distance education becomes the most accessible to the general public, making it possible to get education not for life, but for life [3]. Nowadays, the interactive interaction of the teacher with students is promising with the help of information and communication networks, from which the environment of Internet users stands out en masse. In 2003, the ADL initiative group began developing a standard for distance interactive learning SCORM, which involves the widespread use of Internet technologies. The introduction of standards contributes to the deepening of the requirements for distance learning and software requirements.

The following basic elements are used during distance learning:

- distance learning courses;
- web pages and sites;
- Email;
- forums and blogs;
- TV and video conferencing;
- virtual classrooms, etc.

Particular attention in the training of future teachers should be paid to distance learning, a distinctive feature of which is the lack of unity of space and time in the interaction between teacher and students.

The relevance of this is due to the use of distance learning platforms in educational institutions, such as LCMS Moodle for organizing testing of students, conducting additional training sessions during quarantine, etc. [1].

The spread of cloud services for working with data (Office 365, GoogleDrive), the use of social networks and other Web 2.0 services (Twitter, Youtube, Wiki, blog sites, etc.) has increased the use of information technology in the learning process and necessitated the use of these services to develop more diverse and attractive e-course content [11].

Distance learning technologies include work with an electronic textbook, e-mail, thematic forums and chat conferences, webinars.

The electronic textbook is used for independent study of theoretical material on the discipline.

Webinars are a special type of video conferencing that simultaneously provides two-way transmission, processing, conversion and presentation of interactive information at a distance in real time. Webinars are more used to convey learning material, because this system minimizes audience feedback [11].

In the process of learning, students should get an idea of techno-trends in education - cloud technology, Big Data, BYOD (Bring Your Own Device), gamification of education, robotics, augmented reality (augmented), inverted classroom, STEM-education, SMART, Internet of Things, 1 computer: 1 student. Also, learn to use Web 2.0 services, namely Learning Apps - a tool for creating educational games, Tagul, Many Eyes, Word It Out, Wordle, Tagxedo-Creator - services for creating word clouds and Google Sites [11].

Discussion. In the pedagogical literature there is still no holistic view of distance learning and readiness for its implementation. Considering the structure of student readiness for the implementation of distance learning as a unity of components [10], we assess the degree of its development by the following criteria: 1) motivational and cognitive readiness for the implementation of distance learning; 2) technological readiness for the implementation of distance learning; 3) reflexive and effective assessment of distance learning activities.

Each criterion is disclosed by us through the relevant indicators by which we can assess the level of its formation: motivational and cognitive readiness for distance learning (motivation; knowledge of distance learning; attitude to distance learning; knowledge of options for distance learning); technological readiness for the implementation of distance learning (mastery of methods of implementing distance learning; mastery of techniques and methods of distance learning; the ability to use modern information technology; knowledge of the basic educational resources of the Internet; reflexive-effective assessment of distance learning activities (inclusion in distance learning activities; reflection on distance learning implementation).

We specify the proposed criteria in terms of their manifestation in groups with low, sufficient and high levels of readiness for the implementation of distance

learning. Motivational and cognitive readiness for the implementation of distance learning. The low level is characterized by unformed needs and interests, the minimum amount of knowledge, skills and abilities necessary for the implementation of distance learning. Students' interest in gaining new knowledge is due only to the need to pass the exam. This level is characterized by the formation of only the foundations of beliefs and ideals. Students in this group have difficulty producing individual critical judgments about the distance learning system. They do not have the techniques to formulate their own distance learning goals. The creative direction of this activity is poorly developed. A sufficient level is characterized by an increase in creative activity of students. Interest in acquiring new knowledge is the basis for the development of a system of needs and interests. A significant amount of knowledge, skills and abilities required for the implementation of distance learning, knowledge is productive. Students consciously perceive information, competently operate with concepts. However, the appeal to extracurricular material is still episodic. Students in this group are more confident in the adequacy of their own views on the distance learning system that exists in the world. They are able to formulate and argue the purpose of their activities in the distance learning system. Criteria for assessing the phenomena that occur are becoming deeper, more flexible and more diverse. The creative direction of activity intensifies. The need to realize their beliefs is realized from the standpoint of public importance. The high level is characterized by the highest creative activity, developed a wide system of stable and focused needs and interests, the ability to assess the processes occurring in the system of distance learning, and phenomena based on individually understood and personally accepted values. Students of this group regularly read literature on the specialty, have full knowledge, skills and abilities necessary for the implementation of distance learning. Students of this group are characterized by a high degree of formation of a system of views and attitudes to the processes that actually take place in the system of distance learning, the integrity of value orientations and attitudes, which is consciously embodied in the process of their distance learning. Students of this group are autonomous and independent in their assessments and judgments about the phenomena and processes in the field of distance learning. Consciously and responsibly choose the purpose of their activities and socially acceptable means of achieving it, able to actively defend their beliefs and position in a situation of struggle of values and meanings, have the techniques of creative self-development.

The levels of formation of technological readiness for information activities can be represented as follows.

Low level. Students are not familiar enough with the methods of distance learning, do not have the techniques to formulate their own goals for the implementation of distance learning. Their motivational sphere is dominated by situational needs and motives, vague interest. They have difficulties in the creative application of knowledge, skills and abilities in solving specific initial and professional tasks. Computer skills in the process of formation.

Sufficient level. Students in this group are well versed in the system of distance technology. They understand the importance of studying distance learning

technologies. The motivation of their activities for the implementation of distance learning is focused on individual success and self-affirmation in the eyes of members of the reference group (classmates, teachers, parents). They try to solve the tasks set before them in different ways, show activity and initiative. They successfully use the information obtained when creating distance learning courses, persistently struggle with difficulties and try to offer their way to solve various problems.

High level. Students of this group are fluent in the system of distance technology. They can independently develop a distance learning course, feel the need for self-knowledge, self-development and the fullest realization of their creative potential and individual abilities in the distance learning system. The main motives of their activities are future high professional achievements, which they consider in terms of their maximum usefulness to others and society. They have computer equipment and new information technologies, freely, consciously and creatively use the acquired knowledge and skills in solving educational and professional tasks, have their own individual style when working in the field of distance learning. Regarding the level groups, the characteristics of the reflective and productive assessment of information activities were distributed as follows. The low level of involvement in the implementation of distance learning is characterized by a focus on obtaining only personal emotional satisfaction from work in the field of distance learning. The level of claims to the quality, content of distance learning is low. The distance learning system in most cases is seen as a subject that causes only emotional satisfaction. Manifestation of social, higher feelings is poorly developed and does not play a significant role in actions and deeds. For a sufficient level of involvement in the implementation of distance learning is characterized by the regulatory role of higher social feelings. A person is able to critically evaluate, determine the quality of distance learning. Distance learning is considered primarily as a subject to meet cognitive needs. Work in the distance learning system is accompanied by a sense of psychological comfort, confidence and is associated with improving social status and skills. Emotional activity takes on a more complex form. Here plays a role and the expansion of the content of feelings and emotions, and their value orientation. For a high level of inclusion in the implementation of distance learning is characterized by the integrity of its structure and content, which differs in depth and comprehensive development. Emotional activity becomes a tool for creative development, consumption and use of distance learning methods. Students of this group regulate their activities for the implementation of distance learning with the help of higher senses - intellectual, moral and aesthetic. At this level, emotional activity serves as a regulator of the value orientation of human feelings and emotions. These criteria, indicators and levels of readiness for the implementation of distance learning serve as initial data for determining the levels of development of this quality in students of pedagogical universities. The question of determining the levels of development (formation) of personal qualities and qualities has always attracted the attention of teachers and psychologists (LI Bozhovich, GO Bokareva, OS Grebenyuk, VS Ilyin, OM Leontiev, V D. Shadrikov, GI Schukin). In accordance with the above criteria and in agreement with ES Polat [9], we put forward a number of requirements, the

implementation of which will ensure the readiness of students of pedagogical universities to implement distance learning:

Motivational and cognitive readiness for the implementation of distance learning (knowledge of the principles of personal computer and peripherals; knowledge of the basic principles of the Internet, software ownership; knowledge of teaching materials and scientific literature on the use of the latest information technology in learning; understanding the possibilities use of computer to control the learning process, knowledge of the basic types and general principles of telecommunications systems, understanding the features of connecting users with different levels of Internet access, knowledge of the organization and conduct of teleconferences, knowledge of telecommunications etiquette, knowledge of individual styles of educational activities distance learning, knowledge of the factors that determine the learning activity of students in terms of distance learning, knowledge of the peculiarities of the process of learning distance learning conditions; knowledge of the peculiarities of the organization of independent work of students in the information-cognitive environment of the Internet; knowledge of modern personality-oriented teaching methods - the method of collaborative learning, the method of projects, the research method, etc .; knowledge of the principles of personal computer and peripherals; knowledge of the basic principles of work on the Internet, possession of software; knowledge of methodical materials and scientific literature on the problem of using the latest information technologies in education; understanding the possibilities of using a computer to manage the learning process; knowledge of the basic types and general principles of functioning of telecommunication systems; understanding the features of connecting users with different levels of Internet access; knowledge of the peculiarities of organizing and conducting teleconferences; knowledge of telecommunication etiquette; knowledge of individual styles of educational and cognitive activity of students under the condition of distance learning; knowledge of the factors that determine the educational activity of students in terms of distance learning; knowledge of the peculiarities of the process of knowledge acquisition under the condition of distance learning; knowledge of the peculiarities of the organization of independent work of students in the information-cognitive environment of the Internet; knowledge of modern personality-oriented teaching methods - the method of collaborative learning, the project method, the research method, etc. Technological readiness for the implementation of distance learning (the ability to use various means of telecommunications (e-mail, teleconferencing, real-time communication, etc.) to share information with other users, skills of information "navigation" in the network, the ability to work with network information resources (network databases, information services, etc.); the ability to understand the features of the use of software tools for creating distance learning courses; the ability to work with e-mail; the ability to dialogue with other network users; the ability to work with modern hypertext and hypermedia systems; available on the Internet those information resources that are most adequate to the objectives of training, the ability to prepare information for transmission over the network using various programs (text editor, graphic editor, NTML editor) and the necessary utilities (archivers, co

blowers and the like); mastery of methods of organizing communication of distance learning participants; ability to organize and conduct psychological and pedagogical testing of students; ability to compose an individual psychological and pedagogical portrait of a student; ability to provide psychological support to students in the initial stages of educational activities; ability to form small study groups on the principle of psychological compatibility; ability to conduct current psychological and pedagogical diagnostics of a virtual study group; ability to maintain a favorable psychological climate in the middle of a virtual study group; ability to prevent conflict situations; mastery of individual, group and frontal teaching methods; ability to adapt full-time teaching methods to the conditions of the Internet; ability to combine full-time and part-time forms of distance learning; ability to combine individual and frontal-group forms of learning when working with distance students; ability to organize and conduct a telecommunications project; ability to organize and conduct an educational thematic teleconference. Reflexive and effective assessment of distance learning activities (ability to organize and monitor student learning activities; ability to organize an effective system of control and testing of students; ability to organize and evaluate reflection of students' learning activities. Most of the above requirements are met by students majoring in Informatics. It is necessary to organize a special course and a special seminar on the problem of distance learning, within which students will master the principles of work in the distance learning system, as well as be able to try themselves as someone who remotely is studying, and in the role of the organizer of a distance learning course. To determine the program of the special course and special seminar, we will try to identify the main actions necessary to form the readiness of future teachers to work in the distance learning system.

Conclusions. After analyzing the activities of teachers working in the field of distance learning, we came to the conclusion that to form the readiness of the student to implement distance learning it is necessary to create the following pedagogical conditions:

1. To form the future teacher's motivation to implement distance learning. We believe that emphasis should be placed on the relevance, convenience and high cost of distance learning compared to the traditional form of learning.

2. Involve the future teacher in distance education as a student.

3. Teach the future teacher to create distance learning courses. The process of creating courses consists of four stages - planning, selection, preparation of tools for distance learning and forecasting the result.

4. Organize distance educational activities for the future teacher as an intern to practice basic skills, gain experience and assessment from the supervising teacher; and then as a teacher to form their own style of creating and conducting distance learning courses.

5. Evaluate the result. To obtain an objective answer, it is necessary to conduct both an internal assessment of the result of distance learning activities (carried out by the teacher) and external (consists of the answers of students to the question of reflection).

6. Adjust the activities for the implementation of distance learning by the future teacher of distance learning in accordance with the results of the analysis of the distance learning course. We assume that the selection of the following stages of preparation for the implementation of distance learning will help to more accurately describe the process of readiness: defining the goals and objectives of the distance learning course based on the program, manuals, school textbook and additional literature; selection of the optimal content of the material of the distance learning course, its division into a number of semantically complete blocks, parts, allocation of basic knowledge, didactic processing; selection of the main material; development of the structure of the distance learning course, determination of the most expedient methods and techniques of teaching; finding connections of this material with other subjects and use of these connections at studying of new material and at formation of new knowledge and abilities of learners; planning of all actions of the teacher and those who study at all stages of a distance learning course and, first of all, at mastering of new knowledge and abilities, and also at their application in standard situations; selection of didactic means of the distance learning course; inspection of equipment and technical means of training; anticipation of the scope and forms of independent work of distance learning students and its focus on the development of their independence; determination of forms and methods of consolidation of acquired knowledge and acquired skills in the course of distance learning and beyond, methods of generalization and systematization of knowledge; compiling a list of students whose knowledge will be tested by appropriate forms and methods, taking into account the levels of their formation; planning to test the skills of students; determining the content, scope and forms of homework, thinking about methods of homework; thinking of forms of summarizing the results of the distance learning course; recording the plan and course of the distance learning course for further analysis and correction. Thus, we believe that the training of teachers who are able to work in the system of distance learning can be carried out during their training in higher education within the specially organized for this purpose courses and seminars. The criteria, indicators and levels formulated by us allow us to assess the readiness of the future teacher to implement distance learning.

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SOCIAL PARTNERSHIP AS AN IMPORTANT TOOL FOR IMPROVING STUDENT TRAINING

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Abstract. This article shows the long-term experience of social partnership of Nikopol Vocational College of the National Metallurgical Academy of Ukraine with basic enterprises of Nikopol region as an important tool for improving student training, provides organizational characteristics of social partnership. The purpose of the article is a theoretical analysis of research on the training of university students on the basis of social partnership as a pedagogical problem, an experimental test of the management of the training system of students in accordance with modern requirements of employers. The article presents an analysis of a number of theoretical works of national scientists devoted to the study of the problem of social partnership in universities of I-II level of accreditation with basic enterprises. Particular attention is paid to the basic pedagogical conditions, the readiness of students for training, in order to implement their best knowledge successfully and qualities on the basis of social partnership. The analysis of scientific works revealed the following weaknesses: at the level of universities: insufficient material and technical base; insufficient response to changes in demand for graduates; staff low salaries; at the level of the higher education system as a whole: lack of a unified system (school - college - university); in the system of relations "universities - employers": low level of personnel services of enterprises, unresolved issues of retraining. Areas of adjustment of professional training, based on social partnership, which promote professional self-realization and career growth of university graduates have been identified.

Keywords. Social partnership, training, competitiveness, employment, career growth.

JEL Classification: JEL I0; I20

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Introduction. In the conditions of market economy development in Ukraine and fierce competition between the enterprises-manufacturers of metallurgical production, the problem of qualitative professional training of students of high schools according to a modern level of management becomes actual.

The development of the social partnership system creates an opportunity to achieve a relative balance of interests of employers and students of educational institutions on the basis of cooperation.

Now it is especially important to address the new and positive in social partnership, which allows to regulate successfully the training of students, raise the quality and efficiency of educational content, provide a modern level of training graduates of metallurgical specialties, to meet the needs of basic enterprises in highly qualified personnel.

The issue of professional training of university students on the basis of social partnership is an important pedagogical problem that requires detailed theoretical analysis and practical research.

Literature review. According to the analysis of scientific works of national and foreign scientists (N.H. Didenko, V.I. Pavlova, A.O. Molchanova, A.I. Kudryachenko, etc.), which reveal the essence of the concept "social partnership", which promotes economic stability and development, the creation of a competitive education system of each country, is an important prerequisite for the formation of competitive professionals [1, 2, 3, 4]. In relation to the system of higher education, the urgency of this problem is expressed in the fact that there are contradictions between the quality of training of competitive professionals and modern production needs. In particular, according to many researchers, the quality of professional training of university students does not always meet these needs (S.V. Bezvukha, K. Chugaeva, N.L. Vinogradova, etc.) [5.6.7], identified the main directions and strategies for the development of social partnership in higher education (I.M. Dubrovsky, N.E. Trotsenko, etc.) [8.9]. Some aspects of social partnership of higher education institutions of the I - II level of accreditation are covered in works on the theory of management of professional training and development of personnel (S. Ukrainets, V.I. Zhukova, etc.) [10, 11].

The analysis of theoretical works has shown that the problem of social partnership of universities of I-II years and basic enterprises as an important tool for improving the professional training of students, in ensuring the quality of graduate training, is quite acute. These circumstances make a theoretical and experimental study of the problem of social partnership of universities of I-II accreditation level and employers in improving training is extremely relevant.

Regarding our subject of research, we consider it necessary to note that the main pedagogical conditions in training on the basis of social partnership include: the organization of the educational and production process, which guarantees the training of competitive professionals; choice of educational strategy, taking into account trends in the labor market and professionals; development of new means of motivation and stimulation of educational and cognitive activity of students; formation of their lifelong learning needs; creation and development of the mechanism of self-development.

Aims. The purpose of the article is a theoretical analysis of research on the training of university students on the basis of social partnership as a pedagogical problem, an experimental test of the management of the training system of students in accordance with modern requirements of employers.

Methods. The sources of research are the works of foreign scholars on social partnership. The results of a study on the social partnership between education and business to improve the training of students are presented. The focus is on innovation in the use of social partnership for educational purposes. The article uses statistical and graphical methods, expert method, analysis and synthesis to achieve the goal of the study.

Results. In our time of economic development of Ukraine, the work of state authorities is aimed at decentralization, Nikopol Vocational College NMetAU, which is part of NMetAU, and basic mining and metallurgical enterprises of Nikopol region has concluded long-term tripartite agreements (NVC NMetAU, basic social

enterprises, UN partnership for 2012 - 2022, the main purpose of which is the real practical training of students at the basic metallurgical enterprises of the Nikopol region for the possibility of their further employment and social protection.

Social partnership, establishment and strengthening of connections with the basic enterprises of the city of Nikopol open for Nikopol professional college of NMetAU additional opportunities of advanced development:

- NFC NMetAU together with employers develop (agree) curricula and programs for vocational training of junior specialists, including curricula and programs for the study of new technology, modern production technologies of enterprises, students' work during internships on new equipment;
- involve leading teachers of special disciplines of the professional college to work in technical meetings of enterprises, in order to use production indicators and the level of technical equipment of the enterprise in students' diploma projects. Provide an opportunity for internships for teachers of special disciplines at employers' enterprises;
- carry out a constant exchange of information between partners by holding conferences, meetings of methodical councils "Enterprise - College";
- provide internships for students, training for students' working professions, employment of graduates of vocational colleges and their adaptation in the workplace;
- enterprises participate in material and technical support, strengthening the educational and laboratory base of the professional college;
- created at the NFC NMetAU Practice Department (Alumni Liaison Council, Employers' Club, Career Support and Employment Center);
- real diploma projects of students are developed at the request of enterprises. Enterprises provide materials and tasks for students to prepare real diploma projects and research papers;
- participation in the preparation and holding of joint events (scientific and practical conferences, welcoming evenings, questionnaires, making booklets, etc.). The main principle of social partnership is the principle of joint activity of Nikopol Vocational College NMetAU and employers, which provides activity, equality of the parties, compliance with the law, voluntariness and responsibility in accepting obligations, constant consultative interaction, positive acceptance of each other, open space of social partnership.

The main principle of social partnership is the principle of joint activity of Nikopol Vocational College NMetAU and employers, which provides activity, equality of the parties, and compliance with the law, voluntariness and responsibility in making commitments, constant consultation, positive acceptance of each other, open space of social partnership.

Tasks of social partnership:

1. Development and implementation of educational policy of Nikopol Vocational College of the National Metallurgical Academy of Ukraine, which takes into account the interests of student personality development.

2. Correction of the content of technologies of professional and practical training of junior specialists of Nikopol Vocational College of NMetAU.

3. Improving the quality of vocational training, education of graduates, competitiveness in the labor market, development of measures for its social protection

Social partnership is aimed at implementing the requirements of basic enterprises in the Nikopol region:

1. Professional training of a competitive graduate;
2. Raising the level of general and professional culture of graduates;
3. Formation of conscious motivation to work;
4. Development of skills of entrepreneurial and organizational activity.

The main purpose of the social partnership is to coordinate the actions of the parties to organize and conduct professional training (retraining and advanced training) of graduates taking into account the requirements of production, development of necessary educational documentation, methodological and other materials, updating material and technical and laboratory facilities.

The program of social partnership of Nikopol Vocational College and basic enterprises for 2012-2022 is designed to ensure the current level of professional training of graduates, improve the material and technical base of the educational process, the organization of industrial practice and employment.

The social partnership program includes:

- joint actions for the organization and conduct of production practice;
- internship of students with payment;
- further employment of graduates;
- involvement of leading production specialists in qualification commissions for the defense of diploma projects;
- holding joint city events, conferences, round tables, etc .;
- material encouragement of the best teachers - practice leaders;
- improving the material base of the vocational college;
- development of the necessary educational and methodical documentation.

The main task of the Social Partnership Program is employment, social protection of graduates and teachers of the vocational college.

The main areas of work of the department of industrial practice:

1. organization of internships at enterprises (100% with remuneration), with subsequent employment;
 2. distribution of students to enterprises according to the rating;
 3. annual competitions "Best in the specialty", Career Days together with representatives of enterprises;
 4. conducting thematic excursions in the specialty to the basic enterprises of Dnipropetrovsk and Zaporizhia regions;
 5. obtaining a related working profession (smelter, non-destructive testing inspector) for the purpose of further employment;
 6. conducting "Master Classes" to study the specifics of production technology.
- In our opinion, the need to implement a social partnership between the Nikopol

Vocational College and the basic enterprises of the Nikopol region was experimentally confirmed in order to combine educational activities with the professional and training of competitive professionals.

We believe that the studied features of professional training of students on the basis of social partnership can be divided into stages:

- initial stage, professional self-determination;
- professional adaptation in the conditions of study in high school, I - II course;
- stage of specialization, third year;
- practical stage of adaptation (preparation for the future specialty in the conditions of production), IV course;
- stage of employment, adaptation to the labor market.

In order to implement professional training, a set of activities was held on the basis of social partnership (coordination of programs and plans of special disciplines and practices, holding scientific and practical conferences, competitions in special disciplines, use of modern information technologies, modern computer programs, "Master Classes" with leading experts).

At the initial stage of professional training of students, psychological trainings, career guidance festivals, welcoming evenings, thematic excursions to basic enterprises and others were conducted.

At the stage of specialization, research work was organized, students participated in additional educational programs (foreign language, energy management, etc.).

The main task of professional training at the practical stage is the participation of students in scientific work, obtaining related specialties, work in production by profession. To this end, production plans have been adjusted using multimedia computer-based learning technologies.

At the stage of employment there is a conscious choice of professional activity and place of work. In this regard, a number of events are held (job fair, meetings with leading specialists of basic enterprises, etc.).

According to the results of the annual survey among graduates, the main characteristics of the quality of professional training of graduates of NFC NMetAU (theoretical and professional competence, ability to use modern computer technology, knowledge of a foreign language, level of general professional culture, etc.) were identified. These questionnaires allow us to analyze the role of professional training of university graduates and make the necessary adjustments.

The results of expert evaluation, surveys, questionnaires of employers, teachers, graduates, positive dynamics of professional and personal qualities of a professional college student confirm the effectiveness and pedagogical purpose of professional training of competitive graduates on the basis of social partnership, raising the image of higher education.

The graduates of Nikopol Vocational College were monitored by "Your professional plans after graduation from vocational college." According to the results of the survey in 2019-2020 academic year: 63% of graduates are employed at enterprises, of which they simultaneously study at NF NMetAU - 31.88%; will not

work on the received education - 19.4%; will go to work in another country - 6.9%; undecided - 10.7%.

Table 1. Professional plans of graduates of Nikopol Vocational College of the National Metallurgical Academy of Ukraine after graduation

What are your professional plans after graduating from college?	2017-2018	2018-2019	2019-2020
I know that I will work in practice in the specialty with further employment at the company.	70	60	63
I know that I will not work on my education	18	19,7	19,4
I will go to work in another city / country	7	6,1	6,9
Not yet decide	5	14,2	11,7

The plans of Vocational College students for further study present by Table 2.

Table 2. Plans of Vocational College students for further study, %

	2018/2019	2019/2020
Continuation of studies at NMetAU	31,88	35
Continuation of studies in universities of Ukraine	10,94	25
Continuation of studies in universities of another country	7,19	10
Difficult to answer	30,47	5
No answer	19,52	5

Discussions. In our opinion, the social partnership of universities and basic enterprises as a regulator of professional training can be divided into 4 stages:

1. Familiarization and design stage (1-2 course):

1.1 educational institution: acquaintance with new conditions of study, definition of final knowledge, with requirements of teachers, with rules and duties of the student, carrying out of additional employment and electives on fundamental disciplines, studying of modern computer technologies, carrying out questionnaires and testing;

1.2 basic enterprises: participation in the material and technical support of the educational institution, conducting thematic excursions to basic enterprises, meetings with labor veterans.

Table 3. Comparative table of employment

Indicators	2011-2020 in-period information									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Number of graduates of the educational institution, persons	230	197	141	210	170	170	191	123	123	104
Number of employed graduates of the educational institution, as young employees, persons	123	125	110	120	97	110	120	110	108	95
Number of concluded agreements between the employer and the person continuing training, units - total	45	41	39	40	40	40	40	30	28	25

2. The main stage (corrective) (2-3 course):

2.1 educational institution: study of special disciplines, organization of professional activity of students in the form of metalwork and mechanical practice, participation in research work, competitions, scientific and practical conferences, correction of educational and production process, finding out the causes of errors and ways to eliminate them ;

2.2 basic enterprises: participation in scientific and practical seminars, meetings with managers and leading specialists of enterprises conducting thematic excursions to basic enterprises.

3. Final (control) stage (4th year):

3.1 educational institution: control of dynamics of development of professional adaptation of students; implementation of real course and diploma projects, conducting master classes, writing research papers on the future specialty, internships at basic enterprises with further employment, participation in joint activities with enterprises;

3.2 basic enterprises: conducting qualification examinations for the provision of working categories, participation in qualification commissions, providing recommendations to the best students for higher education III - IV academic year. at the expense of the enterprise.

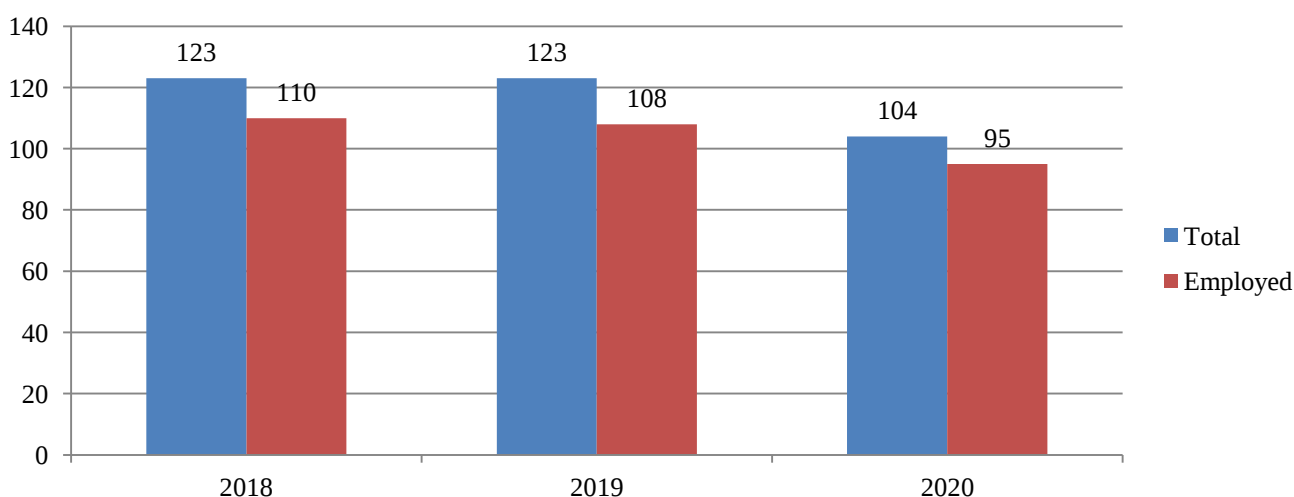


Figure 1. Employment of graduates

Conclusions. Thus, the need for the implementation of social partnership of universities with basic enterprises as an important tool for improving the training of competitive graduates was experimentally confirmed.

The set of conditions that ensure the effectiveness of social partnership, the quality of professional training of university students in accordance with modern requirements of employers is defined and substantiated.

The experience of the Nikopol Vocational College of NMetAU with the basic enterprises of the Nikopol region in the implementation of professional training of university students on the basis of social partnership shows that it is possible to cooperate with employers really and effectively.

Author contributions. The authors contributed equally.

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CHAPTER 3

THEORY AND METHODS OF VOCATIONAL EDUCATION

FEATURES OF TRAINING OF A FUTURE DIPLOMAT

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Abstract. *The article considers the main aspects of the process of training a diplomat in terms of improving the efficiency of the staff of foreign ministries. A new view on the problem of updating and improving existing educational programs (especially the training of masters) in order to increase the competitiveness of domestic education in the global market of educational services. The primary importance is not given to marketing, but to quality, "content", which is a professional training in the field of "international relations". The author of the article uses empirical material obtained as a result of analysis, processing and generalization of expert assessments of Ukrainian and foreign participants of international faculty and institute forums in the field of international research. As a result, the article proposes a model of educational program, developed by the author based on the "reference" programs for international relations and world politics. The most topical issues concerning the format of students' education, further employment of graduates of the programs and, finally, the development of the teaching staff are considered. In conclusion, recommendations are given on possible areas of reforming higher education in the field of "international relations". It is a question of necessity of harmonious convergence of the best qualities of domestic and foreign higher professional training. The article may be of interest to teachers and methodologists working in the field of higher education, as well as to a wide range of readers interested in education and training of foreign ministers.*

Keywords: *foreign policy effectiveness; foreign policy and education; applied educational programs; international specialist.*

JEL Classification: I0; I20

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 11.

Introduction. At the present stage of globalization, society and the state are increasingly aware of the dangers of threats and challenges that undermine international stability. This determines the increased attention to the consensual role of foreign policy and diplomacy as an important tool for strengthening peace and security. To solve this cardinal task, the need for reliable international mechanisms and a balanced policy and competence of specialists in international relations of various profiles is exacerbated. The issue of successful and effective functioning of the mechanism of foreign policy of the state has been important and relevant since ancient times, although each era, as we know, focused on certain tools, each of which, finding its application, sets the mechanism in motion. One of the most important such tools is professional and diplomatic communication, which permeates the entire sphere and everything connected with it, in particular international economic relations between states. At the challenge of today, the profession of diplomat acquires new shapes and conditions due to the personal and professional ability of the specialist.

Modern development of society requires a new system of education -innovative learning, which would form in students the ability to strategically determine the future, responsibility for it, self-belief and their professional abilities to influence this future [1, p. 28].

The experience of recent decades shows that the further progress of our young state, the formation of civil society largely depend on how actively involved in these processes Ukrainian diplomacy in general and each diplomat personally [4, p. 11.].

Literature Review. Professional training of specialists in the field of international relations is an urgent problem of modern pedagogical science. This is confirmed by the large number of scientific investigations of domestic and foreign scientists to study various aspects of this issue, namely: coverage of globalization and integration processes in education, innovative development of higher education, continuity of education; formation of the content of professional education; operational component of professional training; application of the competence approach in training; the problem of formation and development of the personality of an international specialist; formation of communicative culture of specialists in international relations; formation of public consciousness of specialists, etc. Despite the interest of scientists in studying the issue of professional training of international specialists, this pedagogical problem needs further study in order to optimize the system of higher education in Ukraine.

Aims. Investigate the current state of professional training of specialists in international relations in Ukraine.

Methods. The author used the methods of logical comparison, systematization and generalization, which allowed to achieve the goal of the study and draw conclusions.

Results. Ukraine has a deep national tradition of special training and education of officials for foreign policy, diplomatic relations and international relations with near and far abroad.

Historical traditions and changes in the domestic and foreign policy development of Ukraine, on the one hand, and the processes of globalization and transformation of international relations, on the other, have become an important factor influencing the definition of approaches and training requirements for future internationals. This applies to all the basic components of this process: from the formation and functioning of specialized educational units in various institutions of higher education to the preparation of educational and methodological support, differentiation of academic disciplines, improvement of methodological tools for their teaching and more.

During the period of national statehood of Ukraine, the organization of the educational process remained somewhat conservative, because the technological modernization of the educational process in general did not deny the knowledge paradigm and traditional teaching methods. Organically combined with innovative educational technologies, they provided students with international professional knowledge, which served as a basic basis for the development of professional competencies for mental analysis operations and the development of creativity,

creativity in the performance of professional choices and responsibilities. Demonstration of the evolution of the organization of the learning process of international students projects the transition to clarifying the problem of development of their scientific activity and international relations of universities as important factors of their professional development

A lot of people see the priority of education in giving students knowledge, especially since the words "knowledge-based economy", "useful knowledge" (knowledge-based economy, useful knowledge) are actively used by many leading politicians. However, knowledge in itself is not yet education. Only transformed knowledge becomes education. The modern post-industrial world is a world of high technology and a huge amount of information. And this is not only the good of civilization, but also to some extent a challenge. Modern young people are technically literate, they often know new information technologies better than teachers. The teacher ceased to be the only source of information, because the information environment of learning and self-education was the Internet, providing access to information of various kinds [3, p. 19].

The professional training of international specialists must meet certain requirements for personal and professional growth, proposed in the Concept of Economic Education in Ukraine, in the regulations of the Ministry of Education and Science of Ukraine. Professional training of bachelors in international relations in Ukrainian universities is carried out in accordance with educational programs lasting 4 years of study (240 ECTS credits). Bachelor's degree programs belong to the first level of qualification, the sixth level of the NQF, the first cycle of the RK-EHEA in accordance with the National Qualifications Framework, the European Qualifications Framework for lifelong learning. The main forms of education are full-time and part-time [2].

The analysis allowed to eradicate the features of the professional profile of a modern international student, and to identify the following components and their characteristics: psychophysiological (ability to abstract, critical, creative thinking; ability to demonstrate extraordinary approaches to solving practical problems, flexibility in decision-making in a limited time and resources, readiness to systematize and synthesize the received information, to formulate conclusions and to develop recommendations, using innovative approaches and technologies, etc.); socio-cultural (lasting motivated attitude to master the complex of knowledge, skills, practical experience necessary for productive creative performance of professional tasks and responsibilities; ability to oral and written professional communication in Ukrainian and foreign languages; willingness to work independently and in a team, take initiative and responsibility etc); professional (ability to apply accumulated knowledge, scientific and technological achievements, information technology to achieve goals and objectives in regular and non-standard situations; willingness to implement the principles of freedom, democracy in the activities of international relations; ability to identify, evaluate and act in different conditions manifestations of globalism and challenges of domestic and foreign policy development, the ability to

predict international trends, readiness for self-study and professional development, qualification in the process of educational and professional activities.

Discussion. We have identified five key positions that are the basis for building a training program for future diplomats:

- parameters of the "ideal educational program" - content and formal and organizational;
- the role of research work in the training of diplomats and international specialists;
- pedagogical technologies that meet modern requirements for the training of international specialists;
- opportunities for universities to operationalize, ie to give an applied character to the proposed education, to establish and maintain channels of effective interaction between the university and the employer;
- difficulties and conditions of internationalization of education (meaning the structure of the contingent of students and teachers) as a prerequisite for ensuring its internationally recognized quality.

Conclusions. Based on the analysis of educational documents, scientific achievements and the subject and objectives of our study, the competence of the future specialist in international relations was defined as a set of actualized qualities and properties and intellectual, personally determined socio-professional characteristics based on acquired knowledge, skills, abilities, skills. experience, value orientations, moral and worldviews, the ability to independently solve professional problems and the ability to think creatively, self-development, self-improvement. In the course of the search work, more than 70 educational programs were collected, which were used in various universities in the organization of professional training of future internationals in all specialties in the field of knowledge "International Relations". According to the results of the subject analysis of about 30 OPP, we state that in general they have evolved in the direction of approaching the European requirements and standards defined in the TUNING project. Their positive features and characteristics include: clear formulation of purpose, general and professional competencies; specific description of learning levels in the acquired knowledge, skills, abilities, abilities; focus on meeting the professional and social requirements of students, in particular in the context of their future employment, etc. The identified gaps and shortcomings of the OPP are related to the lack of fixation of opportunities for comparison of various parameters and components of national educational programs with the relevant profile European counterparts, etc. The leading trends in the development of educational programs of the new generation were: departure from subject-centrism, introduction of the competence approach and principles of student-centrism; ensuring transparency, comparability of learning outcomes, qualifications obtained with European counterparts; development of autonomy and academic creativity of the Free Economic Zone; prompt response to social and educational challenges and needs of students, etc.

The conducted research has shown that the following criteria and features are the consensus parameters of the educational program in international relations:

- permanent composition of leading professors with wide national and international recognition;
- the presence of group research projects under the auspices of the university and the implementation of a large-scale publishing program on the subject of international relations;
- high academic performance of students enrolled in the program, demonstrated both upon admission (the results of entrance examinations, as well as the very fact of their presence, regardless of the form of conduct; as a rule, this is a portfolio competition), and during training (high average score);
- availability of programs for training students abroad, including modules of double degree;
- training in international relations with obligatory in-depth study, in particular, economic theory, processes of making domestic and foreign policy decisions, several foreign languages, the history of international relations, world financial and trade systems, at least one region, as well as the methodology of applied political analysis;
- the presence in the training programs in international relations of extended elective profiles of specialization in political science, economics, finance, regional studies, international trade, international security and international development assistance;
- the presence among real employers for graduates of foreign policy departments, international business and financial structures, international organizations, universities and other research structures;
- gender and age, social, ethnic and confessional diversity (diversity) of the contingent of students, without which it is impossible for future graduates to develop critically important in the modern context of "global" competencies - the ability to perceive non-stereotypically the variability of the development of the modern world and its individual segments;
- at least three successful graduations in the educational program.

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DEVELOPMENT OF INFORMATION CULTURE OF A TEACHER IN THE CONDITIONS OF DISTANCE LEARNING

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Abstract. The article deals with the peculiarities of distance learning. The factors, which influence the information environment, have been given. The newest technologies and methods used in distance learning are considered. The main components of information culture, which develop in the conditions of distance learning, have been listed. After the scientific sources analysis, generalization of native and foreign experience of the organization of distance education in higher educational establishments, the theoretical basis of organization of the remote education for the are stated. Pedagogical conditions of the organization of the distance education for the students of the pedagogical university are determined and checked in practice. Addressing them is relevant and important psycho-ducational problems, the solution is able to improve the efficiency of the educational process. The features of the impact of distance education on the individual as a member of academic cooperation. It was concluded that distance education is the most promising direction of development of education in general, especially the modernization of educational technology contents and professional education is a huge psychological - pedagogical potential.

Keywords: professional education, augmented reality, gamification, technological culture, semiotic culture, communicative culture.

JEL Classification: A22, I23

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Introduction. The pandemic affected all aspects of life, especially the educational process. Distance education was used mainly for the organization of higher education, but recently the percentage of this education has increased several times. Though, as it turned out, many were unprepared, both teachers and students.

The development of modern models of education based on distance learning is becoming a priority in the modernization of higher education in Ukraine and abroad. The increase in distance education programs in the structure of university education for master's and graduate students reflects current trends in the integration of innovative research centers and university science, as well as the globalization of the information educational environment.

The expansion of distance educational technologies has strengths and weaknesses. On the one hand, these technologies meet the modern demands of individualization of education: the possibility of combining work, education and self-education; raising the level of education of masters and graduate students, provided they participate in research projects. On the other hand, the uneven development of the information educational environment in Ukrainian universities, as well as different levels of mastery of information and media culture hinders the

implementation of equal opportunities in choosing forms of educational programs by representatives of the university community in Ukraine and foreign universities.

Literature review. Scientists V. Yu. Bykov and M. P. Shishkin paid attention to the use of cloud-oriented networking tools to inform the content of the open educational environment of higher education institutions. Researcher O. M. Samoilenko considered audiovisual means of the web-resource in the context of mastering physical and mathematical disciplines, namely the training of a mathematics teacher. Scientists P. P. Nechipurenko, S. O. Semerikov, T. V. Selivanov, T. O. Shenaev considered the problem of forming research competencies in chemistry teaching using information and communication training tools. In his research, researcher O. I. Bashkir paid attention to interactive teaching methods. In the research of G. D. Pospelova examines the use of audiovisual training tools in the preparation of future agronomists, and focuses on the use of video materials.

Despite the significant amount of research, the problem of information education in distance learning does not have a definite solution, and in the future, there will be new factors that will affect the quality of distance learning.

Aims. Highlight the features of the use of distance learning to form the information culture of the future teacher.

Methods. The authors used methods of logical comparison, systematization and generalization, which allowed to achieve the aims of the study and draw conclusions.

Results. First, let us look at what we mean by information culture. Information culture in the modern information society should be considered not only as a measure of human formation for an organic entry into the information society, the cultural space of this society, but also as the achieved level of organization of information processes; the degree of satisfaction of people in information communication; the level of efficiency of creation, collection, storage, processing, transmission, presentation and use of information, which provides a holistic view of the world, anticipation of the consequences of decisions. As a product of the development of the information society, information culture is a broader concept than man-made culture and includes all its basic characteristics that do not contradict the development of civilization. At the same time, new components appear that act as patterns of information culture, which are characteristic only of the information society that has formed as a whole and its information and communication technologies (communication and interpersonal communication, information security, information services, etc.).

Mastering information culture is a way to universalize human qualities, which contributes to a person's real understanding of himself, his place in life. An important role in the formation of information culture is played by education, which should prepare a specialist for the information community, developing his skills and abilities: differentiation of information; selection of significant information; establishing criteria for evaluating information; creation of information and its use [2].

In the process of forming the information culture of the university student, along with the study of theoretical disciplines of the information field, a lot of time should

be devoted to computer information technology, which is a basic component of the future field of activity. In addition, the quality of training should be determined by the degree of established sustainable skills in the field of basic information technology in solving typical professional tasks.

The practical side concerns the actual application of all these innovations in the learning process, for which this law provides for two stages of implementation of these innovations:

- the first is the introduction of digital (technological) literacy lessons into the curriculum, that is, the teaching of students to use them in the learning process;
- the second is the practice of improving educational processes by technology, or the possibility of “digital education” (such a term is specified in the law, meaning it is a full-fledged training practice provided with technological means) [8].

Distance learning, which we consider as one of the conditions for the formation of information culture must meet the following pedagogical provisions:

1. The central place in the learning process is occupied by independent cognitive activity of the student. Only by realizing in the learning process the need for independent acquisition and application of knowledge, as well as the formation of the necessary competencies, the student will be able to fully realize their educational potential.

2. The most important, as a result of learning, is mastering the amount of knowledge, and the ability to search independently, acquire knowledge and experience with information. It is necessary that as a result of training the graduate possesses ways of continuous cognitive activity which he could apply in the further life.

3. Independent activity of students should be organized with the use of the newest pedagogical technologies promoting formation of social qualities of the person (ability to carry out various social roles, work in collective for performance of difficult educational tasks).

4. Distance learning should not exclude the possibility of communication between student and teacher, students with each other, but on the contrary, should facilitate such communication to solve problems of socialization of students.

5. Control and feedback systems should be not only systematic but also operational and carried out at all levels of development of the educational program in the discipline.

Distance learning allows you to combine the student's independent cognitive activity with a variety of sources of information, teaching materials provided by the teacher, various feedback and control mechanisms, communication within the course with the teacher, consultants and other students, group, project and research work. This comprehensive approach to the organization of the learning process allows not only to master the educational material effectively, but also to form the personal qualities of the student, in particular, information culture.

By placing the student in a programmed information environment, we create conditions not only for the acquisition of new knowledge, but also create conditions for the conscious need to acquire knowledge, work with information to achieve the

objectives. When implementing e-learning, the educational institution develops methodological support, prepares a software environment for the functioning of the distance learning system, trains teachers the skills of distance learning, but often overlooks the important principle of starting knowledge [1].

The factors that determine the level of development of the information educational environment include:

- the level of autonomy of universities (financial, economic, scientific, technical, cultural);
- the level of funding of universities by public authorities and private firms;
- legal, financial and economic forms of state support aimed at improving information culture;
- availability of developed educational standards to increase information and media literacy;
- developed network of electronic libraries [4].

Another important factor for the formation of information culture of the future teacher in the conditions of distance learning is the presence of a teacher-tutor.

The development of the educational system, even in the digital Internet space, is impossible without human participation. Thus, a new profession, a tutor, enters the "stage" of teaching. In English "Tutor" means "home teacher, mentor, guardian". Today, the tutor is a central figure, officially recognized as part of the English university system. Obviously, a tutor is not just a teacher. In the system of distance learning it has new functions, new roles that were absent in the traditional system [11].

In the modern educational process, the tutor is simultaneously:

- teacher (serves as a source of knowledge, skills, abilities and professional experience);
- consultant (answers questions from students on the course, gives recommendations for tasks, helps students to develop information resources on the Internet, etc.);
- organizer of the learning process (organizes joint activities of students, manages the interaction of students during training, solves organizational and administrative issues);
- facilitator (creates favorable conditions for learning);
- inspirer (stimulates creative activity of students, encourages them and inspires them to independently search for knowledge);
- designer (designs the forms of organization of the educational process and activities most relevant to the goals and content of the course being studied) [5].

In addition to all the above factors influencing the formation of information culture, it is important to use new methods and technologies of distance education.

One of them gamification (or gamization) is the use of game approaches for non-game processes in order to increase the involvement of participants in solving applied problems.

Gamification usually aims to engage the student in learning just as a computer game involves a player, implies the creation of "a system in which the success of the

participant's game depends on his skills and knowledge that can be transferred to the real world."

The use of gamification in education will help solve the following problems:

- update the knowledge gained during the theoretical courses;
- teach the student to act in situations of extracurricular activities;
- teach the student to make decisions, including the situation of lack or inconsistency of information;
- motivate the student to explore a difficult question.

A striking example of the use of gamification in education - launched in 2014 in one of the American schools system of World of Classcraft, similar to the computer game World of Warcraft [7].

Augmented reality (AR) is a modern technology that allows you to connect the real world and the virtual environment, ensuring their synchronous interaction. With the help of AR technology, virtual objects can be integrated into the material world: an augmented reality camera uses AR programs to capture reality and look for predetermined target points in it - markers to which virtual objects are attached. AR technology can combine virtual and tangible objects, ensure their interaction in real time and use three-dimensional objects. AR is becoming an increasingly popular technology that can be used on desktops, laptops, portable devices and smartphones. AR applications work with three-dimensional objects, texts, images, videos and animations, combine them and apply them simultaneously, allowing users to interact freely with events, information and objects. Modern smartphones are increasing the number of users of applications of this type. The lives of many people are literally in the palm of their hand - in their mobile device, and this life can be even more diverse with the help of AR [10].

The potential of AR for education is just beginning to unfold, as the ability to interact with virtual and real objects makes the learning process more exciting, visual and dynamic. In addition, augmented reality technologies integrated into the educational process stimulate students' creative thinking and develop problem-solving skills, as well as provide learning flexibility. Although AR has great potential, there are still many practical problems that need to be addressed before the widespread introduction of this technology in educational practices.

The analysis of publications related to the use of AR in higher education also notes the high potential of this technology in various areas. For example, the results of using augmented reality tools for teaching Chinese show that AR helps students write their first paragraph much faster and learn Chinese writing. When comparing educational AR-materials and educational videos on YouTube as part of mastering a software development course, AR-content turned out to be more effective, its application helped to increase students' interest and involvement. Many other researchers also confirm the motivation and involvement of students who are encouraged to use augmented reality applications in the learning process.

When comparing AR technology and interactive simulation methods, no significant difference in terms of students' learning ability and involvement was

observed, but a significant advantage of AR in terms of information perception was noted.

The following appendix shows in augmented reality models of chemical elements, as well as the possibility of connecting these elements. This exciting interactive application will attract students' attention, focus their attention and make the learning process more interesting [6].

In the literature review, the most common research on the use of AR is in postgraduate education. Examples from the field of architectural education speak in favor of AR technologies; the same conclusions are made for the disciplines of science, where dynamic content allows better mastering of the material and contributes to the progress of research projects of graduate students. In exact sciences and engineering AR-technologies promote the best spatial perception, it is confirmed by researches in the field of mathematical education, mechanical engineering. AR systems with Kinect technology are successfully used in physical and mathematical education. In the humanities, the use of AR helps to reduce cognitive load, while increasing the motivation and positive mood of students. There are studies in the field of medical education, when the training of dentists with the use of mobile AR has become a simple effective tool for knowledge transfer. The study of history with the help of augmented reality applications opens up great prospects, both in terms of content creation opportunities and positions of emotionality and involvement in the educational process.

Separately, we can note the appearance of articles with elements of augmented reality in scientific journals. One of the first such publications was the article "The reality of Quantorium: training young people for the digital economy", published in early 2020 in the journal "Innovation".

Trying different advanced and non-standard educational approaches in practice, we give students a course for advanced development that meets the interests of society, the individual and potential employers in the future.

Social networks and blogs, video chat and video conferencing programs, 3D communications systems, cloud services and many other tools that can be used to modernize the full-time learning process, as well as to create a theoretical basis for an online course at a distance training [9].

Let us consider, which components of information culture develop better and worse in terms of distance learning.

Audiovisual aspect of IC is audiovisual culture. The means of active formation of audiovisual culture is audiovisual learning technology, which means a systematic method of development and use of media intended for human perception through two channels simultaneously (auditory and visual) using appropriate technical devices based on patterns, principles and features of presentation and perception of audiovisual information.

Modern technical means of implementing audiovisual technology include mainly electronic - television, video equipment, personal computers. However, passive consumption of audiovisual products, which is included in the system of educational process, does not lead to comprehension and memorization of

educationally significant information, nor to its transition into personally significant knowledge and experience. The use of audiovisual technologies requires a certain readiness of the subjects of the educational process (both for students and teachers) to work in the new information environment.

Semiotic culture implies a single, consistent and appropriate use of symbolic elements within one system and the establishment of a clear correspondence between these elements and their verbal description, as well as assessing their impact on the relationship between sender and recipient and further development of these relationships and interactions. The defining part of semiotic culture is the conceptual-terminological culture, because terminology is a linguistic representation of a system of scientific (and any other) concepts. Conceptual and terminological culture should be inherent in the representation of scientific knowledge and the process of knowledge transfer.

Successful communicative behavior of the teacher largely depends on the ability to think, accurately and dynamically convey these thoughts to learners; the teacher's awareness of the pedagogical task; the ability to take into account the nature of relationships with students; the novelty and expressiveness of language; the authority of the teacher; the ability to understand the mental state of the student by external signs, "read on the face"; the skills of self-presentation of the teacher, his self-analysis, self-control, self-realization.

Technological culture is the result of a fairly in-depth analysis of the development of social and pedagogical reality in the world. According to Galeta Y.V. "... one of the values of modern culture is denoted by the concept of manufacturability and related reproducibility. Another, no less significant value is the search and related creativity "[3].

Discussion. The technological culture of the education specialist is not yet spoken of directly, but the issues of design, development, use of educational (pedagogical) technologies are very widely discussed in scientific, methodological and educational literature. The problem of pedagogical technologies is multifaceted, it is reflected in the close relationship of psychological and pedagogical, didactic, technical and organizational aspects. It is also relevant for higher pedagogical education because a modern pedagogical university prepares specialists for different types of educational systems and institutions. And such training is provided both through multilevel and variety of specialties, and through mastering by the future expert of various types of educational technologies in the conditions of distance learning.

Conclusions. Distance education is a necessary condition for the formation of information culture of the future teacher. The Internet and digitalization of education provide an opportunity to develop the main components of information culture (audiovisual aspect, semiotic, technological and partly communicative). But on the other hand, the emotional character is lost from live communication and learning, increasing the formalization of the educational process.

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PROGRAM OF RESEARCH AND EXPERIMENTAL STUDY OF FORMATION OF SOCIO-CULTURAL COMPETENCE OF FUTURE FOREIGN LANGUAGES ON THE BASIS OF INTERDISCIPLINARY APPROACH

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Abstract. *The article highlights the program of research and experimental investigation of formation of socio-cultural competence of future foreign languages on the basis of interdisciplinary approach. The logic of research and experimental work has been aimed at substantiating its stages, which reflect the achievement of intermediate goals through the use of certain forms and methods of organization: theoretical and methodological - 2017; diagnostic and constative - 2017-2018 academic year; formative - 2019 academic year; analytical and conclusion - 2020. Diagnostic and constative stage of research has been provided in two procedures: diagnostics of formation state of sociocultural competence of future foreign language teachers (diagnostic sub-stage) and entrance control of level of sociocultural competence of students before introduction of author's method. The outlined conception of the study has been realized within students of bachelor degree in the field of knowledge 01 "Education", specialty 014 Secondary Education (English language and foreign literature). The logic of organization of formative stage of research under consideration presupposed implementation of methods of pedagogical conditions and structural-functional model of formation of socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach during year of study 2019 into the educational process of higher educational establishments that have been taken for the experiment.*

In order to analyze the results of the formative stage of experimental study, numerical indicators of the formation of socio-cultural competence of future foreign language teachers at the stage of entrance and final controls have been compared. The certainty of results of experimental study has been proven with the help of the methods of mathematical statistics - comparison of variances for entrance and final control in control groups and experimental groups, determination of Fisher's criterion.

Keywords: *competence, sociocultural competence, foreign language teachers, students, pedagogical conditions, methods.*

JEL Classification: JEL I0; I20

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Introduction. Abstracting from specific features, we consider experimental research to be of twofold meaning. The first lies in testing of theoretical assumptions, calculations and conclusions. In this context, experimental researches are of significant importance. After all, any theoretical assumption that describes real phenomena is definitely incomplete and schematic. Since it includes the influence of a certain set of factors and circumstances that affect the process under investigation. In fact, the number of such factors and circumstances is enormously great, so only experimental study that examines the course of the phenomenon in existing reality can totally prove the idea that those factors which in theory were not taken into consideration certainly have a rather little impact and respectively can be neglected if necessary.

The second feature of experimental researches is reflected in the possibility of the experiment to investigate those phenomena (determining quantitative relations), which, at this level of science development, cannot be theoretically predicted and calculated.

Experimental work of the present scientific research is aimed at experimental testing of the effectiveness of pedagogical conditions as well as structural and functional model of socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach. From this respect, scientific experiment has been organized in higher educational establishments without breaking a natural logic of the educational process and at the same time served as the mechanism for testing the investigated factors.

Literature Review. Paradoxically, however, the notion «experiment», has a great number of various definitions. The article under consideration gives the analysis of some definitions, aimed at building your own version of the interpretation of the content of this category, which accumulates the essential features of the definitions used by modern authors and declares the organizational aspects of the researcher in pedagogical experiment.

In the context of philosophical study the experiment is defined as «observation which is systematically carried out; systematical isolation, combination and variation of conditions aimed at investigating the modification peculiarities of subordinate phenomena» [8, p. 156]. At the same time, a scientist provides the possibility for observation, on the basis of which his/her awareness about the development regularities of phenomenon is being built up. Thus, we believe that observations, conditions, knowledge, regularities- are the most important features that characterize the proposed definition.

Contrastly, O. Kasatkina [6], highlighting psychological and pedagogical elements of the development of communicative competence of students (on the example of learning English), states that the notion “experiment”, is considered in modern psychological science as one of the basic methods of scientific cognition in general (alongside with observation), and psychological research in particular. The author notes that “experiment differs from observation by active intervention into the situation by the researcher, who systematically manipulates one or more variables (changeable factors) and registers changes in the development of the object under investigation ” [6, p. 13].

Investigating the application specifics of the category "experiment" in pedagogical practice, O. Josan [3] distinguishes the plurality of meanings being used. The methodologist notes that all of them, "are equivalents (equal), since any of them can be taken from the others, and each of them explains this or that side of the investigated phenomenon" [3, p. 14]. In our opinion, this point of view is not always legitimate, since it is extremely difficult to reproduce the integrity of multidimensional object of a particular pedagogical phenomenon with only one variable element of the development, though even the most significant, but one-dimensional. According to O. Josan [3] experiment is a research method which presupposes identification of some significant factors that affect the results of

teaching activity, and methodological principles that allow to vary these factors in order to achieve optimal research results [3, p. 15].

We suppose it important to provide some other existing definitions of the term under consideration for representing integral version of its interpretation, which includes the completeness of the essential features of the experiment:

- scientifically substantiated experience (N. Bilotserkivska [1, c. 99]);
- hypothesis testing (O. Zagoruyko [4]); reproduction of a technique developed by one teacher (technology, system, etc.) in new conditions by another teacher or manager (M. Bratko [2, p.8]);
- method of cognition, by means of which pedagogical phenomenon is being investigated under natural or artificial, controlled conditions, new way of problem is being searched out (I. Zakiryanova [5, p. 122]);
- strictly directed and controlled teaching activity towards development and approbation of new technologies in education, development of students, high school administration (T. Kolodko [7, p. 92]).

Taking into consideration all essential features of definitions mentioned above, it seems possible to provide the following definition of "experiment" in our scientific work: research activity which has been organized for testing pedagogical conditions and developed structural and functional model of formation of socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach, taking place in natural and controlled conditions of educational process in higher educational establishments of Ukraine. This activity results in new idea about the process of formation of structural components of sociocultural competence.

Aims. The purpose of the article is to highlight the program of research and experimental study of formation of socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach.

Methods. The following methods of investigation have been applied for fulfillment of the set objective: theoretical: analysis of pedagogical, educational-methodical, normative literature and scientific works on the topic of the article, subject and logical, information-oriented analysis of text materials; empirical. Thus, a wide range of diagnostic techniques have been applied to identify the current state of formation of motivational and axiological components of sociocultural competence of future foreign language teachers, namely: replication of "Value Orientations" (by M. Rokeach), diagnostic method of academic motivation of students (by A. Rean, V. Yakunin), test that determines the level of motivation of an individual to socio-cultural activity (adapted by the author according to the method of N. Bilotserkivska).

Guilford's Test "Social intelligence" has been applied in order to reveal the current state of formation of linguistic component of socio-cultural competence of future foreign language teachers, as well as a complex of various tasks for diagnostics of development of special professional (vocabulary, grammar, phonetics) which reflect peculiarities of language picture of the world of a definite culture.

In the context of communicative, activity-oriented component of sociocultural competence of future foreign language teachers a special questionnaire has been applied for diagnostics of the level of development of communicative skills of the

future foreign language teachers and diagnostics of behavior of an individual in conflict situation. In order to identify the state of formation of culturological component of socio-cultural competence of future foreign language teachers express questionnaire "Tolerance Index" as well as a method for determination of the level of socio-cultural identity have been used.

Results. Taking into consideration the information mentioned above it is necessary to touch upon the logic of experiment conductin; stages and structural components of the experimental cycle. It has been taken into account that the effectiveness of experimental activity is determined by the sequence of main stages maintained by the researcher. Therefore, focusing on the logic of the experimental cycle, some of its stages have been carefully elaborated.

In accordance with investigation tasks, the logic of research and experimental work has been aimed at substantiating its stages, which reflect the achievement of intermediate goals through the use of definite forms and methods of organization: theoretical and methodological - 2017; diagnostic and constative - 2017-2018; formative- 2019; analytical and conclusive - 2020 (Pic. 3.1.).

All the stages mentioned above will be further characterized.

Theoretical -methodological research stage has been being conducted since 2017 and resulted in the following:

- the urgency of the problem of formation of socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach has been revealed;

- the purpose, object, subject, tasks of research work have been specified;

- a wide range of contradictions which prevent problem solution of formation sociocultural competence of future foreign language teachers based on the analysis of the current state of development of society, the needs of educational practice for a teacher of a foreign language in general secondary educational establishments, who is able to carry out professional activity in a multicultural environment by means of retransmission of native culture values;

- socio-cultural preconditions of modernization of professional training of future foreign language teachers in terms of renovation of pedagogical education have been characterized;

- didactic potential of the interdisciplinary approach in the formation of socio-cultural competence of future foreign language teachers has been outlined;

- a number of methodological approaches (competence, culturological, systemic, axiological, activity, acmeological, multicultural) have been singled out, realization of which enables the implementation of these ideas into the process of professional training of foreign language teachers;

- the experimental base of research has been determined (higher educational establishment and disciplines which actualize the possibilities of formation of socio-cultural competence of future foreign language teachers by using fundamental principles of interdisciplinary approach).

Diagnostic and constative (2017-2018 academic year) stage of research and experimental research involved two procedures: diagnosis of formation state of

socio-cultural competence of future foreign language teachers (diagnostic sub-stage) and inner control of the level of socio-cultural competence of students before the introduction of the author's method (constative sub-stage); and was marked by the implementation of the following:

- components, criteria, indicators and levels of socio-cultural competence of future foreign language teachers have been specified;
- set of diagnostic techniques that determine formation level of components of socio-cultural competence of future foreign language teachers have been systemized;
- pedagogical conditions have been singled out and theoretically substantiated, structural-functional model of formation of socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach have been designed;
- constative sub-stage of the experiment has been carried out, on the basis of its results the need for purposeful application of ideas of interdisciplinary approach has been revealed in order to form socio-cultural competence of students of this specialty.

The outlined brunch of the study has been carried out within students of bachelor degree, the field of knowledge 01 "Education" in specialty 014 Secondary Education (English language and foreign literature). At the time of the diagnostic activities, teachers-to-be have completed the fourth year of study. Diagnosis of formation of socio-cultural competence of students of this specialty was carried out at the last lesson(disciplines "Practice of oral and written translation").

Discussion. In order to fulfill the objective tasks of research, the author's decision was made to organize a constative sub-stage of pedagogical investigation on the basis of diagnosis of future foreign language teachers. The predominant purpose of this stage was to establish the current level of formation of socio-cultural competence of future teachers of this specialty. Therefore, diagnostic procedures involved students from: Uzhhorod National University, Mukachevo State University, Drohobych State Pedagogical University of Ivan Franko, Rivne State Humanitarian University.

Generally, 110 students have been involved into constative sub-stage of research. Quantitative distribution of participants in the diagnosis is represented in Table 1.

Table 1. Number of future foreign language teachers having participated in research at diagnostic-constative stage

Higher educational establishment	The number of students
1. Uzhhorod National University	25
2. Mukachevo State University	30
3. Drohobych State Pedagogical University of Ivan Franko	35
4. Rivne State Humanitarian University	20
Total number	110

In an attempt to perform mathematical and statistical calculations and hence to simplify the procedure of their consolidation into a single systemic integrity of

diagnostic data at all stages of experiment a 5-point scale has been used. In the process of diagnosis of the level of formation of socio-cultural competence different levels of development of socio-cultural knowledge about other linguistic communities, skills to establish communicative pedagogical interaction with students, ability to retransmit the heritage of native culture, skills of socio-cultural tolerance. However, unsatisfactory level of development of investigated competence of students has not been diagnosed. Therefore, four descriptive scales of formation of socio-cultural competence were used. Under such conditions, numerical indicators from 5 to 2 reflected the content of distinguished levels of the announced phenomenon. Research idea is presented in the following way:

- 5 points –high level;
- 4 points – sufficient level
- 3 points - satisfactory level;
- 2 points – low level.

Alongside, average indicator has been calculated, preconditioned by the need of its application in further mathematical calculations. The position of I. Zakiryanova [5] has been appealed to in this respect. The researcher emphasizes the expediency of using this indicator describing the plane of diagnostic stage of detecting the dynamics of socio-cultural competence of future teachers, [5, p. 185].

It is worth being mentioned that during the entry and final control at the formative stage of the author's experimental study a similar package of diagnostic materials has been used. This made it possible to ensure the same entrance conditions of future foreign language teachers who studied in different educational establishments, the same conditions for admission to research and experimental work.

At the diagnosis and constative stage of experiment it has been established, that formation of socio-cultural competence of future foreign language teachers indicates the need to improve the training of students in this specialty. Analysis of total indicators of formation of socio-cultural competence of future foreign language teachers enabled to conclude: only 27.27% of students demonstrated high level, 39.09% - sufficient level, 32.3% - satisfactory level, 0.91% - low level of competence; average indicator was 3.93 points.

Investigation of obtained results of diagnostic and constative stage of research proved the hypothesis about the necessity of implementation of interdisciplinary approach into the process of professional training of future foreign language teachers for the formation of socio-cultural competence.

Announced information confirms the topicality of our study and leads to the use of socio-cultural potential of the disciplines of the humanities cycle, socio-economic, nature, scientific, professional and practical training of future foreign language teachers by using methodological basis of interdisciplinary approach. At the same time, we consider general results of the diagnostic and constative stage of the experimental research as guiding vectors for planning, elaboration and implementation of organizational actions of the formative stage of formation of socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach.

The logic of organization of formative stage of the present research presupposed realization of implementation methods of pedagogical conditions and structural-functional model of formation socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach during 2019 year into the educational process of higher educational establishments that have been taken for the experiment. Implementation of experiment in this stage made it possible:

- to design unified integrated socio-cultural field / environment of professional training of future foreign language teachers in the educational process of higher educational establishments on the basis of interdisciplinary approach;

- to systematize the means of interdisciplinary approach in the methods of formation of socio-cultural competence of future foreign language teachers;

- to develop and to test experimental method of realization of pedagogical conditions and structural-functional model of formation of investigated competence of future foreign language teachers on the basis of interdisciplinary approach;

- on the basis of implementation of methods of expert assessment, pedagogical observation, interview, survey, questionnaire, the problem areas of the author's structural and functional model have been identified and appropriate adjustments have been made to the methodological support of its implementation.

To summarize the analysis of the results of scientific research, analytical and final stage has been organized (in 2020), during which the following steps were taken:

- the results of the formative stage of research and experimental work have been systematized; the content of theoretical and methodological issues of formation of socio-cultural competence of future foreign language teachers in terms of modernization of pedagogical education have been specified;

- obtained research results are represented in the text of dissertation and in educational and methodological works of the author;

- experimental testing of the effectiveness of implementation of pedagogical conditions and structural-functional model has been carried out; their effectiveness was proven applying the methods of mathematical statistics;

- basic results of research of the formation of socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach into educational practice of higher educational establishments of Ukraine, which is confirmed by implementation certificates.

The logic of achieving the objectives of research leads to highlighting of the essence and features of the methodological implementation of pedagogical conditions as well as structural and functional model of the formation of socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach.

Conclusions. The logic of research and experimental work was aimed at substantiating its stages, which reflect the achievement of intermediate goals through the use of certain forms and methods of organization: theoretical and methodological – (2017); diagnostic and constative – (2017-2018 academic year); formative – (2019 academic year); analytical and conclusion – (2020). Diagnostic and constative stage

of research provided carrying out of two procedures: diagnostics of a state of formation of socio-cultural competence of future foreign language teacher (diagnostic sub-stage) and entrance control of level of socio-cultural competence of students before implementation of author's technique (constative sub-stage). The outlined branch of research has been conducted within students of bachelor degree, the field of knowledge 01 "Education" in specialty 014 Secondary Education (English language and foreign literature). At the time of the diagnostic activities, teachers-to-be have completed the fourth year of study. Diagnosis of formation of socio-cultural competence of students of this specialty was carried out at the last lesson (disciplines "Practice of oral and written translation").

Analysis of obtained results of diagnostic and constative stage of research proved the hypothesis about the necessity of implementation of interdisciplinary approach into the process of professional training of future foreign language teachers for the formation of socio-cultural competence. The logic of organization of formative stage of research under consideration presupposed implementation of methods of pedagogical conditions and structural-functional model of formation of socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach during year of study 2019 into the educational process of higher educational establishments that have been taken for the experiment.

In order to analyze the results of the formative stage of experimental study, numerical indicators of the formation of socio-cultural competence of future foreign language teachers at the stage of entry and final control have been compared. The certainty of results of experimental study has been proven with the help of the methods of mathematical statistics - comparison of variances for entrance and final control in control groups and experimental groups, determination of Fisher's criterion.

However, carried out research does not cover all aspects of the problem of forming socio-cultural competence of future foreign language teachers on the basis of interdisciplinary approach. Prospects for further researches are related with improving disciplinary structure of academic curriculum for bachelors in the field of knowledge 01 "Education", specialty 014 Secondary Education (English language and foreign literature) in order to ensure interdisciplinary and intradisciplinary connections among disciplines; systematization of forms, means, methods of organization of educational activity of students of this specialty in the development of skills of socially tolerant intercultural pedagogical communication.

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PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF PROFESSIONAL POTENTIAL OF FUTURE FOREIGN LANGUAGE TEACHERS IN THE PROCESS OF THEIR PROFESSIONAL TRAINING

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Abstract. The article under consideration gives scientific grounding of pedagogical conditions for the development of professional potential of future foreign language teachers in the process of their professional training. It has been assumed that the pedagogical conditions for the development of professional potential of future foreign language teachers in professional training should reflect: qualitative characteristics of basic factors, processes and phenomena of educational environment, reflecting the basic requirements for professional training of future foreign language teachers in higher educational establishment; complex of objective opportunities, which have been purposefully made up and implemented into educational environment, provide solutions to given pedagogical tasks; a set of the following measures increase the efficiency of the process of development of professional potential of future foreign language teachers: information (content of education; cognitive basis of pedagogical process); technological (forms, means, methods, approaches, levels, ways of organization of educational activity; procedural, methodical basis of academic process); personal (behavior, activity, communication, personal qualities of subjects of educational process); psychological (organization of reflective activity, etc.). Taking into consideration the peculiarities of professional activity of future foreign language teachers, the following factors have been singled out as pedagogical conditions that ensure the highest efficiency of development of all components of professional potential of students of investigated specialty: formation of positive "I-conception" of a professional in students' ideology; ensuring the formation of professional outlook of future foreign language teachers by means of expanding the content of academic disciplines with information of interdisciplinary character; use of educational context of professional training of future foreign language teachers as the basis for the development of professional potential; organization of reflective and creative educational activities of students.

Keywords: potential, professional potential, future teachers of foreign language, students, conditions, pedagogical conditions, methods.

JEL Classification: JEL I0; I20

Formulas: 0; **fig.:** 0, **tabl.:** 0; **bibl.:** 12

Introduction. One of the primary tasks which are set for higher educational establishments by the State National Program "Education" (Ukraine of the XXI century) is a thorough and high-quality professional training of specialists, in particular, future teachers of philology. Nowadays, the state program "Teacher," National Doctrine of Education, Conceptual framework of development of pedagogical education in Ukraine and its integration into European educational environment specify basic demands to professional training of modern teacher as the subject of personal-oriented and professional development who permanently broadens and updates subject areas of own professional activity. Thus, the changes which have been actively implemented over the last decade in teaching methods indicate that today the general teaching community is beginning to realize the essence and specifics of the new philosophy of education, which determines the orientation of learning process into personalities development of students[3].

The process of further renewal of the higher education system are objectively aimed primarily at meeting the needs of society and the state in qualified teachers, which presupposes appropriate changes in professional training, development and self-development of future foreign language teachers in the direction of professional potential. Such changes involve the introduction of effective pedagogical factors which contribute to the development of the outlined phenomenon.

Literature Review. The study of the problem of development of pedagogical conditions of professional potential of future foreign language teachers in the process of professional training involves a thorough analysis of the concept of "pedagogical conditions". In the information and reference literature [3; 7; 5] the definition of the notion "condition" is interpreted as a category of philosophy that determines the attitude of the subject to the surrounding phenomena, without which its existence is impossible [8, p. 7]; the set of circumstances the origin depends on, existence and development of objects or phenomena [12, p. 84]. Whereas in the psychological and pedagogical literature the concept of "pedagogical conditions" is defined as a set of circumstances or opportunities which determines the functioning and dynamics of a particular pedagogical system (O. Homonyuk [5, p. 68]); factors of development of pedagogical system and efficiency of pedagogical process (N. Dobizha [117, p. 245]); the result of selection and successful organization of techniques, methods and forms of study to achieve a certain goal (V. Kalinin [9, p. 23]); circumstances of the educational process that ensure its effectiveness (I. Kostikova [10, p. 109]); external circumstances and factors of effective influence on the pedagogical process, constructed by the teacher in improving this process (I. Mazaykina [11, p. 9]). A common feature for all these definitions is the interpretation of pedagogical conditions as factors of positive influence on the course of pedagogical processes or on the functioning of pedagogical systems for increasement of their effectiveness.

Hence, on the basis of analysis of the outlined positions concerning the definition of the term «pedagogical conditions», it has been singled out a wide range of issues, that are significant for the present dissertation thesis:

1) pedagogical conditions are considered to be an essential element of integrated educational process;

2) pedagogical conditions reflect a set of opportunities of the educational environment (measures of interaction of educational subjects are purposefully constructed: content, forms, methods and techniques of teaching, software and methodological support of the educational process) and material and spatial environment (training labs, technical equipment, etc.) which provide functioning of professional training of students;

3) in the structure of pedagogical conditions it is possible to single out internal and external elements. Internal elements support the development of the personality sphere of subjects of educational process. External elements provide the formation of process component of pedagogical system;

4) realization of particular pedagogical conditions provides the effectiveness of functioning of professional training of future foreign language teachers.

Aims. The article aims at theoretical substantiation of pedagogical conditions of development of professional potential of future foreign language teachers in the process of their professional training.

Methods. The following research methods have been used in realization of the set objective: theoretical (analysis of pedagogical, educational and methodical, normative literature and scientific works on the topic of the current article, subject, logical and information-target analysis of text materials; empirical: expert survey.

Theoretical and comparative analysis of scientific literature showed, that pedagogical conditions of the development of professional potential of future foreign language teachers in the process of their professional training have not become the topic of scientific investigation of the researchers. From this respect, the method of expert evaluation of the efficiency of pedagogical conditions has been applied. Thus, the teachers of higher educational establishment, participating in the experiment research, have been suggested to be the experts. In the context of the carried out survey, the experts have been asked to determine the most effective, in their opinion, pedagogical conditions for the development of professional potential of future foreign language teachers in the process of their professional training. This survey made it possible to rank and determine those pedagogical conditions which should be implemented in the process of study in a higher educational establishment in order to form the studied phenomenon in future teachers of this specialty.

Results. The generalization of results of a wide range of scientific and pedagogical studies proves that in pedagogical theory and practice there are several types of pedagogical conditions, namely: organizational and pedagogical (N. Andrushchenko [1]), psychological and pedagogical (O. Antonenko [3]), psychological didactic (N. Dobizha [6]) didactic conditions (O. Malykhin [12]), etc.

Summing up the information mentioned above, it can be assumed, that pedagogical conditions of development of professional potential of future foreign language teachers in their professional training must reflect:

- qualitative characteristics of the basic factors, processes and phenomena of the educational environment, reflecting the key requirements towards the organization of professional training of future teachers of foreign language in higher educational establishment;

- the unity of objective opportunities, circumstances of teaching process, created purposefully and implemented in the educational environment, which provide the fulfillment of pedagogical tasks and the achievement of the goal of the research;

- a set of measures which increase the efficiency of the process of development of professional potential of future foreign language teachers: information (content of education; cognitive basis of pedagogical process); technological (forms, means, methods, approaches, stages, ways of the organization of educational activity; procedural and methodical basis of pedagogical process); personality (behavior, activity, communication, personal features of subjects of educational process); psychological (organization of reflective activities, etc.).

Discussion. Based on the works of researchers towards interpretation of the terms "condition", "pedagogical conditions" and based on the laws of pedagogical

process and fundamentals of didactics, under the pedagogical conditions of development of professional potential of future foreign language teachers in the process of professional training we consider the complex of interrelated factors of educational environment of a higher educational establishment (objective possibilities of the essence of study, organizational forms and material possibilities of their implementation), the construction of which is based upon the introduction of author's educational and methodical materials into the process of educational and cognitive activity of students, ensuring successful achievement of the aim of the research.

Taking into consideration peculiarities of professional activity of future teachers of foreign language and appealing to the existing principles of organization of educational process in higher educational establishments, the following selected factors ensure the highest efficiency of development of essential components for professional potential of by pedagogical conditions:

- 1) formation of the positive «I-image» of a professional in the student's outlook by means of «case» method implementation;
- 2) ensuring the formation of professional worldview of future foreign language teachers on the basis of expanding the content of academic disciplines with information of an interdisciplinary character;
- 3) implementation of educational context of professional training of future foreign language teachers as the basis for the development of professional potential;
- 4) organization of reflective and creative educational activity of students.

The factors mentioned above can be explained in the following way.

In its traditional understanding «case» method or «case» study (from English «case» - situation) – it is an active method of study based on a group analysis of the situation (case) and finding effective ideas for its solution, taking into consideration specific conditions [7]. English term «case study» must not be translated precisely into Ukrainian [8]. From this respect, the following synonyms are provided in scientific literature: case-study, case-method, method of cases, study upon practical examples, method of concrete situations, situational study.

It has been assumed that in the process of completing the author's cases, students form the outlined components of the professional consciousness of future foreign language teachers. From this respect, in the process of professional training of future foreign language teachers various types of cases were implemented, namely:

- cases which are directed to the formation of professional health of future teachers of foreign language;
- cases which support the development of moral and conceptual positions of future teachers of foreign language;
- cases which contribute the professional ideal in student's outlook;
- cases which determine the development of professional valuable orientations;
- cases with the content that presupposes actualization and development of professional identity of future teachers of foreign language.

Such palette of authorial and modified cases helped to unite the diversity of students' ideas about themselves as professionals in the consciousness of future

foreign language teachers; their professional roles, the level of development of professional qualities; as well as professional functions of a teacher; norms, rules, models of behavior in the context of professional actions as standards for “I-understanding” as the example of the perfect teacher of foreign language etc.

The broadening of traditional process of professional training of future foreign language teacher by the author's situational tasks intended to contribute to the formation of a common value and content field of professional training of students. At the same time, such investigating decision required some modification of the content of selected courses. Therefore, the second pedagogical condition has been singled out as providing the formation of professional worldview of future foreign language teachers on the basis of expanding the content of academic disciplines with information of interdisciplinary character, which had presupposed the formation of cognitive-worldview component of professional potential of students in the process of their professional training.

In current scientific discourse the notion «outlook» found its theoretical grounding in works of I. Kocstikova [10]. Thus, summing up the positions, which have been formed by I. Lerner, B. Lykhachov, the scientist determines outlook as a set of views, assessments, principles that determine the most common understanding of the world [10, p. 271]. In his turn, S. Its [8] proves the idea about ideology as an integrated understanding about the world and the place of a human-being in it, a system of extremely generalized views about nature and society; philosophic, socio-political, moral, scientific orientation of an individual or social group; basic life positions, system of beliefs, ideas of outlook [8, c. 24].

Within implementation of the second pedagogical condition we will appeal to the scientific position of the author, according to which the development of professional worldview of future teachers is based on the established system of general and special professional knowledge. Therefore, we believe that professional worldview of future foreign language teachers will become the result of generalization of theoretical, scientific, methodological worldview of the essence of the future profession by students.

Among the indicators of establishment of professional ideology of future foreign language teachers the following can be distinguished:

- synthetics of professional knowledge, the central element of which is a fluent command of a foreign language;
- professional, value-semantic dispositions of a teacher, which are reflected in the strategy of teaching activity and influence the understanding and perception of the phenomena of socio-cultural reality within the native and foreign linguistic communities;
- formation of teaching conceptual thinking;
- ability to estimate the reality, its critical thinking in pedagogical categories and expression in the form of a "thought";
- manifestation of professional pedagogical identity by students;
- the established attitude onto professional perception of multicultural reality.

Implementation of training exercises which have been worked out involved not only including of interdisciplinary information into the content of selected disciplines, but was also based on the actualization of the context of professional training of future foreign language teachers. Therefore, the third pedagogical condition of the study is distinguished as the use of educational context of professional training of future foreign language teachers as the basis for the development of professional potential.

This pedagogical condition has been implemented on the basis of works of A. Verbytskyi, concerning the organization of contextual study of students in higher educational establishments. After all, as N. Dobizha summarizes [6], in terms of using the context of professional training of future foreign language teachers students' activity is directed not on expansion of knowledge, abilities, skills, but on the solution of the offered professional, problem - oriented tasks [6, c. 249].

It has been taken into account that the basic characteristic of educational environment based on the principles of contextual education, which is implemented through a system of new and traditional forms and methods of teaching, as states I. Mazaikina [141], is active modeling of subjective and social content of future professional activity within the use of language semiotics (including foreign).

The concept of contextual study has a wide range of advantages that form the basis for organization of professional and educational activity of students. At the same time, implementation of the third pedagogical condition appealed to the necessity of development of communicative skills of future foreign language teachers, in particular:

a) language communication (perfect command of modern professional terminology; ability to make up the monologue on any professional topic etc);

б) adequate perception and interpretation of cognitive and emotional information;

c) provide the atmosphere of mutual understanding, interrelation and interaction in lessons of foreign language (taking into account the peculiarity of the communicative situation with different age groups of pupils; foreseeing the impact of teacher's acts or language on the behavior of pupils), etc. Appealing to the scientific position of V. Bezlyudna [4], for the effective use of the context of professional training of future foreign language teachers interactive methods of organization of educational activities of students are used, which involved the construction of situational and problem tasks.

The fourth pedagogical condition in its turn – organization of reflexive , creative educational activity of students – has been directed onto the development of the fourth component of professional potential of future foreign language teachers. Analysis of academic curricula of basic educational programmes under which the professional training of future foreign language teachers in higher educational establishment of Ukraine is realized, has testified that individual work of students prevails over the classroom work. Therefore, responsibility for academic results of both (a student and a teacher) increases. From this very reason future foreign language teachers must have a conscious ability to reflect.

In this context, implementation of the fourth factor intended the construction of special didactic units (problem tasks, research projects, etc.) to ensure the development of creative individual and professional qualities of future foreign language teachers. The student's reflection is in this case the indicator of subjectivity and allows the individual to regulate their own activity, to influence upon the system of norms and standards of professional pedagogical activity of teachers of foreign language, to manage their own educational and practical activities.

It has been prognosed, that taking reflective position, a student analyses, gives critical thinking to its activity by means of given, proposed, made up, problematic tasks comparing objectives with results. Thus, reflection is understood as the ability of future teachers of foreign language to be aware of their own educational and professional activities in terms of achieving the intended pedagogical goals. In this case, the reflection focuses on finding the causes of failures and difficulties, in the process of which students realize that the means they used to complete the task did not achieve the overall goal. As a result, a critical attitude to one's own inner personal and professional psychophysical abilities is being formed.

Conclusions. In order to develop potential abilities and to enrich professional knowledge, skills, personal qualities during the period of professional training in higher educational establishment certain pedagogical factors should be realized: formation of a positive "I-image" of a professional in students' ideology using "case" method; ensuring the formation of professional outlook of future foreign language teachers on the basis of expanding the content of academic disciplines within information of interdisciplinary character; implementation of educational context of professional training of future foreign language teachers as the appropriate basis for the development of professional potential; organization of reflective and creative educational activities of students.

Hence, implementation of pedagogical conditions for development professional potential of future foreign language teachers as the complex of organizational and methodical measures, will provide achievement of research aim and provides a harmonious combination of traditional and innovative forms, methods, means of the organization of educational activity of students.

The present study does not cover all aspects of the problem of development of future foreign language teachers in the process of professional training. The prospects of further investigations are supposed to be in the improvement of the content of the development of professional potential of students of philological specialties on the basis of praxeological approach and by means of modern information technologies in the process of professional training of future foreign language teachers.

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ADVANCING THE EFFECTIVE PRINCIPLES OF INTERACTIVE LANGUAGE TEACHING

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Abstract. *Learning foreign languages seems to become more and more increasing requirement of modern education. International relations are extended and strengthened through the exchange of scientific, technical, and cultural information. In this situation, issue of effective teaching methods have always been widely discussed in educational world community as finding the effective ones is the task of primary importance.*

Teachers of foreign languages make their contribution to all aspects of education of pupils. The task of the teacher at the lesson is: to organize lots of practice and these practical exercises should be oriented on using the target language for the normal purposes basic to all strategies and techniques. There are some useful principles and methods of teaching foreign languages. Interactive language teaching methods may be related to content being studied in the language, whether literary, historical, philosophical, scientific or sociological. The interactive methods of foreign language teaching is not only new or mysterious, new techniques but also new forms, new principles, new approaches, new methods in teaching process. Interactive training encourages and gives learners to create comfortable condition of learning, also learners feel their successfulness, develop creativity, intellectual and communicative abilities. All modern students should be offered the selection of contents and approaches. Most of the strategies deal with pair and group work and promote interaction. Encouraging students to develop their own strategies is an excellent means of stimulating the learner to develop tools of interaction.

Keywords: *interaction, interactive principles, activities, communicative skills, teacher's functions, motivation, teaching, method, abilities, imitation.*

JEL Classification: *JEL I0; I20*

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Introduction. Language is a living thing – ever changing, ever adapting and indispensable for human activity. Language is the expression of communal life, as it helps us to build society, keep our heritage and plan for the future. As language teachers we should make our classroom microcosms of life [3, p.36], with real relationships and purposeful use of language. All our techniques should be directed toward achieving this goal. So, it's upon a teacher how effective their ways of teaching might be in order to help our students use the language we teach in their real life. We must keep in mind some very important things how to turn all the activities into interactive and really communicative.

Literature Review. The concept of interactive language teaching was developed by H. D. Brown, W. Rivers and M. Canale. W. Rivers (1987) states that through interaction, students can increase their language store as they listen to read «authentic linguistic material», or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals.

The first thing to be mentioned is that education process is based on interactive language teaching. Students are no longer the objects to be installed and filled with different sorts of information. They should participate in the education process

together with the teacher, not only acquire knowledge presented by the teacher, but they should also get it themselves from a deep well of knowledge and understanding. So we do not teach a language – students learn a language. So, language learning and language teaching may be seen as one interactive process: the teacher's work is to foster an environment in which effective language learning may develop.

Aims. The main aim is to highlight the basic concepts and principles of interactive language teaching. Throughout the work we mention the importance of correct application of main concepts of interactive language teaching and various factors which accompany that process and from which much depends.

Methods. Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about [1, p. 165]. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

After several decades of research on teaching and learning languages, it has been discovered that the best way to learn to interact is through interaction itself. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate meaning.

W. Rivers states «through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skit, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed in real-life exchanges... Even at an elementary stage, they learn in this way to exploit the elasticity of language. Indeed, it is crucial for an EFL classroom to be interactive because in that way all the students will learn in an easier way as it was said before»[1, p. 164].

Results. In interaction, students can use all they possess of the language all they have learned or absorbed in real life exchanges, where expressing their real meaning is important to them.

Principle 1 can be called like this: The student is a language learner. In learning a language, each learner must acquire and consolidate mental representations that are basic to both understanding a language and expressing oneself through it (in speech and in writing).

In teaching a language, we are facilitating the individual's acquisition and increasingly fluent use of the language in the best ways we know. They do it in very individual ways, or do not do because they lack motivation to do so. For this reason, in an interactive approach, self and peer-to-peer consideration of errors is promoted. The students must realize that they are responsible for their own progress; they will take this responsibility more seriously if they themselves discover and work at their own weaknesses. We can provide opportunities for observing the language in use and for using the language creatively, but only the learners themselves can assimilate the language and make it their own.

Principle 2: Interactive language learning and teaching are shaped by students' needs and objectives in particular circumstances. Students' needs,

objectives are not just personal. They are shaped to a considerable degree by societal pressures and political exigencies. Language teachers must study the language learners in their classes – their ages, their interests, their goals in language acquisition in a formal setting – and then design language courses that meet the needs of specific groups. Decisions on course content and orientation will affect the way the language will be presented and the types of materials that will be used.

Principle 3: Any written or oral communication should be meaningful and based on real life situations. The task of the teacher at the lesson is: to organize lots of practice and these practical exercises should be oriented on using the target language for the normal purposes basic to all strategies and techniques. This should be organized in contradistinction to the artificial types of exercises and drills on which so many languages learners spend their time.

In real interactive situations people use the language to give and get information, to explain, to discuss, to describe, to persuade, to dissuade, promise or refuse, to entertain or to calm, to reveal or hide feelings and attitudes, to direct others in their undertakings, to learn, teach, solve problems etc. There are many more uses for language in speech and writing.

Students learn to communicate in the form that natural interaction takes for speakers of the target language, which includes acquisition of the target language, structure of natural discourse within the culture, which include ways of opening and closing conversations. Many of these features of natural interaction are related to the wider expectations within the culture, as discussed under some other principles.

So, between learning new language in the classroom and using language to communicate in real life is speaking. In order to build this bridge, speaking interactive activities must have three features: they must give the learners (1) *practice opportunities* for (2) *purposeful communication* in (3) *meaningful situations*.

Principle 4: Classroom relations reflect mutual liking and respect, which allows both a teacher and a student in a nonthreatening atmosphere to cooperate in education process. Interactive language teaching and language learning are distinctly different from other school disciplines. Speaking and writing what one really thinks and feels means revealing one's inner self: one's feelings, prejudices, values and aspirations.

Once a teacher tries, however, to stimulate interactive activities where more than the students' intellect and memory are involved. As interactive language – learning environment requires that students and teachers reach a stage of being comfortable with each other and interested in each other, and respectful of each other's personal temperament- imposed limits. To achieve this equilibrium, teachers must feel comfortable with what they are doing, just as students must be comfortable with what they are expected to do. Both teachers and students have to be willing to take risks and laugh together when things go wrong.

Principle 5: Basic to language use are knowledge of language and control of language. Basic to language use is a mental representation of language. All languages are organized at several levels. Grammatical structure and vocabulary, which are

interrelated in their functioning, provide the tools for expressing semantic and pragmatic meaning.

We cannot use language without a mental representation. Teachers can help students acquire an understanding of this basic mechanism that will enable them to use it to comprehend language and produce comprehensible speech. Teachers can help their students refine this understanding as they progress.

They acquire the language through performing rules, not through memorizing or discussing them; they acquire knowledge of the structure of the language actively through use. The development of control of language is further discussed under Principle 6.

Principle 6: The development of language control proceeds through creativity, which is nurtured by interactive activities. The ultimate goal for our students is to be able to use the language they are learning for their own purposes, to express their own meanings; that is, to create their own formulations to express their intentions.

Creating new utterances in a language that one only partially controls is not easy. It frequently leads to cognitive overload: learners pause and hesitate; they misuse elements of the new language when they are well aware of the accepted forms. One can do a lot of meaningful interactive situations that stimulate the students' motivation to communicate in different purposeful situations, through which students experience the use of the new language as an important social skills. Activities may be amusing or serious. Games, competitions, skits, simulations and dramatizations enliven the interaction; problem-solving and information – getting activities encourage persistence and probing [1, p. 180–186].

Students may work in groups to gather information, set up experiments, develop alternative denouement for literary works to understand further the author's intent; they may prepare meals according to the cuisine of a country where the language is spoken or engage in appropriate social activities of the culture; they may develop plays, radio or television programs, or prepare entertainments for other students, parents, or the community.

Discussion. Over the last twenty years, FLT methodology has developed very rapidly and has been subject to changes and controversies that teachers often find bewildering. What teachers need is to know new methods and effective approaches. It was in recognition of this need that not only teachers but learners also need to know beforehand. In addition to that, language is not a subject of factual information or a store house of contents but a skill. Hence, its teaching requires a different treatment and different method of approach [2, p. 126-134].

Both teachers and learners have to keep before them certain principles for effective teaching and learning foreign language.

Principles of teaching English as a foreign language. Mother tongue is always learnt easily because there is natural environment around. But this is not true about a foreign language. The child learns this language in his English classes held four or six periods a week. Therefore, it becomes difficult for him to learn the language. Consequently, a natural environment would be proceeded by:

1. Talking to students in the target language in the class, playground etc.,

2. Arranging group discussions.

Principles of habit formation. «Language is essentially a habit forming process, a process during which we acquire new habits».

An attempt should be made to form habits in the students for learning a language by the following processes:

1. Habit of listening to and distinguishing between sounds.
2. Habit of speaking with proper intonation and accent.
3. Habit of silent reading.
4. Habit of using correct grammar.
5. Habit of imitation.
6. Habit of using words in their proper contexts.
7. Habit of repeating.

Proceed from the concrete to the abstract. The teacher must begin his lesson with concrete things. He must talk about things and not about words. He must talk about the normal actions and even give a demonstration and must. The action is concrete in the pedagogic sense and the name «abstract» and by performing an action and giving the word, which expresses it, he is proceeding from the concrete to the abstract [4, p. 119-120].

Maximum Actions and Gestures. A Language teacher should ensure that the students try to learn the language with maximum use of actions and gestures.

Teaching inductively. The teacher should try to do without such rules as the pupils cannot frame for themselves. If he wants to teach verb, he should not begin by giving its comprehensive definition and then verify his statement by giving a number of examples. Contrary to it, he should perform a number of actions and write their names on the board.

The principles of correlation with life. While teaching the subject, matter should be related to life, customs, traditions, peculiarities and characteristics of the particular society to which the students belong. In this way, teaching can be more meaningful and learning can be transferred to real life situations.

Inspirational motive. Language teaching should be based on inspirational motive. The inspiration should lead the learner to learn more with the zeal of an internal urge. Language teaching should also be based on similar inspirational motive. The teacher and the pupil should consider language link as source of inspiration for life. These are various principles of foreign language teaching. If the teacher wants to teach successfully in the class, he must follow these principles in teaching.

Conclusions. Interactive teaching methods and principles of foreign language teaching are a more advanced mode of teaching. The process of teaching in the classroom is to bring into full play both the initiative of teachers and students, through dialogue, discussion, and so on in order to achieve a variety of ways of the exchange of thought, emotion and information, thus to achieve the best learning effects.

All modern students should be offered the selection of contents and approaches. The task of the teacher at the lesson is: to organize lots of practice and these practical exercises should be oriented on using the target language for the normal purposes basic to all strategies and techniques. Most of the strategies deal with pair and group

work and promote interaction. Encouraging students to develop their own strategies is an excellent means of stimulating the learner to develop tools of interaction.

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THE CONCEPTUAL ASPECTS OF VOCATIONAL FOREIGN LANGUAGE STUDYING

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Abstract. *The pedagogical process is constantly enriched with new ways of operating the received information, a creative approach to solving science issues with an emphasis on the individualization of educational programs. This applies to the aviation industry as well. In their professional activity pilots do not have complete information about the people with whom they communicate. Unforeseen air situations often occur, and the pilot does not have accurate information about who he is communicating with, who is controlling the air traffic, and what his further actions and decisions are related to. In extreme situations, when time is counted in seconds, knowledge of technical terms and concepts in English allows you to correctly report an obvious or emergency situation, to make a timely and correct decision. The main trends in the improvement of educational technologies are characterized by the transition from the focus on the average student to individualized training programs. In such conditions, the teacher, who performs the function of a «technologist» of the educational process, needs to use innovative technologies, ideas, directions.*

The article describes the methods of teaching students who study in higher aviation educational institutions. The specifics of teaching subjects in English are determined in accordance with learning strategies. English, chosen as the main means of teaching students, causes changes in the methodological support of the educational process. In view of this, it is appropriate to add that the specifics of the organization in relation to the learning process in a multicultural environment should be taken into account. In this regard, we analyze some conceptual methods that help increase the level of methodological support for training and the quality of vocational training.

Keywords: Aviation, specialist, foreign language, training, vocational studying.

JEL Classification: I0; I20

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Introduction. Ukraine has chosen a course of entering the European educational space. Integration with European countries, internationalization of business relations in various spheres of human activity increases the demand for competent specialists who are capable to solve professional issues in both native and foreign languages.

The changes in a field of education also raise the issue of using foreign language in future professional activities. We also have to optimize the search for ways of improving the training of future foreign language professionals as a means of professional communication that should promote their mobility and competitiveness on a labor market, to ensure the formation of a high level of professionalism.

Literature Review. The problem of readiness to use a foreign language in professional activities has been deeply developed in modern pedagogy. Based on the analysis of scientists' research concerning vocational foreign language (O. Bernatska, V. Volkova, L. Golikova, R. Grishkova, L. Dariychuk, N. Zamkova, S. Isaenko, L. Kadchenko, M. Knyazyan, S. Kozak, O. Litikova, I. Mezhuieva, A. Melnyk) and professionally oriented foreign language communication (R. Buzhikov, M. Halytska, L. Gaponenko, L. Dariychuk, Y. Druz, V. Piven, N. Sura) found that knowledge of a foreign language is determined by an important factor in forming the personality of a

modern specialist and one of the components of his training. At the same time, it was found that most of the above studies are devoted to increase the level of readiness to use a foreign language in the professional activities of economists, lawyers, managers, teachers, specialists in tourism, military and some other fields. So, there is still the open space for researches in the sphere of foreign language training for aviation specialists.

Aims. For aviation professionals, English becomes a mechanism for studying the content of relevant documents; language learning is not considered as an auxiliary part of training, and as an integrated component of all aviation training. The function of an aviation specialist is that he must be able to describe, request, confirm and clarify information through communication skills [5, p.236].

According to item 1.2.9.4. Amendments 164 to Annex 1 Personnel Licensing (Doc 9835-AN / 453 Manual on the Implementation of the ICAO Language Proficiency Requirements, 2004) adopted by the International Civil Aviation Organization (ICAO) on 27 November 2003, starting on 5 March 2008, airplane and helicopter pilots, air traffic controllers and airline operators must be able to communicate in English and understand it at the fourth working level out of six defined (the fourth level is the minimum sufficient for the language support of the flight on international air routes). The working level involves effective communication in general, specific and work-related topics. The appearance of these documents is the result of an analysis of aviation incidents, one of the reasons for which was insufficient for the performance of functional duties by employees of the industry level of English language proficiency. Thus, proficiency in English became significant for aviation specialists, as it is an obligatory for flights security on international routes, as defined by ICAO for all countries [11].

Ukraine is one of the few countries that has its own aviation industry complex and can be competitive in this field. It is important for the domestic economy not to lose this position. Higher educational institutions are interested in training modern skilled aviation specialists capable of developing aircraft and rocketry in Ukraine. So, for successful execution In this task, domestic future specialists must improve their theoretical and practical knowledge not only professional disciplines, but also a foreign language and master a number of skills.

Methods. The peculiarity of language learning is that it must be focused on studying in context and on its use in real communication and professional activities. Thus, to achieve this goal, students must acquire knowledge of a foreign language communicative competence, which is a sign of professional competence. Special attention must be paid on adaptation of educational materials for students of a certain technical field. Materials must be considered to the needs and interests of students, focus on relevant topics and contain tasks that aimed at training and improving the necessary knowledge and skills [6, p.123].

The development of information technology contributes to the emergence of electronic resources that are possible to use and improve the lexical competence of future aviation specialists. Aviation professionals can use NASA's thesaurus, which was created for optimization of aerospace research processes

(<https://www.sti.nasa.gov/nasathesaurus>). WordNet is used as a standard for creating lexical-semantic databases. Today, dictionaries compiled according to WordNet are a popular lexical resource. They combine the features of a reference book and a resource that provides an opportunity to conduct linguistic research. WiKi services also allow you to create dictionaries. This type of activity can be performed collectively, involving students. Materials can be updated, supplemented, edited, expanded with the help of graphic material. All materials can have cross-references. This can stimulate students to develop professional vocabulary, to search new terms and use the in process of English language learning [8, p.37].

According to the curriculum, the process of vocational language studying consists of practical and self-studying parts. Effective organization of self-studying work and well-chosen materials can help to form the lexical competence of aviation students. Distance courses that have been introduced into the learning process are an effective tool to achieve a goal. This technology allows to develop tasks for mastering professional vocabulary, applying the principle of clarity, to involve students in compiling terminological vocabulary, to bring the use of terms to automatism. [2, p.17]. This type of work significantly increases motivation of students by increasing their self-confidence and knowledge, creating favorable conditions and developing exercises that diversify the learning process, opportunities to improve their results and review the results of work. The process of cognitive activity (thinking) and development of memory and attention promote the acquisition of lexical material.

Results. First of all, in our opinion, it should be determined the difference between the concepts of «foreign language» and «second language». A foreign language is a language which is studied outside its natural existence, during the educational process and which is not used with the native language in everyday communication. A «second language» serves as a second means of communication and is learned in the social environment where it is a real means of communication. Thus, a foreign language, in contrast to the «second language», is mastered a person outside the social environment in which this language is a natural remedy communication.

According to the common definition of learning process structure we believe that learning a foreign language is a complex process that combines two types of activities: teaching and learning. The subject of the first is a teacher who systematically, consistently transfers knowledge to students and develops their practical skills. The subject of learning a foreign language is a student who is active and conscious acquires knowledge, skills and abilities.

The concepts of «language learning» and «language acquisition» are not identical. W. Edmondson and J. House believe that the process of language acquisition is unconscious, intuitive language acquisition during the socialization between individuals [9, p.11].

The process of learning a language is conscious, involves the usage and mastering the rules, language elements. Thus, the meaning of the concept of

«language learning» is broader than the meaning of the concept of «mastery of language».

In modern conditions, foreign language learning is considered in three aspects: pragmatic (practical), cognitive and educational. Pragmatic aspect of foreign language learning means the formation of a certain set of knowledge, skills and abilities, the set of which allows to be a successful participant of foreign language communication. The cognitive aspect considers foreign language learning as means of intercultural communication and its intensive use as a means of language cognition and development; the general educational aspect considers the foreign language teaching as an educational action that is concentrated on the personality of the learner.

This aspect concerns the formation of personal qualities that contribute to the mastery of foreign language and its practical use as a means of engaging in another culture and means of communication with its carriers. Ability to communicate at the intercultural level provides for the presence of a future specialist in the aviation industry such personal qualities such as openness, tolerance and willingness to communicate [10, p.129].

Thus, the purpose of learning a foreign language is to develop the ability in the future bachelors in avionics to intercultural communication, by which we mean mutual understanding between the participants of a communicative act belonging to different national cultures. The purpose of learning a foreign language, in our opinion, is an integrative concept, which consists of personal qualities: intelligence, attention, memory, interest in educational and cognitive activities, the ability to see, understand and accept common and different in different national cultures, the ability to social interaction, readiness to use a foreign language as a means of communication with native speakers, tolerance. They are all interconnected and interdependent.

Underestimation or overestimation of one aspect of foreign language learning can negatively affect the quality of vocational language knowledge as a mean of intercultural communication. Ability of oral communication, which relates to the sphere of social relations between people, directly related to the personal qualities of the learners. These personal allow future aviation professionals to interact effectively with each other. It should be noted, that the success of foreign language communication in aviation sphere depends on the General English level, the ability to communicate in different situations.

As noted by scientists Kharlamova L.S. and Chala N.D. the biggest problem in interactive methods usage while studying foreign language is the passivity of students. Due to their emotional tightness, students are afraid to express their own opinion. He/She has an irresistible fear of the audience, fear of being criticized for mistakes. The task of a teacher, with the help of different interactive techniques, to unleash the potential in each individual, improve communicative skills of students. It is the creation of a comfortable situation under time of business games, creation creative projects, discussion, promotes the formation of communication skills [3, p.212].

The interactive approach as a kind of communicative approach in the teaching of aviation English, according to the recommendations of ICAO, is implemented through the following activities during the lesson:

- exercises for interactive listening, which encourage oral answers during the hearing;
- exchange of information in class and role activities (pilot-ATC controller);
- working out vocabulary and grammatical structures through oral exercises, not through reading and writing;
- use of graphic (oscilloscope, control panel, maps) and digital (tables and displays) data to create situational real working conditions of the pilot and dispatcher;
- creating problem situations and solve them in groups [5, p.235].

Given that the system of foreign language education is one of subsystems of the general education system, the knowledge of a foreign language by future professionals has an economic justification. Socio-economic and political factors determine the social order of the foreign language level and its quality. Social order is expressed by prestige or non-prestige of foreign language knowledge by professional in different technical spheres. The higher these needs, the higher the foreign language status as a mean of communication and a component of professional suitability.

Socio-economic and political factors not only shape the social order of society regarding foreign language learning, but also create favorable conditions for its implementation.

Discussion. Based on experience in training future specialists in aviation before carrying out their future professional activity it better to offer while reading not to make a literal translation of the text; it is appropriate to refer to their life experience; perform contextual translation of unfamiliar words using reference tools available in the text (diagrams, figures, tables, keywords) [1, p.78]. We believe that it is advisable to refer to the dictionary only when students are out of possibilities to understand the meaning of the word. However, working with technical documentation requires accurate translation based on a thorough knowledge of aviation terminology. The process of foreign language reading includes work on reading technique and development ability to understand the content of what is read.

There are didactic and specialized principles that reflect the basic approaches related to vocabulary learning and its successful acquisition. Consciousness, the principle of clarity, interdisciplinary connections, professional orientation, the use of all types of speech activities are the main factors through which students are able to master professional vocabulary [3, p.126].

The principle of professional orientation is embodied through the use of professional educational materials. The authentic text remains the main source for studying and getting acquainted with the terms. Reading professionally-oriented texts is considered as one of the methods of professional vocabulary formation. Working on technical texts, students learn new vocabulary, understand the meaning of the term due to the context, expand vocabulary [7, p.69].

Conclusion. For the professional development of the future pilot in the training process of professionally oriented English requires the formation of translation skills,

understanding professional literature and communication skills in professionally oriented English language in situations of a professional nature. Motivation for professional communication in English plays an important role in pilots' professional activities. One of the priority teachers' tasks in flight schools is the formation of motivation for professional communication in English language in future aviation specialists.

It is important to substantiate the pedagogical conditions that would help to increase the level of motivation for professional communication during the process of vocational English learning. The analysis of different foreign language approaches and methods made it possible to single out the interactive approach as one of the most effective, which involves the active participation of cadets, promotes cooperation and significantly increases the motivation for the learning process, can be effective in the process of professional training of pilots. The use of interactive teaching methods such as business games, educational discussions, presentations, modeling of problem situations and situations of professional character, performance of exercises of various type, discussion video plots have practical significance, they can be constructively applied in pedagogical practice during the process of future pilots' training.

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PECULIARITIES OF ORGANIZATION OF INDEPENDENT WORK OF STUDENTS IN GEOGRAPHY CLASSES

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Abstract. *The article reveals the essence of concepts «independent work» and «independent activity», their common and distinctive features, the peculiarities of the organization of students' independent work in geography lessons; using this teaching method to form students' geographical picture of the world; the role of students' independent work in the process of developing their desire to self-deepening geography knowledge, their ability to creatively search, the activation of independent creative cognitive activity, deepening cognitive interest, educational and cognitive motivation, development of students' educational competencies.*

The author substantiates the expediency of using independent work at elementary school geography courses, reveals its educational and developing value. The types and methods of students' independent work, its role in the formation of students' critical thinking, creative abilities, skills and abilities working with the map and other sources of geographical information are characterized in the article. Approaches to the classification of students' independent work are studied, the interrelation of class and home independent work is considered. Various types of students' independent work in geography lessons are analyzed to evaluate their effectiveness. The structure of implementation and methods of task development of students' independent work and the system of their complication are revealed. Examples of tasks of different levels of complexity and degrees of independence are given. The article summarizes the results of the research conducted by the author about the evaluation of the effectiveness of various methods of students' independent work in geography lessons. The reasons of the efficiency of the investigated methods are revealed.

Keywords: *students' independent work, types and methods, geography lesson, effectiveness of methods, organization of students' independent work in geography lessons, tasks for independent work.*

JEL Classification: JEL I0; I20

Formulas: 0; **fig.:** 2, **tabl.:** 1; **bibl.:** 7

Introduction. Education of students' independence, critical thinking, ability to creative search is one of the leading tasks of the modernization of the educational content. Each student in class must be an active participant in the learning process according to their individual abilities. In this regard, there is a need to form students' general and special skills and abilities of independent acquisition of knowledge.

The main task of modern education is to prepare students for life in the modern conditions of the dynamic world. So it is necessary to teach children to think independently, critically and creatively, to solve problems, use information wisely, work with it, learn throughout the life, to show initiative not only in their work but also in society.

The main task of modern geography is not only to describe countries and their geographical features, but also scientifically substantiate the work of mankind on the rational use of natural resources, transformation and preservation of the natural environment. The relevance of the topic is to develop and justify an effective system for organizing students' independent learning activities in the structure of the lesson.

The main task of modern school is teaching students to acquire knowledge independently. The further mental development of the young generation will depend this which will not only on applying the acquired knowledge independently but also master new skills and improve them.

Even though this topic has been repeatedly studied by many scientists in various scientific fields, the study of methods, types and features of the organization of students' independent work in geography lessons remains relevant.

Literature review. Independence, independent work, independent creative activity were the subject of scientific research by many scientists: philosophers, psychologists, didactics, methodologists (P.V. Kopnin, O.M. Korshunova, B.G. Bogoyavlenskaya, Y.A. Ponomarev, V.I. Andreev, B.I. Korotyaev, I.Y. Lerner, I.S. Zorenko, S. Miroshnyk, V.O. Korynska, A.P. Kovaleva, M. Medvedev, G. Lemekin, etc.). However, each of them has different approaches to defining the concept of «independent work» [3].

Aims. The main purpose of the research is to give students a geographical picture of the world through various types of independent work in the process of educational and cognitive activities.

Methods. While writing the article, we used such general scientific methods as: search and analysis of literature sources, systematization, comparison, analysis, synthesis, classification, logical generalization, pedagogical observation, conversations, surveys.

Results. The students' independent work is the method of teaching, which aims at the performance of tasks by students in order to acquire knowledge, the formation of abilities and skills of development of mental and motor (motor) activity. Independent work is widespread in lessons, laboratory-practical classes, workshops, excursions, annual work practice.

In general, the structure of students' independent work is such:

- receiving a task from the teacher and considering its content;
- awareness of the purpose of future activities, mobilization of knowledge, skills, practical experience;
- planning future activities;
- task performance; making adjustments, the implementation of self-control;
- analysis of work results (comparing them with the purpose).

Independent work is a versatile, multifunctional phenomenon and has not only educational, but also personal, social significance. This is the highest form of student learning, which is a form of self-education [4].

The article studies, develops and substantiates an effective system of organizing students' independent learning activities in geography lessons. The students' independent work in the process of learning geography makes it possible to solve the following tasks:

- 1) to increase the awareness and strength of students' knowledge;
- 2) to develop skills and abilities required by the program for each course of geography;

3) to teach students using the acquired knowledge, skills and abilities in life and social work;

4) to develop the students' observation, curiosity, logical thinking, creative activity, the need to acquire and apply knowledge;

5) to instill in them the culture of mental and physical labor; teach them to work independently, productively, with interest at creative tasks; to prepare students for effective self-education in the future.

The classification of students' independent work in geography lessons is given in Table 1 where the types of independent work are determined by the form and purpose of their use.

Table 1. Classification of students' independent work

Type of work	Forms and purpose of independent work
For didactic purposes	1. To update the basic knowledge and prepare for the perception of new material. 2. For studying new material. 3. For systematizing knowledge. 4. To consolidate knowledge and skills by performing training exercises. 5. To consolidate knowledge by applying them in a new situation. 6. Testing, control works.
By the nature of cognitive activity	1. Copying, do according to the example. 2. Partially exploratory. 3. Exploratory
By forms of organization educational activities of students	1. Frontal. 2. Group (with differentiated tasks). 3. Pairs (according to options, differentiated). 4. Individually differentiated.
According to sources of geographical knowledge	1. With a book, reference book or other printed manuals, fiction. 2. From drawing up a plan, lecture notes, based on what you have read or listened to. 3. From drawing up schemes after or during work with on-screen manuals. 4. With handout cards. 5. From the preparation of abstracts, reports, reports, projects. 6. Compilation of tests, crossword puzzles, riddles, graphs, charts. 7. Preparation for non-traditional forms of lessons. 9. Writing a miniature work on these phrases.

In practice, a set of different types of students' independent work is reduced to independent activity. However, students' independent activity is not limited by doing tasks. It covers almost the entire educational process and is carried out at a different ratio of reproductive and exploratory activities of students [2].

It is necessary that the tasks offered to students for independent performance, were affordable for them and presented in a certain system. The basis of this system should be a gradual increase of children's cognitive independence carried out by complicating material and mental tasks, as well as by changing the role and level of teacher assistance.

Independent work will be effective if it is carried out constantly based on a well-thought-out system of tasks. These can be tasks of half-independent, independent, mental operations (tasks for comparison, analysis, establishing causal relationships).

The system of tasks should be built, first of all, on the basis of the content of the geography course and sources of geographical knowledge. Depending on the specifics of the content of the geographical course and the age characteristics of students tasks can take the following forms: marking objects of geographical nomenclature on the contour maps; solving computational and analytical problems; determining the geographical coordinates of objects on the earth's surface etc.

Adaptive tasks have become widely used in school geography courses. These tasks require students to take personal responsibility and make their own decisions. These can be the following types of tasks: finding solutions to problematic questions and tasks, modeling the development of modern geographical processes and phenomena, formulation of conclusions and forecasting, performing group tasks.

With each subsequent course of school geography there is an improvement of tasks of independent work and conditions of their performance. It is desirable to diversify the types of independent work, both in form and content. They should force students to approach to the study of a particular issue from different angles. Another prerequisite for the systematic conduct of students' independent work is to increase the complexity of tasks and the conditions of work [5].

Easy tasks of independent work should include tasks that require answers to the questions: Where?, When?, How many?

For example: 8th grade. Section 4 «Population of Ukraine and the world». Task: Using a geography textbook and an atlas map, tell, what is the average population density of Ukraine? Where in Ukraine is the population density the highest, where the lowest?

In more complex tasks, it is proposed to explain the physical- or economic-geographical phenomena. In such tasks the questions are formulated: what for?, How?, Why?

For example: 8th grade. How does the ecological and financial-economic condition of the country affect the natural movement of the population? Why is there a decrease in natural population growth in the most developed countries?

The tasks of the theoretical direction, in which it is required to generalize facts and concepts are even more complex.

For example: Grade 9. What measures need to be taken to increase the competitiveness of light industry (production of fabrics, clothing, footwear) of the country? What are the main factors of placement of light industry enterprises?

The most difficult tasks of independent work are aimed at logical thinking of students. The following questions are asked: Explain why?, What is the reason?, Prove your opinion.

Grade 10. Solve the problem: Is there a direct dependence between the available natural resources and the development level of individual European countries? Justify your answer, give examples.

The most difficult are creative research tasks, which are aimed at developing creative and critical thinking of students. Examples of such tasks are the preparation of projects, essays, presentations, reports, compiling crosswords, riddles, diagrams.

Grade 10. Prepare a project «Subregions of Europe», which aims to acquaint high school students with the peculiarities of development, different subregions of Europe, finding their common and distinctive features, the pros and cons of economic and geographical location.

Teachers' experience and research show that students' independent work in geography lessons contributes to strong knowledge, the formation of the ability to learn without anyone's help.

Let's move on to assess the effectiveness of various forms and types of independent work of students in practice (Fig. 1).

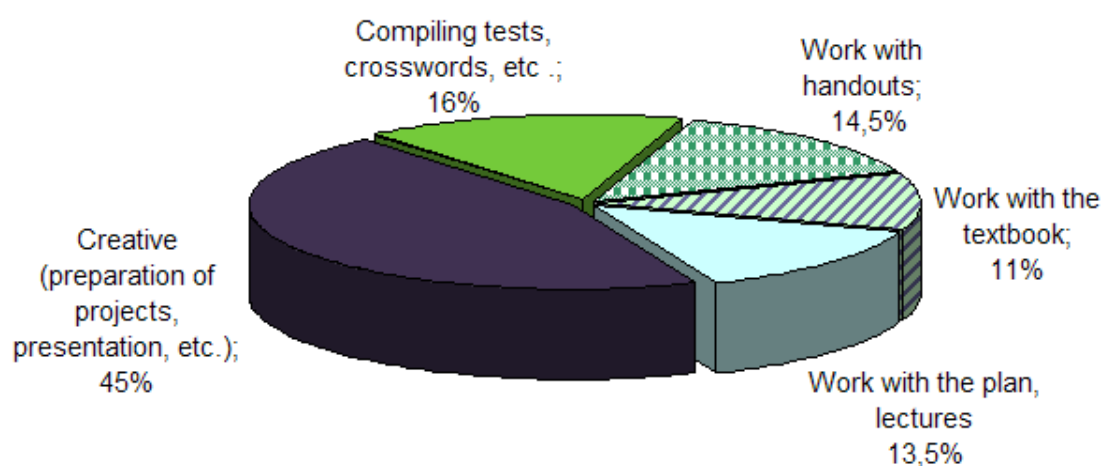


Figure 1. The effectiveness of types of independent work by sources of knowledge

This diagram shows that creative types of students' independent work (preparation of projects, abstracts, messages, presentations, reports, etc.) were the most effective in practice. These methods are effective both in the lesson when learning new material and when students do homework.

It is due to the fact that these types of independent work involve high activity of students. Children independently, but under the guidance of the teacher prepare projects, essays, crosswords, make comparative tables, which contribute to the strong assimilation of the material. These types of independent work contribute not only to the acquisition of geographical knowledge, but also to the development of a creative personality.

Such types of students' independent work, as «working with a map» proved to be ineffective, because many students have poor skills in working with atlas maps, comparing them, obtaining information from them. The same tendency is observed at working with the textbook, because the majority are badly able to allocate the main thing, generalize the facts, concepts. Only a few students are good at working with information.

If we evaluate the classification of students' independent work by the nature of cognitive activity (Fig. 2), the most effective were exploratory tasks, because they involve a creative approach to perform tasks and design research results.

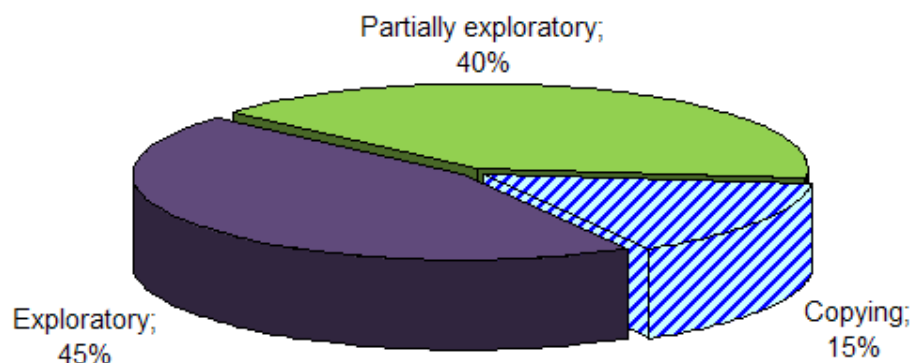


Figure 2. The effectiveness of types of independent work by the nature of cognitive activity

Partially exploratory tasks, which are based on students' logical thinking, the ability to argue their point, to think critically, proved to be quite effective. It can also be a task of theoretical direction, in which it is required to generalize facts, concepts, etc.

The least effective were copying tasks, which are performed according to a sample and do not involve elements of creativity, because they are passive.

Thus, the effectiveness of students' independent learning activities increases if at different stages of the lesson a system of learning tasks built on the principle of increasing the level of cognitive activity is used. As students move from class to class, their level of knowledge and cognitive abilities increase. As a result, the types of independent work are gradually becoming more complicated.

Discussion. In today's dynamic world, the requirements for education are also changing. The main task of modern teachers is to prepare students for independent living, teach them to acquire knowledge independently, make decisions, learn throughout life, constantly improve themselves, to educate them to be critical thinking people, creative, able to defend their views, argue their opinions, have productive discussions, etc. One of the main methods of educating such person is the students' independent work.

Successful development of human thinking can be carried out only under the condition of independent search, independent activity. Students acquire knowledge only in the process of independent educational activity, which covers almost the entire educational process and is carried out at a different ratio of reproductive and exploratory activities of students.

The effectiveness of the method is explained by the fact that children independently choose the type of their cognitive creative activity and perform tasks in the sequence that satisfies them, forming and developing the ability to work with different sources of geographical information. Most types of independent work involve students' high activity and are aimed at the development of creative and

critical thinking, contribute not only to the acquisition of geographycal knowledge, but also to the development of creative personality.

The structure and content of school geography course promotes independent creative activity of students in class and after school. However, this activity involves the teacher's guidance of the educational process. The teacher explains the motive, the goals of the students' work, makes a plan, develops the structure of the study, formulates leading questions, corrects, clarifies, conducts instruction before the start of independent work in oral, written and visual form. In doing so students perform the teachers' tasks without his help.

The general methodical recommendations on the organization and carrying out of independent work in the basic school geography courses include the following:

- 1) in the process of planning any type of independent work, a geography teacher must: clearly define its purpose, main tasks, means of implementation, regulations, final result, verification form and evaluation criteria;

- 2) before performing independent work, it is obligatory to conduct appropriate instruction regarding the performance of work, sources that can be used, method of presenting results, evaluation system, etc.;

- 3) it is desirable to remember that for a particular type of independent work you need to plan the optimal time for its implementation, consider students' age characteristics;

- 4) during independent performance of the tasks by pupils it is necessary to observe attentively their educational activity, to hold current control, if necessary to carry out consultations;

- 5) to conduct independent work in the classroom, it is desirable to use more often a group form of organizing students' educational activities, which has many advantages and gives the teacher an opportunity to immediately check its results;

- 6) at the end of independent work the result is checked [1, p. 115].

Although the independent work of students is reduced to independent activity, the teacher's control over the implementation of tasks is mandatory. Much depends on the pedagogical skills of teachers, the ability to organize independent work of students, to manage it.

Conclusions. Teachers' experience and research show that students' independent work in geography lessons contributes to strong knowledge, the formation of the ability to learn without anyone's help.

Independent work in geography lessons has great educational and upbringing value. It can give the desired results only if the teacher uses it in a certain system and sequence; manages it correctly.

The students' independent work is classified according to its didactic purpose, the nature of cognitive activity, forms of organization of students' educational activities, sources of geographical knowledge.

As students move from class to class, the level of their knowledge and cognitive abilities increase, so the types of independent work must be gradually complicated.

For the systematic conduct of students' independent work in geography lessons it is necessary to increase the complexity of tasks and the conditions of their implementation.

The most effective types of students' independent work are creative and exploratory tasks (preparation of projects, messages, presentations, reports, etc.). Such tasks involve students' creative approach to their implementation and design of research results, give students the opportunity to be creative, develop critical thinking, the ability to work with information, process it, make independent conclusions, solve problems.

The least effective were the tasks of a copying nature, which are performed according to a sample and do not involve elements of creativity.

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METHODOLOGICAL GUIDELINES FOR ORGANIZING AND CONDUCTING WORKSHOPS ON THE FUNDAMENTALS OF MENTOR ACTIVITIES FOR FUTURE MARINE OFFICERS

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Abstract. The aim of the article is to theoretically substantiate methodological guidelines to scientific and pedagogical staff of the Military Academy (Odesa) on the organization and carrying out of workshops with future Marine officers in the context of formation of readiness of the specified category of servicemen for mentoring.

Methods of research: use of analysis and synthesis of scientific literature, regulatory legal documents, curricula and educational programmes, as well as expert evaluation.

The results obtained: the research found that in the system of forming a positive attitude of future Marine officers to mentoring, their expertise of the conceptual apparatus and system of theoretical knowledge about mentoring, its variability and peculiarities of implementation in the military staff, communication and organizational skills development, as well as the ability to reorient the purpose and content of mentoring to specific service tasks, which are determined by the conditions of military service of marine units, the interests of the mentees an important component is organization and conduction of appropriate training.

Practical use: based on the results of scientific research, specific advice was developed for scientific and pedagogical staff of the Military Academy (Odesa) on organizing and conducting workshops with future Marine officers in the context of forming the readiness of this category of servicemen for mentoring (as part of the special course programme "Fundamentals of Mentoring in Marine Units" designed for cadets of the faculty of training specialists of airborne assault troops).

Keywords: future Marine officers, methodological guidelines, mentoring, organization, conducting, workshop.

JEL Classification: JEL I0; I20

Formulas: 0; **fig.:** 0, **tabl.:** 2; **bibl.:** 7

Introduction. Effective development of the security and defense sector in the present conditions of intensifying training and professionalization of personnel involves the implementation of a set of tasks, which include: introduction of an integrated education system, combat and special training of personnel in the security and defense sector; formation of a new safety culture while maintaining specialization and individualization of the training system; raising the professional level of personnel for security and defense sector. Considering the above mentioned the main directions of development of the components of the security and defense sector, in particular the Armed Forces of Ukraine, are the improvement of the training system of troops (forces); gradual adaptation of the Armed Forces of Ukraine to NATO standards in terms of training, technical equipment and comprehensive support. Implementation of the outlined directions in the context of improving the training system involves changing approaches to the formation of professional competencies, the transition from traditional to modern education system using pedagogical approaches (including sets of workshops), adapted to the peculiarities of military service. The application of a workshop in the modern system of professional

education of future Marine officers is aimed at activating the full range of personal and professionally significant qualities of these specialists, their knowledge, skills and habits. The system of workshops with the corresponding programmes of their implementation is a modern interactive approach in realization of information and educational activity, and the effectiveness of its introduction is caused by competence and readiness of the personnel for conducting such workshops.

Literature review. The issue of improving the methods of training future professionals in a particular specialty is constantly reflected in both psychological and pedagogical research.

The constant increase in the amount of information and limited time to grasp it, informatization of society, rapid development of technical means of education, as well as a number of other factors provides the necessity to actively use the modern methods and approaches for special (professional) competencies. The effective components in training future professionals to carry out a certain type of activity are training technologies, which, according to T. Kotenko, is a key element of active learning methods [1, p. 143–147]. However, it should be noted that for some researchers the workshop forms of education mean the creation of a system of workshops on the specialty, which is conducted along with special training and which also reflects the main problems and issues of the academic subject [2].

The essence and classification of workshop methods (forms), basic concepts, components, motivational aspects of workshop, methodological approaches to creating workshops and their models, algorithms for their implementation, as well as other aspects of workshop education are sufficiently reflected in the researches of native and foreign scientists, including S. Almashi [3], M. Artiushyna [4], R. Barkly, D. Kaple [5], N. Butenko [6]. Methodological guidelines for coaches on the development and conducting of training sessions became the subject of research of T. Fulei, N. Burukovska, H. Savchenko [7]. The main attention of researchers is focused on methodological aspects of the organization of workshop forms of training, peculiarities of the organization of business workshops, the characteristics of theoretical and methodological aspects of the organization and carrying out of management workshops. However, despite the significant contribution of researchers and the importance of the outlined scientific papers, the issue of effective implementation of workshop approaches in the educational process in general and training of future Marine officers for mentoring in particular remains insufficiently clarified.

Aims. The aim is to theoretically substantiate methodological guidelines to scientific and pedagogical staff of the Military Academy (Odesa) for organizing and conducting workshops with future Marine officers in the context of forming readiness for mentoring.

Methods. Application analysis and synthesis of scientific literature, regulatory legal documents, curricula and educational programmes, as well as expert evaluation.

Results. The development of a workshop programme for future officers of the Marine Corps on the fundamentals of mentoring involved consideration of the

features and principles of servicemen training, the specifics of their service duties, as well as the topical content of the workshop. The main tasks of the workshop, as a component of the system of forming the readiness of future Marine officers for mentoring, include: increasing the level of awareness of the participants of the urgency of the issue of organization and implementation of mentoring activity; activation of the internal need for self-improvement; creating conditions for gaining new experience and its analysis; encouraging workshop participants to work on understanding the importance of mentoring in the system of adaptation of servicemen to the conditions of service; development of communication skills among future Marine officers in order to increase the effectiveness of professional communication; motivating participants to use the experience gained during the workshop in future service.

Discussion. Let us consider the content of the workshop on the fundamentals of mentoring for future Marine officers which is given in Table 1.

Table 1. The content of workshop “Mentoring”

Aim of workshop	Formation of effective mentoring skills
Workshop audience	cadets of the faculty of training specialists of airborne assault troops
The concept of workshop	One of the effective (minimum costs, maximum result) ways to quickly adapt young officers (newly appointed) to the conditions of professional activity is mentoring by more experienced officers. What is the way to provide mentoring properly? In fact, one ability to do your job correctly is not enough. Skills are not automatically transferred from one serviceman to another. In order for mentoring to have a positive result, it is necessary to strictly follow the mentoring approach.
Number of participants	6–12 cadets
Workshop duration	2 hours per 2 workshop days
Expected workshop results	<i>knowledge:</i> principles of training session – the leading role of the learner (the cadet learns himself, the mentor only helps), reliance on the experience of the cadet, the application of new knowledge and skills in practice; <i>skills:</i> to provide mentoring, analysis of the mentees' work according to the algorithm, to motivate the mentees, to conduct an effective demonstration of the model of behavior, to practice the skills for the mentees to automatically apply them.
Interaction modes	"Aquarium" – two cadets play, the rest watch; in teams; in threes ("simultaneous game" session. Two cadets play, the third is an observer); in pairs ("simultaneous game" session); simulation games, model exercises, large group discussions; viewing and discussing videos in a large group. It is advisable to use informational messages during the training session; brainstorming; work in small groups; exercises; presentations; games; mini-lectures; role play.
Workshop teaching materials	presentation slides; theoretical materials, exercises, "cases", tests; video clips recorded during the training session; A4 and A1 paper, colored pencils, pens, colored marker pens, 4-color markers, flipchart, chairs for participants and coaches.

We offer you a version of the workshop programme "Mentoring" which is shown in table 2.

Table 2. Workshop programme “Mentoring”

Time	Summary
Training session day 1	
Indicated after approval	Introduction (announcement of the aim and the procedure (basic rules) of the training course, study cadets' expectations of the training course) Mini-lecture “Basic concepts of mentoring” Group work “Start from scratch” and its discussion Watch the video clip “Mentor”. Role-play “Fundamentals of mentoring”. Filming, discussion the activities of game participants Mini-lecture “Basic principles of mentoring” Role-play “Mentoring”, discussion the activities of participants
Coffee break	
Indicated after approval	Mini-lecture “Observation” Watching a video clip about the order of observation of the mentee, discussion Practicing the basic requirements of observation Flipchart work (generalization of positive and negative qualities of a mentor) Role play in groups of three “Mentor of a neighbor” Summing up
Training session day 2	
Indicated after approval	Mini-lecture “Topics of day 1” Demonstration of presentation “Motivation of the mentee”, watching a video clip Role play in groups of three “Mentor of a neighbor”
Coffee break	
Indicated after approval	Summing up

We will describe the main aspects of organizing and conducting the training course on the basics of mentoring for the future Marine officers. Due to the peculiarities of the educational process of this category of servicemen, some exercises can simply be performed by members of the training group and are not discussed if they do not want to do so. It is not desirable to subordinate personnel to attend this training course together with superiors (commanders of educational units, curators of educational groups). The training course may be preceded by a questionnaire in order to divide participants into teams according to temper, service experience. Also, at the stage of preparation for the formation of the training group, it is recommended to study the social and demographic data. As a rule, the training course consists of the introductory, main and final parts which are characterized by their methodological techniques (exercises).

We will consider the main guidelines of the introductory part of the training course:

1. The group gathers and sits in a circle. Participants wear badges.
2. Introductory word of the coach (facilitator). Getting acquainted the coach with the group, establishing psychological contact. The coach introduces himself to the audience, briefly talks about himself. After that he briefly describes the main aim of the training course to the participants, and also tells the members of the training group what will happen during two days.

3. The participants introduce themselves to the coach and the whole group, saying their name and revealing their expectations of the training course.

In addition to announcement of the aim of the training course, the procedure (basic rules) of its conduct, study the cadets' expectations of the training course, the introductory part may also contain various exercises for relaxation, and in some cases for acquaintance of the participants. For example, exercise "My Name / My Letter" can be used. The purpose of the exercise is to break the ice, to get to know the participants better; resources - A4 sheets; time - 10 minutes. Procedure: 1. Each participant chooses any letter of the alphabet and sounds it to the whole group or neighbor. 2. Participants have 2 minutes to find as many words started with the chosen letter as possible that describe them. 3. Each participant shares his words with the group, for example, my name is Victor and my letter "P". I am punctual, plainspoken. It is possible to write names and letters on poster sheets. If the group of participants is too large, you can divide it into small teams.

The main part of the training session we may divide into theoretical and practical parts. However, this division is quite nominal, because during training session special competencies are acquired while performing practical tasks (mini-lectures, conversations, multimedia presentation, mutual learning, group work). As a rule, the main part consists of three coherent blocks, which are aimed at determining the problem of mentoring; finding ways to solve it; developing the required practical skills. Conducting this component of the training course should be aimed at clear definition of the essence of the basic concepts of mentoring; the role and place of mentoring in the training system in the Navy of the Armed Forces of Ukraine (hereinafter – Ukrainian Navy); forms, methods, types of mentoring (tutoring, coaching, mentoring, scientific guidance, supervision); characteristics of the principles of mentoring, professional and personal qualities of a mentor, characteristics of the stages of professional development of servicemen of Ukrainian Navy, peculiarities of the professional activities of servicemen of marine units. The block of finding ways to solve the problem and providing with necessary information involves the use of exercises to plan the work of a mentor with a mentee based on his level of readiness for professional activities and patterns of professional becoming and developing. The logical continuation of the main part of the training course is the performing of various practical tasks. Typical practical tasks for participants of the training course can be the following: to diagnose their own readiness for mentoring on the basis of certain criteria, to analyze their own strengths and weaknesses; to analyze the factors that, in your opinion, have the most negative impact on the professional activities of servicemen of Ukrainian Navy; to analyze the level of legal regulations and methodological support for the implementation of mentoring in marine units; to identify the forms of mentoring that, in your opinion, best meet the modern needs of marines and are the most effective for the professional development of the mentees; to give an information or educational talk; to make aware of the job description of a certain position; to explain the algorithm of induction and becoming.

The training session includes a mini-lecture "Basic concepts of mentoring". During the lecture it is worth giving examples and the facts from cadets' life. These

can be meetings with experienced officers, utilization tours to marine units, educational activities, practical classes and more. The coach needs to adapt them skillfully to the forms of mentoring, to show their importance in adapting to new conditions of work. As an example we can mention the practical training course that was conducted with future marine officers on the medium landing ship "Yurii Olefirenko". In addition to the acquired knowledge, skills and abilities necessary for their specialization, the coach should note that the outlined lesson is a type of mentoring conducted by experienced instructors from a separate battalion of marines. The cadets' attention should be focused not only on the information of the algorithm of preparation to load the equipment on board of a ship, which they received during the lesson, but also on the methods of experienced officers, methods of information transmission, communication and more. It should be noted that such classes allow cadets not only to act as observers, but also to gain practical skills in operating an armored personnel carrier during the placement of a combat vehicle in the tween-deck of a landing craft, as well as preparing equipment for crossing the sea. Moreover, a very positive methodological approach during the mini-lecture is the use of the exercise "Circle of Associations", the purpose of which is to create a "bridge" between the exercises. Resources: A1 paper (board), stickers, markers. Time: 5 - 10 minutes. Procedure: On A1 paper or a board, the coach (facilitator) draws the sun, in the center of which is written the word "mentoring". Participants attach stickers with their own associations to this word on the rays of the sun. Later the coach encourages the participants to lead a discussion asking different questions.

The final part of the training session includes: summing up; receiving feedback from participants (using the feedback form); relaxation and training completion procedures. This stage of the training course should connect all the topics covered during the lesson in order to sum up it logically. Summing up is a very important stage during the training course. It should be done after considering the main issues (exercises), as well as after the training course as a whole. At the end of the discussion, the coach (facilitator) should summarize the results of the session or the entire training course as a whole, remind the topic, the aim of the completed issues of the last session, as well as topics and issues considered during the training course. It is mandatory that the coach gives some time to participants to ask questions and for everyone to be able to express their feelings and opinions about the training course (statements are allowed on any occasion if it is important for the mentee to state this right now). An effective methodological technique for the final part of the training course is to use the exercise "Action!". The purpose of this exercise is to formulate plans for the future based on the knowledge gained during the training course. Necessary resources are sheets of paper, pens; time - up to 15 minutes. Procedures: 1. Invite each participant to think about what he or she has received from the course and what he or she intends to do after completing the training course. 2. Invite participants to divide a sheet of paper into three columns labeled "Six Months", "Three Months", and "Tomorrow" and fill in these columns. 3. Give participants 15 minutes, and then ask everyone to read one of the most important things from each column.

The final part is an opportunity to answer questions and formulate tasks for the future. The coach (presenter) must recommend literature, videos, sites on the Internet (intranet) for self-study. It is important for the participants to complete the work with satisfaction and high motivation to apply the acquired skills.

In addition, during the final stage of the workshop it should pose the following issues for consideration: evaluation of the implementation of the workshop goal by the coach; assessment of participants' expectations (it is advisable to organize discussions with the participants, using a slide or a poster "Participants' expectations" from the first day of training); self-evaluation of participants (impressions of work: negative and positive moments, wishes).

Conclusion. Thus, in the course of research we established that the effective implementation of topical workshops in the system of future Marine offices training requires a comprehensive use of existing guidelines for scientific and pedagogical staff. The main attention during the preparation and conduct of workshops should be paid to the following key issues: definition of expected results (formulation of knowledge, skills and habits; educational goals and expected results; selection of content and its structuring; teaching methods sampling; designing the program and making handouts for participants); coordination of workshops; preparatory organizational measures; preparation for work in small groups; work with materials during training session (presentations, use of audiovisual aids, flip charts), etc. The prospects for further research in this area are the adaptation of the proposed methodological guidelines to the conditions of the educational process of higher military educational institutions.

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SPIRITUAL AND MORAL EDUCATION OF STUDENTS SPECIALTY «PHYSICAL EDUCATION AND SPORT» AS A GUARANTEE OF FORMING A PROFESSIONAL RESPONSIBILITY FUTURE SPECIALIST

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Abstract. Today in Ukrainian education there is a big gap in the education of spirituality and morality of future specialists, so that we are in a state of deep spiritual and moral crisis. The purpose of the article is to explore the elements of spiritual and moral education necessary for the formation of professional responsibility among students studying in the specialty "physical culture and sports". The research was based on comparative method, analytical study method and theoretical generalization of existing scientific concepts method. The article pays great attention to the elements of spiritual and moral education necessary for the formation of professional responsibility of students of the specialty "physical culture and sports". The importance of spiritual and moral-as an important source of professional responsibility of future specialists in physical culture and sports has been revealed. Teachers have opportunities to educate students about spiritual and moral qualities, traits, positions, beliefs, values, sensations and other positive virtues. And do not forget about the teacher's own example, he must have high spiritual and moral values, be professionally responsible, sincere and competent, love his business and people.

Keywords: spiritual and moral education, professional responsibility, physical culture and sports, future specialists, values, spiritual education, moral education, sampling, institution of higher education.

JEL Classification: I0; I20

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 9

Introduction. Today in Ukrainian education there is a big gap in the education of spirituality and morality of future specialists, so that we are in a state of deep spiritual and moral crisis. A person who knows how to establish a connection with other people should be aware of the significance and individuality of another, must understand his autonomy and sovereignty.

Moral education is the educational influence of social institutions, namely: family institutes, education systems, religious organizations, media, labor collectives aimed at forming and developing moral qualities, behavioral skills, feelings, norms and principles of morality.

Moral education of students is the educational work of a higher educational institution aimed at the development of stable moral qualities, rules of conduct, norms and principles of morality among students.

Professional training of specialists in physical culture and sports is carried out by higher education institutions. Therefore, their preparation faces both purely sports, educational and educational goals and objectives. It is about teaching students, their upbringing, socialization and personal development. The purpose of each of these tasks is in their systemic integrity, in the formation of high professional and social competence of the future graduate as a specialist, athlete and personality,

development of a sense of responsibility, moral principles and beliefs, active civic position, aesthetic tastes and ideals, humanistic life goals and values.

Literature review. The analysis of recent researches and publications makes it possible to understand the significant contribution to the theory of spiritual and moral education of students in higher education institutions is considered by modern, domestic scientists such as: I.Bekh, M.Borishevsky, G.Vasyanovych, Y.Hrytsak, O.Dubasenyuk, S.Goncharenko, M.Yevtuh, I.Tyazyun, V.Lappo, V.Loza, O.Ovcharova, I.Sidanych, O.Sukhomlinska, P.Beneskul O.Yarmolenko and others; spiritual component of personality education are engaged in such scientists and teachers as: M. Borishevsky, V. Petrovich, I. Charikova, O. Nevmerzhytska and others; questions of responsibility, moral responsibility and professional responsibility are dealt with by scientists such as: T. Alekseenko, O. Ponomaryov, O. Romanovsky, M. Chebotaryov, N. Sereda, O. Bida, O. Bloshenko, G. Sozykina, I. Sopivnyk, O. Moyko, I.Gamula, T.Rymareva, L.Gren, I.Svezhentseva and others;

All of the above scientists, educators and teachers unanimously state the great need for spiritual and moral education of young people, since the right elements of education form spiritual and moral values necessary for a happy life, as well as for nurturing the future generation.

Aims. The purpose of the article is to explore the elements of spiritual and moral education necessary for the formation of professional responsibility among students studying in the specialty "physical culture and sports".

Methods. The research was based on comparative method, analytical study method and theoretical generalization of existing scientific concepts method.

Results. In modernity, the growth of requirements for specialists in physical culture and sports leads to dense and purposeful training of students in this specialty.

The concept of spirituality is associated with the phenomenon of responsibility, which carries a significant semantic load in pedagogy, including sports. According to R.S. Nemov, a significant sign of responsibility is the willingness and ability of a person to be personally responsible for what is happening to him and others. He is sure that "the responsible person does everything in his power to change the state of affairs for the better" [6, p. 284].

Necessary elements of spiritual and moral education of future specialists of physical culture and sports:

1) Spiritual and moral (spiritual - religious concept, moral - worldly) education is a direct path to the development of responsibility of students. The unconditional influence of the teacher as a carrier of spiritual and moral values should create a favorable underpinnation in classes with students.

A. Lappo in his study identified the main elements of national culture that contribute to the education of spiritual and moral values.

2) The main element of the formation of a professionally responsible future specialist in physical culture and sports is moral education, which should be aimed at the formation and understanding of the moral values of the student, because it is personal values that determine temperament, manners, actions, and so on.

Moral values of the individual are a system of world perception, which includes an assessment of everything existing from the stand of good and evil, freedom and responsibility, understanding of happiness, justice and love, which allows to establish a connection between human actions and the generally accepted system of social values.

Basic moral values: spirituality, love, health, family, friendship, dignity, respect, tolerance, compassion, charity, and others. The main condition for the moral upbringing of the individual is the formation and development of moral values.

3) An important element of the moral upbringing of the individual is learning, since it is during this period that the foundation is used in later life. In the educational process, not only theoretical and practical knowledge in the field of physical culture and sports is formed, but also a positive attitude to the profession, understanding the need for educated, professionally responsible and competent specialists

4) Another element of the moral upbringing of students is the sampling. Self-education is a positive, purposeful process of self-development and self-improvement of the individual throughout life. Self-education in the intellectual, spiritual sphere is self-education. Self-education in the moral and psychological sphere consists in self-control over itself, for its lack of character, and so on. Samovovyovy in physical culture and sports consists in a responsible attitude to personal hygiene, in constant training, carrying out wellness procedures, monitoring their health and appearance, medical examination and performance of medical advice and much more. Samovyovovy is the highest stage of the educational process.

5) The next element of moral education is physical culture and sports, which require from a student athlete great personal and professional responsibility, discipline and diligence, and these qualities are moral. Physical culture is aimed not only at strengthening the health and development of physical, but also at the formation and development of moral, strong-willed and intellectual abilities in order to harmoniously develop personality.

6) An element of moral education of students is the practice of organizational, pedagogical, coaching, pre-graduation.

All the above-mentioned elements of spiritual and moral education in the specialty "physical culture and sports" are formed by the following means:

- formation and development of spirituality and morality on a humanitarian basis such as: admission to the specialty, pedagogy, pedagogy of higher school, pedagogical skills, professional responsibility and others;

- the rise of the spirituality of the Ukrainian nation, excursions to the Ukrainian Orthodox Church; trips and excursions to museums in Kharkov, cinemas, theaters, exhibitions and more;

- meetings with prominent athletes and graduates of the specialty "physical culture and sports";

- education and development of kindness, love and respect for others, charity, tolerance, honesty, diligence, humanity, spirituality of a person who realizes his responsibility (personal, spiritual, moral, social, professional and others) before God, people and homeland.

Discussion. Consequently, the problem in question leads to the conclusion that the role of physical culture and sports is increasingly influencing society, and thereby increasing the impact on the training of a professionally responsible specialist in this field.

Professional responsibility is the quality of the individual that allows you to understand the essence and significance of the activity, understanding and competent fulfillment of their professional duties, readiness to answer for the result of their actions and decisions [7, p. 58].

Professional responsibility of a specialist in physical culture and sports is a personal property that involves awareness of the importance of quality performance of duties and conscientious observance of humanistic and professional values in future labor activities, which includes ensuring conditions for personal and physical development, improving health, and ensuring the safety of educational activities of their pupils.

One of the important elements of the formation of professional responsibility of future specialists in physical culture and sports are its spiritual and moral values, which in turn into honesty and decency, in the desire for proper personal development. It is the rich inner spiritual world that is a prerequisite for a responsible attitude to its profession.

Conclusion. Thus, the spiritual and moral education of a student of the specialty "physical culture and sports" is an integral part of a professionally responsible specialist. the rise of the spirituality of the Ukrainian nation; trips and excursions to museums of the city of Kharkov, cinemas, theaters, exhibitions, etc.; meetings with prominent athletes and graduates of the specialty "physical culture and sports"; education and development of kindness, love and respect for others, mercy, tolerance, honesty, hard work, humanity, spirituality of a person who is aware of his responsibility to God, people and homeland.

Teachers have opportunities to educate students about spiritual and moral qualities, traits, positions, beliefs, values, sensations and other positive virtues. And do not forget about the teacher's own example, he must have high spiritual and moral values, be professionally responsible, sincere and competent, love his business and people.

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