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## **CORRECTIONAL WORK ON THE PREVENTION OF DYSGRAPHIA IN JUNIOR SCHOOLCHILDREN**

N.N.BODNAR

Important and crucial stage in the life of every child is to start school. It is well developed in this period, educational and cognitive abilities necessary for the proper and versatile formation of student's personality.

As shown by the school practice, one common cause of failure in lower grades are various disadvantages of oral and written speech that often hamper the acquisition of correct reading and competent writing. And in some cases this leads to the impossibility of practical learning programs primary school and may adversely affect further the child's education and his life.

In the scientific literature on the basis of psycholinguistic criteria depending on the damage there are violations of oral and written speech. Disadvantages of development of oral speech due to phonetic, phonetic-phonemic and General underdevelopment of speech.

To indicate deficiencies writing use the term «dysgraphia» is the persistent inability to mastering the skill of writing according to the rules of the charts, despite a sufficient level of intellectual and speech development or absence of severe vision or hearing. Disgrace violations in children are detected as minor difficulties while writing, and an inability to learn graphic skills.

Classification of dysgraphia is carried out on the basis of various criteria: given the disruption analyzers, mental dysfunction and neoformans operations of writing. We differentiate between auditory, motor and optical dysgraphia.

It is known that the process of writing has a layered structure and, by definition O.Luria, the writing as a kind of speech activity, consists of three basic operations: symbolic speech sounds or phonemes; modeling sound of fullness words with graphic marks and grapho-motor actions. Each of these actions is a separate subsystem, which is inherent in the relevant psychological characteristics. In an adult all these operations are reduced, minimized character, and the writing process is automated, the child all writing appear in expanded form.

Attention teachers and parents should attract sustainable errors, which students can make while writing: numerous omissions of letters, the permutation of letters and syllables, appending or not writing letters and syllables, the inability to transfer mitigation consonant sound while writing, confusing and replacement hissing- whistling, deaf-voiced, hard-soft sounds and sonorants [R] and [l], the inability to properly apply some grammatical rules.

The main task of the speech therapist is the correct definition of the reasons for the violation of writing, because depend on the methods and duration of remedial work. It should be aimed at overcoming the optical manifestations of dysgraphia and the acceleration term memorization of letters, prevent graphic and phonemic dysgraphia, and the formation of active vocabulary of the child.

So, dysgraphia is a manifestation of violation of written language and covers all aspects of speech development of the child and the state of his nonverbal functions. To teach children to write without violations, the teacher should conduct systematic work on the formation and improvement of graphic skills. While the remedial work to prevent and overcome dysgraphia is quite laborious and requires patience from both students and teachers and should continue throughout the school.

## **FACTORS OF PROFESSIONAL SUCCESS OF A FUTURE MUSICIAN-TEACHER AS A PERFORMER**

I.I.BOYCHEV

Preserving the cultural wealth of the Ukrainian nation requires training a new generation of teachers, musicians and pedagogues of the 21<sup>st</sup> century, who will be able to interest young people in deep knowledge and artistic communication with musical art. Under the conditions of market economy, we observe a considerable devaluation of artistic values. Young people are brought up in the spirit of pseudo artistic forms and spiritual and ethical meaning of works of art.

At present we are more and more concerned about the spread of «mass culture» especially in music, which is aimed at sowing seeds of discord in consciousness and feelings of the rising generation. It presents a serious danger for their spiritual, ethical, cultural and artistic-aesthetic and creative development.

Under such conditions special attention is paid to the problem of influence of musical pedagogics on forming artistic culture of school and student youth, creative attitude to musical performing activity, critical attitude to the results of performing art.

Modern scientific conceptions on pedagogical and performing skills are described in the works of V.Belikova, M.Davidov, O.Markova, V.Moskalenko and others. Psychological foundation of creative individuality of an instrumentalist as an indicator of his performing skills was studied by L.Bochkaryov, O.Vitsynsky, G.Tarasov and other.

However, the propositions of scholars did not find their application in training of future pedagogues and musicians. Because of that, future pedagogues and musicians come across some difficulties in their performing activity, which reduces their success in the professional sphere.

That is why the aim of our article is to describe the conditions of professional success of future pedagogues and musicians and ways of forming their performing skills.

## **POSTGRADUATE SCHOOL ACTIVITIES IN APPLICANTS' TRAINING FOR INNOVATION IN HIGHER EDUCATIONAL INSTITUTIONS**

O.A.BUKHNIEVA

The article is caused by the social demand of the Ukrainian society as to the modernization of the home system of higher and post graduate education according to the requirements of the Bologna process and specifies the training of future scientific, research and educational personnel of higher qualification by getting post graduate studies first of all as subjects of innovational activity in establishments of higher education. The research gives grounds to consider post graduate studies as binary ones or a research and educational system, as scientific-pedagogical education realized in it is bifunctional in its nature because it simultaneously belongs to two system forming social institutions – of science and higher education, while being the sphere of their intersection. In other words, a post graduate course performs the functions which on the one hand belong to the sphere of science. On the other hand, it is an integral part of post graduate and continuing education, which is realized in the name «research and pedagogical education» made up of two key words reflecting its double characteristic. That is why the function of research and pedagogical education realized in the process of post graduate studies has two plans – scientific and educational, aimed at training post graduate students as research and pedagogical personnel of higher education, required first of all by higher educational establishments. The present research and educational surroundings have a direct impact on teachers and scientific advisers, on the stability of motives of innovational activity of scientific and pedagogical personnel in the process of reforming a post graduate course as a pedagogical system which is innovatively developing. However, we also understand that realizing

the importance of the surroundings the subjects of the pedagogical system represented by post graduate studies have an influence on its research and educational surroundings, organizing it according to one's own use. In general the suggested model points out an innovative research and educational activity, which means that every post graduate student must acquire new qualities of a personality as a potential teacher, must become a subject of innovative activity in a higher educational establishment.

## **TEACHING CAREER IN THE CONTEXT OF TEACHER'S SELF-REALIZATION**

O.A.VASYLIEVA

The reorganization of the education quality management in higher education of Ukraine requires a system of training a new type of the teacher and hard work to create the conditions of teacher's self-realization in the professional activity.

The aim of the article is to determine the role and place of the concept of teacher's career in the professional activity and teacher's self-realization in teaching profession. The article also aims at defining what components a teaching career consist of, what its models are.

In the article the term career is defined, authorial conceptions of career are analyzed, the stages of the formation of professional career are revealed, professional positions within each stage of career are singled out.

It is noted that despite the differences in defining the number of stages of career, all the given approaches basically reflect the same content of successful living and advancing in the profession. The allocation of levels, stages, steps does not mean that acquiring professional positions, the movement towards professionalism is clearly linear. The article has discussed in detail the content of professional career. It is established that this complex concept can be viewed through three interrelated substructures or components: personal, value, functional. The author has proposed several models of career development: the life cycle model, organization-oriented model and the model of personal orientation. There have been disclosed the strategy of professional development of teachers of higher education, in particular, the strategy of primitive functioning, carrier strategy, the mainstreaming strategy in the profession, the strategy of creative self-expression. It is revealed that the study of complex and manifold process of the formation of teacher's professional career is in the plane of consideration of many issues: personal and professional development of the teacher, interpersonal relations, interaction between the teacher and student in the field of education, pattern of educational activities.

## **ADAPTIVE CORRECTIONAL DEVELOPING ENVIRONMENT AS A DOMINATING IDEA OF REALIZATION OF INCLUSIVE APPROACH TO CHILDREN WITH PECULIAR EDUCATIONAL NEEDS**

L.L.VINZHEGA

The article highlights some aspects of relevant for the modern Ukrainian society issue - implementation of the inclusive approach to teaching children with special educational needs in comprehensive educational institutions. It has been stated, that the urgent need for the development of modern inclusive education presupposes the establishment of «barrier-free» environment in schools, which will promote the improvement of autonomy and social activity, and advance the intellectual processes and values of each child having health disabilities. From the perspective of stimulating emotional, sensory, motor and cognitive development of children, who require remedial learning, adaptive developing-educational space is considered as the dominant of inclusion, containing a complex of psychological and pedagogical, material and technical, sanitary-hygienic,

ergonomic, and aesthetic conditions. There have been identified the key tasks in the correctional organization of subject-spatial, social environment and, of course, educational problems. We have also taken into consideration the needs of children of different nosologies, including the creation of positive psychological and pedagogical conditions to «turn on» the child in the educational process; adjustment of the physiological environment to the needs and capabilities of children; adaptation of materials and educational programmes; provision of modern means of rehabilitation of individual and collective purpose. The means of specific high-quality training of specialists, who are going to work with children having special educational needs, for the aims of inclusive learning have been determined. In particular, it has been proved that positive educational environment is one of fundamentally important conditions for the solution of inclusion problems, thus it becomes possible to provide not only the child's education, but to build the model of everyday social behavior of the child, who has limitations in motor and intellectual spheres.

### **COGNITIVE BARRIER AS MEANS OF ACTIVIZATION OF FUTURE TEACHERS-PHILOLOGISTS' EDUCATIONAL ACTIVITY**

I.YA.GLAZKOVA

The article deals with the problem of students' learning activity. It should be noted that the process of cognition is carried out not only in the educational process but also in everyday life. That's why in order to intensify educational activity for successful mental students' development we should set problematic issues, known as cognitive barriers. A cognitive barrier occurs when the contradiction between the necessity to perform a task and the inability to do it using the knowledge and skills that are already in available. The awareness of this barrier can serve as a motivation of cognitive activity that gives to the student the need for opening (provided creative cognition) or receiving (when reproductive and part-search) of new knowledge.

The author grounds the essence of binary concept «pedagogical barrier». On the one hand, this term is seen as a complex pedagogical phenomenon that interferes, holds back and reduces the efficiency and success of the educational process, and therefore requires prevention. On the other hand, it is a pedagogical tool that stimulates and increases the effectiveness of the educational process of participants' activity through its overcoming.

The article emphasizes that the barriers play a key role in the activation of any of the activities, in particular educational activities. To development the personality of a student, it is important to set a barrier of the optimal difficulty. Under these conditions, the process of finding a way of solving the difficulty causes the mobilization of all cognitive forces, promotes self-realization and self-actualization, stimulates creative activity and etc.

The author proves the feasibility of artificial creation of cognitive barriers that gives the possibility to use them for educational and developmental purposes.

### **A LINGUO-DIDACTIC PATTERN OF TEACHING INDEPENDENT WORK TO PUPILS OF 5<sup>TH</sup> -7<sup>TH</sup> FORMS IN ORDER TO DEVELOP THEIR SPELLING COMPETENCE**

S.V.GLUSHCHUK

The article presents a linguo-didactic model of forming the skills of pupils' independent work in 5th-7th forms in order to improve their spelling competence. This model includes three interdependent and interrelated stages: preparatory, action-correctional and evaluation-monitoring.

The preparatory stage is aimed at introducing to pupils the system of skills necessary for their successful independent work and it is connected with the actuation of grammar and spelling knowledge and practical skills, acquired by pupils at the previous stage. Pupils are taught the

rational methods of mental activity and independent work.

At the action-correctional stage the independent work is held in order to increase the level of spelling literacy and to improve the acquired skills (the practical skills of independent work are formed, the capability to use them in different situations while studying the subject, and also to correct the pupils' work while developing their spelling competence).

The aim of the evaluation-monitoring stage is summarizing the results of the previous training according to the proposed model and their evaluation (organization of pupils' self-control and mutual control, self-evaluating and mutual evaluating of the fulfilled work, implementation of self-testing, further monitoring and evaluating of their own statements, dialogues, consecutive work at the mistakes, and so on).

We present the scientifically-grounded system of exercises for the pupils' independent work in order to improve their spelling competence, which are used at each of the defined stages. Concerning the content and characteristics of the tasks, the system of exercises is aimed at pupils' consecutive, progressive work and thorough comprehension of all stages of independent work aimed at improving the level of spelling competence. The pedagogical facilities for an efficient realization of the proposed model are defined, such as organizational-pedagogical, technological and evaluation-monitoring ones.

## **FORMING OF ECOLOGICAL COMPETENCE AS AN ELEMENT OF PROFESSIONAL TRAINING OF EDUCATORS IN PRESCHOOL EDUCATIONAL INSTITUTIONS**

N.V.GRAMATYK

An important tendency in the theory and practice of preschool education is the inclusion of environmental education in educational work kindergarten, the content of which is disclosure to children the value of nature. The effectiveness of this work will depend primarily on the level of environmental expertise preschool teacher.

The emergence of a new concept of training and education in the field of preschool education put forward new requirements for the training of future teachers. It has become obvious need to improve the quality of students, including the formation of environmental expertise as part of professional education.

The problem of methodical preparation of future educators for environmental education of preschool children is very important and urgent and requires proper professional analysis.

Vocational training future educators should ensure formation of a high level of environmental expertise both in the field of modern natural-scientific world, and in the psycho-educational sector considering a new paradigm of preschool education.

The essential feature in the formation of environmental educators competence is a focus on the nature of future performance. In such circumstances, the system of environmental education (lectures, professional courses, variety of forms and methods of education) is responsive not only to meet the need for preparation of competitive specialists, but also to take into account the trained at the same time meet the requirements on the part current educational standards.

## **FOREIGN EXPERIENCE IN DEVELOPING COMMUNICATIVE SKILLS IN ENGLISH OF FUTURE MARITIME TRANSPORT SPECIALISTS**

O.N.DEMCHENKO

The article describes the features of Western European experience in forming foreign language communication skills for future specialists of Ukrainian maritime transport. The

researcher proves that starting from the second half of the 90s and continuing up today, relations between Ukraine and the leading countries of Western Europe become much more active and fruitful, mutually beneficial to both sides in many areas, particularly in education.

Natural conditions of marine Western European countries do not create major barriers to the development of relations, on the contrary, contribute like Main and Rhine with its the largest in the world ports of Rotterdam and Duisburg.

Main aspects in cooperation of native marine high educational establishments with recognized worldwide maritime organizations are characterised. As the example relations of Odessa national maritime academy with International maritime organization (IMO), the Institute of Marine Engineering, Science & Technology (IMarEST), Nautical Institute (NI) in London, International Association of Maritime Universities (IAMU) are noted.

The author draws special attention to mutual exchange of experience in maritime English communication skills formation when preparing for professional activity via the International Maritime Lecturers' Associations's International Maritime English Conference (IMLA-IMEC). The need for further exchange of experience in teaching, research of topics and problems in scientific works of Western European high educational establishments representatives with the aim to apply scientific achievements in foreign language communication skills formation for future specialists of maritime transport while studying in Ukrainian universities are emphasized.

## **SOCIALIZATION OF CHILDREN-ORPHANS IN BOARDING-SCHOOL ESTABLISHMENTS BY MEANS OF SOCIAL-PEDAGOGICAL ACTIVITY OF EXPERTS**

O.D. ZAMASHKINA

It is argued in the article, that the most essential organizational form of accompaniment of children-orphans in establishments of boarding-schools is a model of social-psychological-pedagogical accompaniment, which includes expert- prognostic, diagnostic, rich-technological, organizational-administrative and skilled components.

Social-pedagogical work in the establishments of boarding-schools is directed on pupil's personality of in the situation of his co-operating with other element of socium. Thus people which are plugged in social co-operation can be organized grouped in three large groups: social-perspective, social-stable and social-problem.

Social-pedagogical work with the pupils of boarding-schools, which are the constituents of practical social-pedagogical work in general, brought over to the different levels in the field of its professionally practical influence: state, regional, territorial, institucional and between organizational.

Appropriate prospects is subsequent development on the way of transformation from reserved boarding-schools to the opened establishment-centers of innovative work with children-orphans and children, deprived paternal care, and from him to child's house of domestic type.

## **WAYS OF FORMING ABILITY OF SPECIALIST IN HIGHER INSTITUTES OF LEARNING TO ORGANIZE LEISURE TIME OF CHILDREN WITH WITH SPECIAL NEEDS**

V.K. ZVEKOVA

The paper is investigated the problem of optimizing the professional competence of future teachers during the arrangement of leisure. The author defines the components of readiness for professional activities and components of professional competence of the future specialist. The

article substantiates the fact that preparedness of specialists of the education system addressing contemporary problems of education of children and youth advocates the key issue of the National Education Programme in Ukraine, which is closely connected with the implementation of the competency of a hike to the education of students. According to the author, the structure of professional competence of the teacher as an educator shall consist of such types of competencies: functional, legal, social and communicative.

Development of children is mental functions with special necessities deviates from the norm where social adaptation during leisure becomes especially relevant. Individual and group work is organized in extracurricular school for its pupils and conducted with using different forms of educational process organization: lessons, individual sessions, sports and recreational and educational training sessions, practical work in laboratories, workshops, greenhouses, outdoors and more.

Methodological basis for preparing students for the organization of healthy leisure students were the ideas of humanistic pedagogics, personality oriented educationics, under which experimental technology operates the following conditions of teaching as revitalization personal cognitive-activity of students position, ensuring consistency of their theoretical knowledge to focus future teachers reflective analysis of the impact of their own activities in such aspects as communication with children on humanistic principles, implementation of collective creativity, providing subject-subject approach, creating situations of success in the children's group.

Modern education along with learning basic knowledge is taught who learns to independently acquire new knowledge and encourage the person to learning throughout life. In this context it should change the approach to educational work, which should be built on the basis of respect for the individual, on the recognition and real human rights in all spheres of its activities, especially in the learning process, which should be based on positive encouragement, not on punishment.

## **THE MODERN TRENDS OF MULTICULTURAL EDUCATION DEVELOPMENT IN HIGHER SCHOOL OF UKRAINE**

D.G. IVANOVA

The article investigates and singles out the main trends of the development of multicultural education in the conditions of the national high school. The scientific approaches to the study of the problems of multicultural education in higher educational institutions have been monitored and systematized. We outline the problems, challenges and solutions in order to improve the contents and methods of education in the system of higher education of Ukraine (multicultural aspect), the leading ideas, trends and conditions, the effectiveness of the multicultural education as an important component of professional training a modern specialist in social sphere.

The development of this direction of modern pedagogical science and teaching practice is the very essence of the processes of democratization and humanization of social life, the desire to create a society in which a respectful attitude towards the individual, the protection of the dignity and rights of each person are cultivated.

It is essential that to achieve these goals through education is possible if the multicultural issue will be considered as one of the most important didactic principles which is only effective on condition it is wholly based on the methodology of teaching.

These issues require detailed theoretical study and practical. Training a specialist of social sphere must be aimed at the formation of a teacher as "a man of culture, able to communicate and cooperate with people of different nationalities, religions and cultures, in terms of cultural and national pluralism, humane and democratic values. It is pointed out that at the same time the



multicultural education of a future teacher isn't really taken into proper consideration. There is a need to intensify the research of the development strategy of continuous multicultural education, because the level of multicultural literacy of teachers depends on the effectiveness of the direction, as a comprehensive scope of the cultural and educational issues of different nationalities and ethnic groups is the main goal of multicultural education. This is especially important in the face of a multi-ethnic society, the social stability of which depends on the priority of multicultural and tolerant pedagogy.

## **STRUCTURAL PECULIARITIES OF THE PROFESSIONAL TRAINING OF STUDENTS IN FOREIGN INSTITUTES OF HIGHER EDUCATION**

V.O.KYRILIVA

The article deals with the structure, the content, features of students' professional training in higher educational institutions of Germany, Israel, Great Britain, France and other countries. It is found that most of the leading countries of the world use the three-stage model of the organization of professional education, which consists of three separate interconnected cycles. Each cycle is considered as a certain finished level of higher education and ends with getting of a specific diploma or a certificate.

The first cycle (typically two years long) fastens the general knowledge and lays the basics for the training of a qualified specialist.

The second cycle provides completed higher education in a certain specialty (engineer, psychologist, lawyer, etc.). After two or three years of education the student gets the bachelor's degree.

In the leading countries of the world, there are two fundamentally different types of programs that allow to get the master's degree: teaching and research.

The highest stage of the training of highly qualified specialists is doctoral programs that are oriented on clearly specialized education and the individual scientific research which approximately corresponds to the candidate dissertation in Ukraine.

The third cycle of education involves exams, the traineeship in the specialty, the availability of publications in scientific journals, the availability of the dissertation that allows to get the doctoral degree. The dissertation is evaluated by three persons, one of whom is a supervisor. A written report, presented by the commission, is the basis for the decision to arrogate the doctoral degree.

In general, the university must provide the multilevel training of highly qualified specialists in the field of art, natural study, social sciences, law, medicine, engineering on the basis of a substantial financial base and carefully selected faculty. Teachers are "full" professors, junior professors (docents, professor's assistants and instructors (teachers)). Professors and university teachers must be true masters of their craft. They must master pedagogical technique, be interested in the research activity and have works, widely published.

## **THE DEVELOPING ENVIRONMENT OF A PRE-SCHOOL EDUCATIONAL ESTABLISHMENT AS A FACTOR OF A PRODUCTIVE PROFESSIONAL ACTIVITY OF A SPEECH THERAPIST**

N.V.KICHUK

The developed environment of the pre-school education establishment as a factor of the productive professional speech therapist activity

The article deals with one of the approaches to the urgent problem solving of the increase of the specialist's professional work productivity in the urgent and specific sphere such as speech therapist of preschool educational establishment. Each child's self-evaluation is traced through the specialist's personally-professional assignment, as we speak about competent pedagogical accompaniment of a child, beginning from the preschool childhood in view of his speech disorder (e.g. vocal function disorder that signifies in the process of speaking in huskiness i.e. dysphonia).

Special attention is paid to such resource of the speech therapist's professional self-efficiency as competent usage of the personally-centered territory of preschool child's environment development. The author analyses developing potential of diverse means of "artistic word", folk and sanitary games, theatrical work of a child with speech disorders, musical rhythmic and choreography.

The article generalizes the exceptional role of organized relaxation time, group forms of organization of self-service, house holding work and their hand (artistic) work.

## **DIDACTIC CONDITIONS OF FORMATION THE SCIENTIFIC-COGNITIVE COMPETENCE OF FUTURE TEACHERS OF COMPUTER SCIENCE**

ZH.V. KOZHUKHAR

Independent work is one of the fundamentally important areas in training of future professionals because it allows for constant self-development and self-improvement. Our scientific research enables the definition of "science and cognitive competence of future teachers of Informatics" as the ability of the individual based on the prevailing motives and values scientific and cognitive activity of teachers of informatics and knowledge of the laws of the system of its deployment to carry out scientific research to improve the efficiency of educational students activity.

The high level of formation of scientific and cognitive students competence possible, if in the training of future teachers Informatics following pedagogical conditions will be implemented: the formation for students the value of scientific and cognitive activity of a teacher of informatics and interest in it; formation of system of knowledge and skills focused on gaining experience of research in the modern information environment for future teachers.

The structure of students' independent work includes a multi-level system of training tasks.

The first stage of independent work was motivational and reflexive during which students were offered a task for activation thoughts about philosophical and methodological knowledge of the essence, the role of scientific and cognitive competence in professional self-assertion of informatics teacher.

The second stage - transformational and informational - it was assumed an introduction of independent tasks for modeling certain information; analysis, characterization, evaluation and forecasting capabilities of specific techniques of forming scientific and cognitive competence.

On the third stage of independent work - productive, creative - tasks were introduced for creating certain approaches to solve the problem situation, the increment of socially-urgent information; development of many variants of process schematization of phenomena which is studied by student, etc.

## **IMPROVEMENT OF TEACHERS' PROFESSIONAL SKILLS IN THE CONTEXT OF PSYCHO-PEDAGOGY**

S.H.KRAVETS

In the article the essence of the concept of "teacher professional skills" as a continuous process, provided operation of systematic psychological phenomena (cognitive, motivational, action-behavioral, emotional etc.) At all stages of the educational process. It was found that the structure of the concept of "professional skills teacher" contains two components equally important: pedagogical and psychological content of which is aimed at the implementation of meaningful theoretically and practically justified pedagogical actions and operations that provide a high level of interaction between the actors of the educational process.

Analyzed the relevance of improvement of professional skill of the teacher in the context psychopedagogy, based on the teachings of domestic and foreign scientists. Outlined priority position dynamic innovative development of society, reinforce the relevance and importance of continuous improvement of professional skill of the teacher with the development of ideas psychopedagogy to form a new generation of teachers, whose priority is to ensure the interaction of the educational process that aims to develop the professional competence of skilled workers.

A form of professional skills of teachers by deliberate systematic and consistent selfeducation; participation in scientific and methodological activities, implementation in practice of perspective pedagogical experience, the latest achievements of pedagogical and psychological sciences, new educational technologies with a view to their use of reflective on innovative teaching methods in working with students.

## **ABOUT ONE OF THE APPROACHES TO COMPUTER-BASED ASSESSMENT OF STUDENTS' ACADEMIC PERFORMANCE**

V.A.MIZJUK

A.V.KOVALENKO

Last years a popular form of monitoring learning results is the computer testing. In Izmail State Humanitarian University from 2011 introduced a computer system testing final control of students' knowledge. Lecturer Informatics IDHU the system of "Test\_KV" based on server-side scripting language PHP and database MySQL. Web-browser is used as a client application, web-server is a server application, all data is stored in the database using database management systems.

Computer testing system includes four modules:

**1st – for teachers.** They have the opportunity to introduce four types of tests; add instructional materials to prepare students from the course, assignments for independent work, a list of questions to the control;

**2nd – for students.** The main function module – passing computer tests on subjects.

**3rd – for deaneries.** It allows you to get a statement from the exam.

**4th module** – to administer the system.

The system does not depend on the type of operating system installed on the user's machine. For testing required web-browser and access to the server LAN.

The results of the survey of teachers and students have shown the performance of the system, the effectiveness of computer-based testing as a method of testing student.

## **DEVELOPING AND CREATIVE POTENTIAL OF EXPERIMENTAL DEFORMATION**

I.V.PASTYR

The topicality of the problem of artistic and creative development of the future teachers by means of the fine arts and the presence of contradictions that complicate the positive dynamics of the process, require theoretical and methodological understanding' and solving a number of systemic problems in the aspect, under analysis.

In our study of artistic creativity the technique of "experimental deformation" was used. It was assumed that the main approach to the study of psychological mechanisms of art influence on the person was the study of the dynamics of artistic styles, metaphorical properties of the artistic image, the level of its conventionality. For this purpose, the students were proposed the texts with a certain degree of destruction of the author's model of depicted reality. Deformation technique extended to the laws of composition and style of writing, and shaping, and coloring, and so on. The implementation, of the proposed methodical system showed some difficulties of students concerning with the identification and objectification of value meanings of various cultural phenomena.

In the course of this pilot study it is expected that the reduction of "similarity, interval" between the actual content of an imaginary literary work and the process of the students' creation of their own work by means of painting, artistic and applied graphics, and its direct psycho-emotional impact on the subject of perception of the work will be achieved. Thus, the ability to interpret the meanings of visual issues-of culture becomes relevant not only for a professional critic.

The problem of modeling the teacher of fine arts in the system of vocational training involves a move from stereotypes, total unification and inefficient templates to the creative initiative, individual responsibility of teachers in the planning and organization of artistic and aesthetic process by means of art.

## **SPEECH CULTURE OF FUTURE SPECIALISTS OF PRE-SCHOOL EDUCATION AS THE BASIS OF THEIR PROFESSIONAL SELF-REALIZATION**

S.D. PENKOVA

The priority task of the modern professional education in the teaching industry is a high-quality training specialist, who is creative and competitive in the labour market. Among the personal qualities of the future teacher of preschool education institutions prominent is the development of speech culture that is a precondition to the high professional level and the key for proper communication with pupils and their parents.

The problem of speech was always the center of attention of Russian linguists and methodologists (N.D.Babich, O.M.Blau, A.M.Bogush, S.J.Ermolenko, A.P.Kandenko, A.P.Koval, L.I.Macko, M.I.Pentiljuk, M.M.Pilinski, C.M.Rrusanovskaya and others).

The components of the professional teacher's speech include: quality of linguistic expression of speech; personal values of a teacher; communicative competence; an accurate selection of information to create utterances focus on the process of direct communication.

In our opinion the model of development of speech culture of the future teacher consists of four interrelated structural components: value-motivational, semantic, emotional and operational ones.

Acquining by future specialists of pre-school education of professionally significant qualities of pedagogical communication indicates a high level of their preparation for future activities, mastering conditions of linguodidactics, components and criteria of speech culture. Among the main communicative characteristics of speech are: correctness, accuracy, consistency, clarity, expressiveness, richness and practicability. During lectures and practical classes in special subjects

special attention should be paid to the improvement of speech of students, various communicative exercises and activities, heuristic conversations, stories, pair and group role games and collective training activities.

## **SOCIAL AND PEDAGOGICAL MAINTENANCE IN THE PROCESS OF SOCIALIZATION OF STUDENTS – INTERNALLY DISPLACED PERSONS**

S.B.FURDUI

The article “Socio-pedagogical support of the socialization process for students – compelled migrants”, the author theoretically explains the way social-pedagogical support of compelled migrants – students. Socio-educational support requires not only considerable material resources, but also displays the best human qualities that are similar to mercy when it is necessary to pay attention and sympathize with that person who was in difficult circumstances.

Today, students – compelled migrants face with the problems of different nature, they are: everyday problems, socio-economic, socio-pedagogical, moral and psychological, they lead to various forms of psycho-social and pedagogical maladjustment. Many of these students demonstrate satisfactory attitudes to learning, weak initiative, rejection of personal development, low self-esteem, increased anxiety, low mood and activity; they have aggressiveness, behavioral disorders. Therefore, in the course of socio-pedagogical support of socialization of the student appears re-socialization – social guidelines change (values, norms and human relationship to the environment), which became inadequate, according to the new conditions of socialization.

Socio-pedagogical support of students – compelled migrants is a multicomplex socio-pedagogical process, organizing social and cultural activities of the cooperation subjects, taking into account the individually personal traits of students, the experience of living, behavioral strategies of such persons when entering into a new environment (protest-rejection; chauvinistic reaction, marginal reaction, transition, adaptive-integrative reaction), which provides the different cultures interaction, that is held by students-migrants, through their inclusion in the socio-cultural activities that are typical of various schools, such as “Thousands of cultures” holiday, the traditional regional holidays, folk games, etc.), as well as the study of the cultural characteristics of the region, assistance in the organization of educational tourism in the region (museums, galleries, theaters, etc.).

Thus, the modern problem of students - compelled migrants is one of the most important for the residents of our region. It is connected with high costs, losses, with lots of inconveniences to serious psychological adjustment. Therefore, socio-educational support requires not only considerable material resources, but also displays the best human qualities that are similar to mercy when it is necessary to pay attention and sympathize with that person who was in difficult circumstances.

Conclusions and perspective for further research, today there is a need for qualified socio-pedagogical assistance to students – compelled migrants in society, so the most important issue is the qualitative preparation of social sphere specialists, on the one hand, and the lack of theoretical and methodological advice on support of students - compelled migrants, on the other, so this problem became the reason to our further study in the following areas: foreign experience analysis of practitioners to give support to students – compelled migrants and making reference to assist those working on the problem.

## **AN INTELLECTUAL GAME AS A MEANS OF MOTIVATION FOR SENIOR PUPILS TO STUDY ENGLISH**

S.G. CHIZH

At the present stage of development of the educational system the urgent requisition of education is the implementation of such training methods that would reveal pupils' potential, intellectual, artistic and moral qualities more effectively, conduce the increase of pupils' motivation for learning English. Carrying out intellectual games among senior pupils redounds it, because the personality is in the center of attention in such events.

Human intelligence can be defined as a system of mental abilities that are shown up in the cognitive activity and by its results one can draw the conclusion about the pupils' intellectual abilities.

Intellectual games attract senior pupils by novelty of shapes, the ability to express and assert themselves. Holding such events promotes senior pupils' interest to higher education and is one of the measures of vocational work.

The intellectual game «Mr Know All» is elaborated in Kyiv International University and conducted among pupils in grades 10-11. The purpose of the game is to support pupils' motivation to master English. The game is conducted in English. The topics of the game and questions are within the scope of the school curriculum in English. The competition consist of such competitive tasks: "Team Presentation", "Recognize Word", "Blitz Encyclopedia", "Competition of Captains", "Command Performance" and "Descendants of Globe".

Conducting intellectual games enhances pupils' interest in studying English, help to respect the traditions and culture of the English speaking countries and to develop socio-cultural competence of pupils.

## **THE FORMATION OF READINESS OF PROSPECTIVE SOCIAL WORKERS FOR THE PROFESSIONAL ACTIVITIES**

R.V.CHUBUK

The purpose of the article is to analyze the leading mechanisms of the formation of readiness of future social worker in professional activities, which is one of the components of a successful implementation of the regulation of these activities. Despite the fact that the concept of "readiness" cannot be considered separately from the concept of "person", the essential content of this concept it: a willingness to work and readiness for self-development, self-improvement.

Professional readiness is considered by scientists from different positions as the active state of a man who appears in the activity; result of the activity; quality to help solve professional problems and social situations; prerequisite for purposeful activity; form of the entity; holistic education of the person; component of the social and professional culture; complex professional education meaningful personality. The essence of the readiness of the future social worker in professional activities is: assimilation of a certain set of special knowledge, professional skills, social relations; formation and maturity of professionally significant qualities of social experience of the individual. However, assessment of the state of readiness to professional activity cannot be limited to such indicators as: skills, productivity, experience in carrying out certain activities. No less important is the identification of the internal forces of personality, its potential and actual reserves, which significantly affect the efficiency of professional activity in the future.