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J11408-001

O. Tarnopolsky

**THE CONSTRUCTIVIST PARADIGM OF DESIGNING AN ESP
TEXTBOOK FOR STUDENTS MAJORING IN PEDAGOGY**

Dnipropetrovsk Alfred Nobel University

Introduction. A great number of modern ESP [8] textbooks have been developed for teaching professional communication in English to higher school students who major in various professional fields. However, hardly any of those textbooks are designed specifically for students majoring in Pedagogy. And no such textbooks can be found which were designed on the basis of the constructivist approach – one of the cutting edge and most efficient approaches in foreign language teaching [10]. For meeting the relevant need and eliminating the existing deficit, an innovative ESP textbook for pedagogical students called “*Pedagogical Matters*” is being prepared for print now. For the first time ever, it has been designed on the basis of the constructivist approach to teaching a foreign language to future pedagogues.

Before analyzing the design of the textbook itself, it seems logical to discuss in short what is meant by the constructivist approach and what the basic constituents of that approach are.

The constructivist approach means creating a learning environment that possesses the qualities of being active, constructive, cooperative, intentional, conversational, contextual, and reflexive and which allows the students to “construct” by themselves their own knowledge and skills [5] – in particular, foreign language communicative skills, as well as knowledge required for efficient target language communication. In the conditions of ESP teaching such communicative skills and the knowledge required for communication from the very beginning serve for generating professional target language communication and expand the information basis of that communication.

Our conducted research [10] has given an opportunity of defining three principal constituents that make it possible to implement the constructivist approach when

teaching English for professional purposes to university students majoring in non-linguistic specialties.

The first constituent is experiential-interactive learning. On the one hand, it allows students' gaining command of communicative skills through learning activities that model extralinguistic reality and communication in English in the framework of that reality. In this way, the experience in such communication held for solving extralinguistic tasks is acquired (experiential learning [6]). The learning activities ensuring experiential learning are: role plays and simulations, brainstorming, case studies, discussions, presentations, learning projects, search for information in sources in English, writing essays, articles, summaries, and abstracts. On the other hand, experiential learning is implemented in inseparable connection with interactive learning [7]. The latter one means not only permanent learners' communicative interaction with their peers for solving creative learning tasks (working in pairs, small groups, etc.). It also requires their permanent interaction with English-medium professional environment, for instance, through doing information search in professional English-medium sources of information.

The second constituent is content-based instruction [4] presupposing that learning materials in English, the topics of communication in English, and the contents of teaching and learning in general systemically reflect the professional issues that are explored by students through authentic professionally important and meaningful materials for reading and listening and authentic learning activities that model the professional activities of a future specialist (see above).

The third constituent is blended learning [9]. It means that not less than one third part of the learning process is devoted to students' online work connected with Internet search on professional English-medium Internet-sites. The information searched for is that which is required for solving creative learning task that are set due to the requirements of experiential-interactive learning and content-based instruction. Only such regular and intensive search can provide students with sufficient information for solving tasks of that kind.

The starting point for the development of the textbook “*Pedagogical Matters*” was *the content-based instruction* discussed above.

The textbook is designed for 144 academic hours of in-class work (72 two-hour classes) and the same number of hours of students’ out-of-class autonomous work. ESP classes where the textbook is used can start with the 1st year of university studies if students are admitted to university having B1 or B1+ level of their General English communicative skills [1] – which is the planned level for those who have finished their full course of secondary education. The textbook is divided into 12 units each of which is designed for 10-12 hours of in-class work and the same number of hours of students’ out-of-class autonomous work (besides, 12 hours of revision and progress-check classes are planned for the course). It is the units’ topics that underlie the content-based instruction on which the textbook is based.

The units’ topics are the following ones: 1) *What is Pedagogy?* 2) *The History of Pedagogy*; 3) *What is Didactics?* 4) *The Principles of Didactics*; 5) *Contemporary Techniques and Technologies in Teaching and Learning*; 6) *Organization of Learning*; 7) *The Theory of Upbringing*; 8) *Requirements to the Personality and Qualifications of a Teacher*; 9) *Pedagogical Deontology*; 10) *Modern Pedagogical Theories*; 11) *Social Pedagogy*; 12) *The Pedagogy of Tertiary Education*. As it can be seen from the suggested list of topics and their sequence, the ESP course under discussion practically reflects a systematized course of General Pedagogy, but the one that is taught through the medium of English – which is one of the basic requirements of content-based instruction.

This type of instruction is also implemented through selecting learning materials for every topic: texts in English for reading and listening and the language material that corresponds to them. The texts are selected and prepared for the teaching/learning process only from authentic and original professional English-medium sources, and materials selected for every topic are systematized and ranged in accordance with the topic’s contents.

Content-based instruction is also more effectively realized thanks to not limiting the selection of authentic and original professional English-medium learning

materials to the selection process implemented by the authors of the textbook and (in teaching itself) by the teacher who wants to use additional professional information in English for teaching/learning purposes. According to the methodology underlying the textbook, the selection of authentic professional English-medium learning materials is also done by students themselves who, following the teacher's assignments, are expected to search for additional information regularly in order to do their creative learning tasks (see further) on its basis.

The information search is mostly done by students on the Internet – on English-medium professional sites – both in and out of classes. For the in-class Internet research, the textbook includes not less than one Internet search class for every 5 or 6 classes planned for work on one unit. In this case, the Internet search is organized in computer laboratories and is performed by students under their teacher's supervision. For out-of-class Internet search, the textbook includes a system of special Internet-tasks for students. In both cases, the teacher provides his or her students with several relevant sites' addresses for beginning their every separate search process. Starting from those, learners themselves continue searching for other sites that may also be useful for them.

As a result, not less than a third of the learning time is devoted to online work which makes an ESP course designed on the basis of the “*Pedagogical Matters*” textbook into *a combined one* (see the third of the above discussed constructivist constituents underlying the design and structure of the textbook).

The most important feature that makes the ESP course based on the textbook “*Pedagogical Matters*” a really *constructivist* one is a system of *experiential-interactive learning activities* that are almost the only learning activities included in the textbook. A very small number of purely language-oriented learning tasks are placed in the workbook and are relegated exclusively to out-of-class students' assignments. But all the in-class-work and 80% of out-of-class work are solely devoted to communicative experiential-interactive creative learning activities in the above-discussed understanding of them. They comprise reading and listening (including Internet search) for eliciting the required professionally important

information, role plays, brainstorming, case studies, discussions, students' presentations, and project work connected with preparing by students of "A Short Pedagogical Encyclopedia" during all the language course.

Conclusion. In conclusion it should be said that the textbook "Pedagogical Matters", being the first constructivist ESP textbook for future pedagogue, is not the very first constructivist ESP textbook published in this country. The very first of them was the ESP textbook "Psychological Matters" [3] developed for students of Psychology and designed by us following the same model that has been analyzed in this paper. The extraordinarily high and experimentally proved success of that earlier textbook in what concerns the students' learning outcomes makes it possible and grounded to believe that no less high results can be achieved when the textbook "Pedagogical Matters" is introduced into ESP teaching practice at pedagogical higher schools.

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J11408-002

Filimonova N.J., Baturina L.A., Vorobieva G.V.

PEDAGOGICAL FEATURES OF EDUCATIONAL TOURISM

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The various aspects of organization and work of short-term language courses as perspective form of training of the students abroad are examined. On an example of the joint educational program Michigan State University (USA) and Volgograd State Technical University (Russia) is analyzed technology of training Russian in conditions of short-term courses with use as traditional as innovation methods of teaching Russian.

Keywords: *«educational tourism», «short-term courses», « technology of training».*

Introduction. As an example of contacts at an intercultural level the various programs of short-term training are acted, representing educational tourism which

began recently one of the most attractive and widespread forms of studying of foreign language. It speaks a lot of reasons, among which such as short (usually 5-6 weeks) stay abroad which allows students to save significant in comparison with semestrial and longer programs money resources; an opportunity for the short period of training abroad to receive credits; a saturation of short-term programs of training by a teaching material; a combination of study and summer holiday in the country of investigated language; an opportunity to receive language practice in natural conditions.

The faculty of Russian of the Volgograd state technical university has more than ten years' operational experience with the students coming on short-term training from the USA within the framework of the contract between the VSTU and the Michigan state university. This experience allows doing some conclusions about features of educational tourism as forms of studying of foreign language.

Let's begin with that at the organization of study it is necessary to take into account that students study on different rates and faculties that is they have an unequal level of preparation on Russian. Therefore on the first employment entrance testing is carried out which, first, enables to distribute students on groups according to a level of their language preparation, second, to correct the program of training, thirdly, on final testing to compare results and to show students their successes.

Conditions of a summer language course dictate necessity to use both traditional and innovative methods of teaching of Russian [1]. The task of those and other methods is with help of the maximal variety of kinds of work to cause interest of pupils to an investigated material, during all term of training to support their activity and to provide the certain progress in studying Russian.

For 1-1,5 months students should master 100 class hours on such aspects as colloquial practice, phonetics, grammar and cultural science.

Feature of the given program is the interrelation between all aspects; therefore it is necessary for teachers to work in close contact with each other, providing full coordination of actions and interosculation of a teaching material. So, according to communicative needs of students on employments on colloquial practice the speech

competence is formed. In turn mastering of a lexical material, language norms of Russian speech etiquette is inextricably related with studying a grammatic material. At last, the decision of various communicative tasks is impossible without training of phonetic and intonational skills.

The technology of training to Russian in conditions of short-term rates assumes using intensive techniques, application of new information technologies and information systems. For example, using computer programs on grammar employments raises efficiency of work, promotes automatic fastening of case system, aspect and time system of a verb and prepares students for final tests [2].

At the same time with studying phonetic, grammatic, lexical system language students get acquainted with a history, culture and traditions of Russia. Except of daily four-hour class employments they have the saturated out-of-class program which allows to enter students into intercultural communications actively.

One of features of the given program is residing of trainees at Russian families. The life of the American students in family does not only help to adapt faster for the new reality, to norms of Russian communicative culture, but also promotes the intercultural communications, enables them to plunge into the language environment maximum. If take into account, that for short term the American students should achieve a necessary level of the communicative competence that is impossible without mastering by national specificity of dialogue stay in Russian family helps them to fulfil in domestic conditions skills of dialogue within the framework of new culture for them.

In a word-combination *educational tourism* the accent is made first of all on the first part. Thus is inadmissible to forget about the second part, overloading trainees educational employments and a surplus information.

Certainly, it is not enough one and a half month living in Russia for acquaintance to its culture, system of values, to its place and value in a world history. Many American students dream to deepen knowledge of Russia, of its spiritual heritage, of its language, people, literature. On the one hand, they like Russian cultural - historical values, on the other hand, there are a lot of them do not have too

high level of general knowledge on a history and culture of Russia. The American students go deep the information about the country already into the first days of travel: first during four days they get acquainted with Saint Petersburg and its vicinities, and then visit Moscow. Week which is preceded the basic Volgograd program gives students not only a huge emotional charge, but also allows to check up for the first time the language skills in various life situations (conversation in hotel, in bus, in the street, in shop, etc.) and to try to establish the communications with Russian people.

The brevity of stay Americans in another's country, at first sight, should become a handicap in their fast adaptation [3]. Meanwhile, our experience shows that in conditions of short-term rates process of adaptation appears less painful than in longer programs because pupils are initially adjusted on rest, on holiday, on bright impressions and their each day in Russia is sated with positive experiences, emotions.

The conclusion. The organization of educational tourism, as the form of studying of foreign language, demands from teachers to use both traditional and innovative methods of teaching of Russian. Taking into account brevity of staying trainees on summer language courses, it is necessary to use intensive techniques, to apply new information technologies and information systems. Thus for constant maintenance of interest to studying Russian it is important to provide the sated out-of-class program.

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Komissarova S.A.

**THE FORMATION OF RESEARCH COMPETENCE OF
UNDEGRADUATES OF TEACHER TRAINING UNIVERSITY**

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Abstract. The formation of research competence of undergraduates of teacher training education under the selective course "The organization of scientific research in an educational institution", which is provided by an elective part of the curriculum for FSES of the third generation, is examined.

Key words: an undergraduate, a scientific research, a competence, a research competence, a research activity, an elective course.

The global tendency of the education development, expressed in the processes of educational systems, necessitated the modernization of higher education in Russia. The aim of modernization of higher professional education is a qualitative result of studying. Ultimately, competent specialists with strong skills and knowledge, capable of acting in quickly changing conditions and ready to the implementation of continuous education are planned to get. The implementation of the aim provides the decision of some objects, one of which is the formation undergraduates' research competence. The relevance of the definition, the subject matter and the structure of

undergraduates' research competence is proved by the requirements to Federal State Educational Standard of Higher Professional Education (FSES of HPE) of the third generation of degree program 050100 «Teacher training Education», where a research activity belongs to one of the basic kinds of undergraduates' professional occupation [3].

In a higher educational institution the formation of undergraduates' research competence is an important task also because a bachelor goes on studying in master's program; he is meant to a researcher's training, capable of conducting integrated research in the area of education.

In the theory of higher professional education there are a lot of approaches to the definition of a research competence. The problem was studied by E. V. Nabiyeva, E.V. Lebedeva, Y. A. Komarova, etc. In our research competence is actualization of competences, the complex of competences, defining the content of the competence [2]. Referring to the undergraduates' training, a research competence will be observed as a result of its acquirement in university environment for the further search and creative activity of research character in education [1].

Consequently, an undergraduate's research competence, consisting of the set of competences in pedagogical education, is described by them and characterized by the level of their formedness. The competences, that can provide the basis for a definite minimum of knowledge, skills, ways of performing actions and personal qualities, necessary and sufficient for the implementation of research activities in education, are represented in Federal State Educational Standard in the degree program "Teacher training education" [1]. Among these ones, the basic competences, forming in the elective course "The organization of scientific research in an educational institution" can be distinguished:

general professional competences:

– the capability of the realization of professional and personal self education and scheming further educational way and professional career (GPC-2);

professional competences in the sphere of pedagogical activity:

–the capability of managing of students' scientific research (PC-4);

specific competences:

– the capability of planning and realization of educational and scientific experiment and the organization of experimental and scientific research (SC-10);

– the capability of taking stock of the experiment's results and preparing the records of the carried out scientific research (SC-11).

The discipline “The organization of scientific research in an educational institution” occupies a central position in the preparation an intending teacher. The sphere of undergraduates’ professional activity, which the discipline “The organization of scientific research in an educational institution” is focused on, is education. The undergraduates’ professional pedagogical activity becomes field-oriented for this discipline. This discipline prepares for the decision of the following tasks of professional activity:

– the observation of the possibilities, the demands and the students’ achievements in the education and the scheming of individual ways of studying, education and development on the basis of the results;

– the organization of studying and education in the sphere of education with the usage of the technologies, corresponding to the students’ age peculiarities and reflecting the specificity of the subjective field;

– the usage of the possibilities of the educational field for the provision of the education’s quality including the usage of information technology;

– the implementation of professional self education and personal development, the scheming of the further way and professional career.

As a result of the examination of the selective course a student should know the principles of the organization of scientific research in an educational institution, the methods of research study and perception, the components of its content; be able to plan and make observations and experiments, organize and carry on an investigation; be master of the skills of collecting and processing information by the ways of current information technologies and up-to-date methods of organization of scientific research in an educational institution.

The objectives, solving in the process of absorption of the discipline “The organization of scientific research in an educational institution”, suggest a wide usage of traditional and current forms, methods and technologies of studying, directed to the development of creative thinking, the acquirement of the methods of the information’s analysis, the identification of problematic fields and the search of optimal variants of decision, the production of skills of critical evaluation of different points of views, clear narration and assertion of own position, the stimulation to the organization of systematic self-guided work in the course of discipline, self-examination, self-assessment and self-concept.

The following educational technologies are used in practical classes:

- *a research group project* “The structure of scientific research” is used at the stage of the project “The development of research work” for the definition of the structure of the scientific research;

- *practice-oriented project* “The development of research work”, in the course of which the formation of students’ basic research skills is achieved: the choice of theme and the research problem; goal setting, the choice of the order of their solution, the enrichment and the analysis of source data, the determination of the basic solution’s ideas, the realization of the experiment and the production of basic points, the formulation of the consequences and conclusions, the presentation of solutions and the developed suggestions.

- *individual project of the student’s choice* “scientific research in an institution”, in the course of which a student independently chooses the structure of the scientific research in an institution; collects, develops and completes the necessary information.

The discipline “The organization of scientific research in an educational institution” has close ties with other disciplines, studied in the course of teacher’s training.

To master the discipline “The organization of scientific research in an educational institution” students make use of knowledge, skills, the ways of acting and the setups, formed during learning “Topical problems of science and education”, “Methodology and methods of scientific research”:

- theoretical foundations of the organization of scientific research in educational sphere;
- the structure and functions of educational projects;
- to analyze the tendencies of current science, to define the promising directions of scientific researches;
- the skills of perfection and development of scientific capability;
- theoretical foundation of the organization of research activity;
- to make use of experimental and theoretical methods of investigation in a professional occupation;
- up-to-date methods of scientific research in a subjective sphere;
- the ways of apprehension and stocktaking of scientific information.

The acquisition of the discipline becomes a necessary basis for the further learning the discipline “The methodology of organization and realization of a pedagogical experiment” and doing practical scientific training.

The reasoning of including the disciplines provides a gradual formation of general professional competences, professional competences in a pedagogical sphere, specific competences, composing the formed undergraduates’ research competence of the degree program “Teacher training Education”.

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**PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF FORMATION
OF MODERN PHYSICAL WORLD**

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Abstract. This paper considers the dialectical method of cognition of nature. Displaying philosophical significance sections of the physics course for the formation of students' physical picture of the world. Presents qualitative objectives.

Key words: physical picture of the world, world, dialectics.

In the process of studying the physics VII - VIII classes necessary to ensure the accumulation of facts, knowledge of which will provide the basis for understanding the most important provisions of materialist dialectics and the dialectical method of cognition. However, the challenge is not only to acquaint students with the dialectical method of cognition of nature. It is important to teach them how to apply this method in teaching knowledge.

Appeal to the physical theory contributes to the formation in students understanding of the physical world - one of the most common forms of reflection of the nature of physical science, and one of the components of the scientific world view shows the dialectics of development of views on the physical picture of the world. When considering the main generalizations mechanics (the law of gravity, the laws of conservation of momentum and energy, the general conditions of equilibrium, etc.) explain to students that the objectivity of scientific generalizations confirmed by using the latest in practical activity (mechanics of space flight, the movement of machines and their parts, the implementation of equilibrium conditions in technical constructions and designs, etc.). Study the causes of changes in the speed of movement and deformation contributes to the disclosure of cause-effect relationships. Defining the limits of applicability of classical mechanics helps to illustrate the immensity of nature and knowability of the process of cognition. The

first feature of this section is that it is with the mechanics begin to study physics course IX - XI classes. This is due to the fact that the mechanical motion form processes are most accessible for observation. In addition, simulation of physical systems in classical physics due to the creation of mechanical images. Philosophical significance in «Molecular Physics» is difficult to overestimate. When his study is deepening the concept of matter. Molecules and atoms have mass, momentum, and energy. As a form of matter, atoms and molecules have inherent material properties, one of which - the movement. Molecules and atoms are involved in a particular movement, called the heat, which is different from a simple mechanical motion of a large collection of the participating particles and chaotic. The thermal motion is described by statistical laws. In this regard, it is important to show students the difference between statistical and dynamical laws, the relationship between them and draw students' attention to the reflection in these categories of laws necessary and random. Thus, a study in «Molecular Physics» provides a basis for the formation of students worldview.

Section «Electrodynamics» - one of the most difficult sections of the school year, where he studied electrical and magnetic phenomena, electromagnetic oscillations and waves, wave optics questions and elements of the special theory of relativity.

In studying the section «Electrodynamics» is an expansion and deepening in the minds of students the concept of matter. Prior to this, they studied only one type of matter - the substance. Now meet with a second type of matter - the electromagnetic field, learn the difference from the substance. When considering the foundations of the special theory of relativity, students are introduced to modern physical notions of space and time.

Pupils previously seen only with elements of the mechanical picture of the world. Now they are introduced to the basic elements of the electrodynamic picture of the world, which is an essential step toward building a modern physical picture of the world.

Students need to explain the dynamics of the development of views on the physical picture of the world: the mechanical limitations of sight and electrodynamic approach to the description of nature. Defining the limits of applicability of macroscopic helps illustrate the immensity of nature and knowability of the cognitive process that contributes to the formation of dialectical thinking.

Quantum mechanics - a physical theory that opened the originality of properties and laws of the microworld, which established a way of describing and movement of particles. Quantum physics is a higher level of knowledge than the classical physics. In the process of teaching this section the teacher must constantly solve the problem of the formation of the scientific worldview of students. To do this, it is important to convince students of the actual existence of such is not directly perceived by the senses objects as elementary particles. The reality of the elementary particles prove that we can experimentally measure their performance, predict, based on the properties of the particles, different nuclear reactions and transformations of particles and not only theoretically predicted experimentally implement the processes, but also to use them for practical purposes. Familiarity with elementary particles makes a strong affirmation of the principle inexhaustible matter, for students to make sure that the material objects and their properties are extremely diverse, elementary particles are not «simple», they have many properties and are capable of interconversions.

Wave-particle duality of light and the properties of elementary particles, elementary particles are mutually allow disclose material unity of the world and the dialectic of continuous and discontinuous, and the subordination of all nuclear processes, the fundamental laws of conservation is a good illustration of the principle of indestructibility and uncreatability matter and motion.

Qualitative features of the laws of the microworld can illustrate the law of the transition of quantitative changes into qualitative. The probabilistic nature of quantum laws reveals the deeper principle of mutual coupling effects, the relationship between chance and necessity.

In this section, formation of the scientific aspect of the world. There are considering such important philosophical issues as the role of ideal models in the real

world and the limits of their applicability. Model representations used in the consideration of the structure of the atom, the nucleus of the atom, the disclosure of the mechanism of light emission of an atom in the explanation of nuclear fission, etc.

In general, a diagram of the formation of the rules of scientific thinking in learning physics is as follows. First of all, we need to introduce students to the fact what is a particular requirement of scientific thinking. This can be done by using the facts of history of science, the statements of scientists. After students have learned the essence of any requirement of scientific thinking, it is useful to create in the course of learning situations in which students will have to be convinced of the need to use these controls mental activity for correct results, a situation in which students are forced to draw conclusions, make decisions, to evaluate the facts from the point of conscious earlier standards.

To form a physical picture of the world in physics lessons appropriate to the solution of such problems as a quality below.

Task 1. You are familiar with the basic law of dialectics - the law of the unity and struggle of opposites. Consider as an example the «work» of the law in the atomic nucleus.

Stability of the nucleus due to the presence of two competing forces:

a) cementing the attractive forces (nuclear forces) acting between neighboring nucleons, and

b) the loosening of Coulomb forces between protons.

I. If only force acting to a), ...

II. If the only forces acting b), then ...

1. The core would be shattered, that is, could not exist as a nucleus.

2. The kernel (like the «black hole») contracted to, ie could not exist as a nucleus.

III. The distance between them $r > r_{\text{yad}}$?

IV. The distance between them $r < r_{\text{yad}}$?

How do they interact with each other two protons, if ...

V. The distance between them $r > r_{\text{yad}}$?

Answers to questions III-V:

1. The particles are attracted by the action of nuclear forces.
2. The particles are repelled by Coulomb forces.
3. The particles do not interact.

Task 2. The material world around us is characterized by ...

I. Inexhaustible properties of all types and forms of matter, solids and particles as in the macro and micro-and megacosm.

II. Infinity in space and time, matter and its preservation movement (there was the beginning of the world, there will be no end of the world), that is the universal applicability of the laws of conservation.

III. Knowability (ie, the lack of absolute limits of knowledge of nature by man).

IV. Regularity of all natural phenomena (ie, the lack of supernatural powers, miracles).

V. The universal applicability of the laws of Newtonian mechanics and Maxwell's electrodynamics .

Each of the statements I-V:

1. universal, ie applicable without restrictions?
- 2 . Needs to be corrected , ie in pointing out the limits of applicability?

answers :

Task 3. You are familiar with the basic laws of dialectics.

I. The law of transformation of quantity into quality, ie the emergence of new properties (properties) of the material systems for the quantitative change in the parameters of these systems , it is noteworthy that the qualitative changes can occur abruptly.

II. The law of unity and struggle of opposites.

III. Inexhaustible properties of material objects.

IV. The unity of the continuous and discontinuous.

Which of the following examples to illustrate the laws of physics?

1. With the change of the oscillation frequency (or wavelength) change the properties of electromagnetic radiation.

2. Depending on the nature of the phenomenon (or ongoing experience) manifested either wave or corpuscular (quantum) nature of light.

3. Over the next two decades, revealed a complex structure of most of the particles that were once considered basic. It turned out that they consist of a «true» elementary particles - quarks.

4. In natural phenomena is clearly visible actions of competing factors: the stability of the atomic nucleus due to the presence of «cementing» forces (nuclear forces of attraction between adjacent nucleons), counterbalancing forces of repulsion between protons, an electrical current is kept accelerating action of an electric field, which is opposed resistance.

Task 4.

I. The main provision of classical physics comes down to saying that at all levels of matter, in the mega -, macro- and micro-world (for example, in the world of stars and inside the atom) are one and the same pattern , thus in classical physics assumed that between these equations exist ...

1. Only quantitative differences in scale, but no qualitative differences.,
2. Both quantitative (scale) and qualitative differences.

The main provision of classical physics was wrong. At the turn of the XIX-XX centuries . It has been found that the basic theory of the classical physics, namely ...

1. Classical electrodynamics ...
2. Newtonian mechanics ...
3. Classical Electrodynamics ...

in the microcosm of limited use.

Remember, the study of the phenomena which it found?

II. From ... it follows that the electrons, turning on the intra- orbits around the nucleus, must continually radiate energy because the electrons in the orbital motion has a centripetal acceleration. But then it turned out to be unstable atoms that contradicts reality.

III. In the ... states that all real macrophysical processes are irreversible. However, the microphysical processes are reversible .

IV. In ... assumed that all particles of the body and communicate with each other via a void immediately (long-range), i.e. rate of «transfer» of the interaction is infinite. This assumption is wrong.

V. Make a correct text of the phrases A, B, C.

Physics of the XX century developing quantum mechanics and the theory of relativity revealed the failure of many of the classical physics, and so ...

A. 1. Classical physics at the present time is only of historical interest.

2. The area of application of classical physics is now limited.

Are there areas of expertise and their technical applications where limited applicability of classical physics do not matter ?

B. 1. What areas of science and technology is not.

2. In the broad fields of macroscopic physics and its technical applications, these restrictions do not matter.

V. Should engineers - electrical, machine tool builders, car - take into account the work of these limits of applicability of classical physics?

1. Yes. 2. No.

The correct answers are given in the following order:

1. 112 2. 211 3. 121 4. 111 5. 222.

Formation of physical picture of the world is a system, an efficient and effective when combined consideration of the lessons of the ideological and theoretical material solutions philosophical problems.

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**CONTENT DEVELOPMENT AND SCIENTIFIC AND
METHODOLOGICAL MATERIALS FOR ECOLOGISTS WITH
COMPETENCES IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT**

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The paper presents the methodology of developing the content of teaching materials for future environmentalists for sustainable development taking into account the main production functions and typical problems of activity.

Keywords: learning content, professional competence, education for sustainable development.

UNECE Strategy on Education for Sustainable Development (" UNECE Strategy ") stresses the need to "... pay attention ... the countries of Eastern Europe, Caucasus and Central Asia (EECOA) and South- Eastern Europe in solving their basic problems in the field of environmental education and education for sustainable development. "Among such problems are "lack of satisfactory teaching materials , underutilization of capacity of higher education and research institutions , lack of qualified teachers and lack of awareness and insufficient development of interagency and multilateral cooperation on education for sustainable development" [1 , p. 18-19 (emphasis added – V.N.)]. This situation was the impetus to the research on the development and improvement of educational and methodical maintenance of educational process of future ecologists to professional society in the transition to sustainable development.

UNECE Strategy with a view to encouraging States to be included in the system of formal education element of education for sustainable development (SRF), one of the priorities determine the development of programs related disciplines. The strategy also provides for the introduction of non-traditional educational process issues, approaches and techniques to teach assign tasks and solve complex social and environmental problems. National Strategies SRF with focus on providing opportunities interdisciplinary analysis of situations specific to real life as by restructuring the curriculum and teaching methods. To implement this provision, we have initiated the preparation and publication of the textbook "Workshop on the development of local sustainable development" [2].

In summary of the concept of the theoretical knowledge on the theory of sustainable development in future environmentalists may be distinguished in education need of:

- *theoretical and methodological basis* , which would be based on an analysis of trends in the origin and development of theoretical knowledge of the general laws of the development of complex systems capable of self-organization and self-development;

- *didactic principles* structuring the content of basic normative disciplines " General Ecology ", " Technical Ecology ", " Environmental Monitoring ", " Modelling and forecasting the Environment" and " Sustainable Development Strategy " with regard to aspects of sustainable development;

- *terms of innovative pedagogical* learning process of forming knowledge on sustainable development in future environmentalists.

Current trends and relevant international recommendations on innovative teaching methods and technologies include the following changes in the educational process [3]:

- lectures to large flows must succumb place employment in small groups (seminars, projects), with emphasis on problem-made (or project) oriented education system (*problem/project-based learning*) and mastering practical skills (which are problematic under the current, highly constrained , financing public higher education institutions);

- technology education should be as focused on information and communication technologies (*e-learning*), including greater use of existing online educational tools (*open educational resources*);

- to change approaches to teacher work towards increasing self-study under the guidance of teachers, *increasing the number of individual sessions*, etc. (focus on classroom hours is inadequate to modern learning environment).

This approach to the educational process, along with the modernization of the evaluation system could significantly change the situation of training future professionals, including environmental experts. Unfortunately in Ukraine so far no projects related changes in the system of modern education that meet the specified guidelines. No information about the changes and the methods and technology

education in the structure of the control system of education of Ukraine, in particular for the formation of education for sustainable development (still only emerging).

With the transition of society towards sustainable development objectives and tasks of professional ecologists future of significant changes due to the ever increasing need to restrain consumer attitude to nature. Particularly relevant is the question in the context of the implementation of the new HSWO Ukraine , in particular the production functions for solving typical problems such activities as "development plans and programs in the field of sustainable natural resources ", which includes not only the ability to "expect local, regional indicators and indexes sustainable development for the analysis of the (level of) socio- economic systems, reasoning and decision making", but also the ability to "develop science-based guidelines to support management decisions in the environmental and restoration of nature activity" [4, p.42-43]. However, specific management decisions in such circumstances is that "they are made not only on behalf and for the benefit of and on behalf and for the benefit of descendants" [5, p.118].

According to preliminary OPP Bachelor (2004) and current OPP Bachelor (2011), at independent regulatory disciplines specific environmental management functions are considered only in such disciplines as "Environmental impact assessment", "Environmental Monitoring" and "Environmental regulation". These same environmental and management functions covered in the 2nd module course "Governance Structure in environmental activities" [6, p.367], which includes besides theoretical knowledge in the field of environmental management, a whole block of the legal provision (application forms , time of submission, review and return of documents, etc.). In our opinion, appropriate to transfer all these disciplines to the OPP training OCD "master" (in thematic modules subject "Environmental Management", and OPP Bachelor of environmental education leave only conceptual elements (purpose, principles, objects and subjects of objects, etc.) [7]. The development of future environmental OPP important to ensure its alignment with other structural elements of learning content that is logically link the normative "master" discipline of disciplines "precursors" and subjects "successor".

Block disciplines that implement competence control production function are presented primarily discipline "Environmental Monitoring", in particular, those blocks of content modules like "Monitoring of air", "Monitoring of surface water", "Geological Environment Monitoring", "Monitoring soil", "Monitoring of biological resources" and so on.

Communication of professional and practical training on the subject "precursors" for students will be much more effective if the training materials on methods of environmental information precede material on methods to obtain such information. In the latter should organize their nature (physical, chemical, biological) and take the form of three blocks of content modules: physical, chemical and biological methods for obtaining environmental information [8] (these modules are presented in the following sequence in developed our textbook "Environmental Monitoring" [9]). Thus, the internal optimization of professional and practical training of future specialists in environmental curricula should be accompanied by a strengthening of ties with other structural elements of the learning content.

In the first stage of developing recommendations on the content of educational, scientific and methodological materials for each base core competence future degree - ecologist identified specific discipline in which these competencies should be covered with their interdisciplinarity in the context of the transition to sustainable development of society.

Among the social and personal competencies for undergraduate level should highlight the socio-cultural and socio-labor, which should be interpreted in such disciplines as "Sociology", "Culture", "Politics" and "Safety". This socio-cultural competence must first ensure that the student's ability to organize and conduct specific sociological research, knowledge of the elements of the theory of social mobility and the ability to determine the structure and spheres of social actors. To implement these skills in the discipline "social ecology" should provide appropriate blocks of content modules.

Competence to ensure safe spheres of social actors to appear in the Content module discipline "Safety". It is extremely important blocks of content modules in

content subjects "social ecology" and "Safety" we are given such power as the "Social Development " and "Society and Natur", which is well represented in almost all textbooks on these subjects. Another important aspect of social and personal competence is the ability to formalization and interpretation of social and environmental information, which is formed disciplinary (subject) competencies such subjects as "Higher Mathematics" and "Modelling and prediction of environmental conditions . "Some thematic modules of this area should include discipline "Environmental Monitoring ". Thus , the content of the subject "Environmental Monitoring" we added the following blocks of content modules , like "Formation Database", "Database Management", "Methods of analysis of monitoring observations " and "Principles and methods of predicting changes in the environment".

The second phase was identified key competencies match the content of the basic disciplines of educational and professional master's program in ecology specialty "Ecology, Environmental Protection and Balanced Nature". Among the social and personal skills at the graduate level also highlighted the socio-cultural and socio-labor , primarily , in particular , these include such competencies as awareness of the problems of sustainable development, basic knowledge of the principles of co-evolution of the biosphere and technosphere, ethical behavior, system thinking and understanding of the processes of social and economic development and social responsibility for the results of professional solutions. The implementation of these competencies in OPP Master provides content such subjects as " Sustainable Development Strategy ", " Civil Defense " and " Methods and research ," according to the structural and logical block diagram of the formation of the content of teaching materials Master's Degree . To improve the consistency of the material to the content base course "Sustainable Development Strategy" was proposed to include material on the evolution of the formation of "society-nature" signs and elements of modern biosphere crisis and the basic principles of environmental ethics and environmental education, as essential components in the development of society during the transition to sustainable development.

By discipline "Civil Protection " and " Methods and Research " was included in introductory classes where students acquainted with the place of social and personal competencies in the overall structures of SRF.

Such competence as "social responsibility " and " understanding the processes of social and economic development" should also be the subject of training modules disciplines " Civil protection " and " Methods and Research ," but in a way that does not significantly overlap the semantic core of the discipline " Strategy for sustainable Development ".

Instrumental competences (such as "ownership methods of processing , storage and dissemination of information", "skills for experimental research", etc.) certainly have ensured appropriate blocks modules disciplines" Environmental Monitoring" and " Methods and Research".

Ability and communication skills both native and foreign languages are formed by each standard and sample disciplines in the OPP 's degree and master's degree, during the seminar and laboratory workshops (by providing opportunities to prepare and serve the reports, make presentations, to protect Abstract and coursework, etc.).

It is important in this case, the teacher constantly monitor not only professional and semantic component of the report , but also skills students briefly present the material (within 5-7 minutes) and how to properly build the structure of the report as vocabulary teaching material.

Skills in computer networks are formed within the course " Information and Systemology" and secured the organization of independent work under the guidance of teachers, in particular through incentives to search for original materials in the preparation of the abstract independent of each discipline , writing student research to participate in conferences and so on. General- scientific competence of virtually all specialties Master Training as " Ecology , Environmental Protection and Balanced Nature " should be provided in the teaching of all normative disciplines - OPP respective predecessors and, above all, discipline of " Higher Mathematics", "Physics" (1 - year) , "Chemistry of the basics of biogeochemistry " , " Soil " , "General Ecology " (2nd year) , "Technical Ecology",

"environmental Monitoring", "Landscape Ecology", "human Ecology" (3rd year) , "Modeling and Forecasting the environment", "Urboecology" (4th year) and "Methods and research", "Sustainable Development Strategy (5th year) .

Professional competence, in the main , have ensured regulatory disciplines cycle "natural-scientific, professional and practical training. "For example, 8.04010601 specialties "Ecology and Environment" 8.04010602 "Applied Ecology and Sustainable Nature (industry)" and 8.04010603 "Environmental Security" professional competence with respect to the ability to identify the sources of environmental impact provided subjects precursor of bachelor course " Technical Ecology", "environmental Monitoring", "Landscape Ecology", etc., and knowledge of basic principles and the principles of state environmental policy and environmental safety have formed such disciplines as OPP bachelor "Environmental Security", "Environmental Law and Environmental Law," "Environmental Economics" and regulatory professionally oriented disciplines OPP degree (eg, "Sources of Environmental Hazards" and "Methodology and theory of ecological Safety").

Flow Chart of the learning process was developed based on subject- active approach taking into account the need for training future environmental experts to carry out major production functions and ensure their professional mobility through modernization as a process of learning and teaching support. Compared to the current curricula of most universities in Ukraine , preparing environmentalists suggested spelling learning content environmentalists characterized by a decrease in the number of subjects and thus decreasing semantic overlap between them [10].

The structure of the educational process fully complies with the regulations enshrined in the Ukraine Ministry of Education guidelines to reduce" the number of subjects of professional and practical training through a combination of content that is shared substantive focus" in the development of EPP (especially in the "Regulations on the ranked education system in Ukraine", approved by the Cabinet of Ministers of Ukraine № 69 dated January 20, 1998).

Conclusions. The approach to content development of teaching materials and variant structural logic of the educational process of future environmental concerns

mainly academic disciplines cycles mathematics, natural sciences, professional and practical training, and training courses on the cycle of humanitarian and socio-economic training they are, in terms of implementation of the SRF, better to teach logical interlace with related academic disciplines of the first two blocks. In particular, the content of the course "Philosophy" is to ensure the acquisition of social and personal competence as "the ability to take into account social relations during their activities" and "ability to conduct sociological research". Lack of OPP disciplines as "Sociology", "Political Science" and "Law" not only increases the burden on basic semantic subject "Philosophy" , but leads to the need to expand its content is not typical for her educational elements.

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**SOME ASPECTS OF THE FORMATION OF VALUES OF FOLK ART
CULTURE AMONG TODAY'S COLLEGE STUDENTS**

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The author clarifies the concept of folk art and artistic value of folk art culture. The author makes particular emphasis to the educational process of forming value sphere of students in today's high school by means of the national fine arts.

Keywords: folk art, values, popular culture, college students, the educational process.

Every person considers himself to a particular nation, the particular people; adheres to its interests, values and priorities. The people cannot exist without the people's culture and national values. These concepts, in our opinion, are crucial in the development of the nation or the people as one whole. The values and priorities of

any nation are determined by its culture and identity. The globalization process that engulfed the remotest corners of the globe, hasn't created a basis for uniting the world community yet, but rather brings to life all the new evidence of the increasing fragmentation. The unification of cultures on the level of technology generates feedback processes on a psychological level; it activates the system of values of popular culture. Updating the value sphere as a defensive reaction to the processes of unification is ever more clearly traced today.

Contemporary socio-cultural situation is that recently social ideals and values are rapidly changing; this leads to the disappearance of many folk traditions, dissociation of generations and social instability. There is a breakdown of established social relations. There is a drop in the importance of moral values; there is very rapid transformation of society's values. There are unreasonably low rating of spiritual and moral values among students, the dominance of foreign pop culture, blurring of moral values and ideals, the lack of belief in a better future of civilization among young people.

At the same time, status of spiritual and moral values is worldwide growing, as they act as determinants in relation to improving the life of people. The problem of values has attracted increasing attention from various sciences. This is explained by the special role of values in society, related to the regulation of human activity and the various social groups. The attention of students to the spiritual experience of the past to the problems of ethics is increasingly attracted. The increased interest is caused by the philosophical understanding of modern life, attention to the inner world of man, to the problems of good and evil, by the meaning of human existence and the possibility of attaining happiness. Changes in cognitive orientation of people are indicative: they are concerned by not so much global issues as by the fate of the man, his development as a person.

Thus, training, focused on the formation of national values of students, is one of the priority tasks of the modern system of training in college. Modern education and training, if it excludes the spiritual and moral nature of man, and is focused only on transference of the maximum amount of knowledge and development of technology,

does not provide a professional success of specialist, that inevitably generates a crisis of socio-cultural and personal identity. In this regard, it is essential to awaken in each student truly human, his spirituality, the will to self-knowledge and self-improvement, self-development [1].

As the educational system of the university is a set of forms, tools, techniques and principles that promote the development of spiritual and moral culture of the student - the future specialist, the main purpose of education is to develop the general and professional culture of the students, their understanding of the history of civilization, and the role of spiritual needs and artistic interests in society, introduction to ethical culture of communication, awareness of its place in the dialogue of cultures, self-development of moral consciousness. Therefore, a holistic and at the same time flexible and variable system of training and education that focus on self-development and intensification of moral and spiritual and folk culture of the students is necessary.

Folk art culture is a part of the artistic culture of the society. It develops under the influence of established and accepted in the community artistic norms, values and ideals. The specificity of folk art culture is that it embodies the traditions (that is resistant forms of life of the people, reflecting the peculiarities of its national character and national images of the world).

Folk art culture is the oldest layer of the cultural heritage of each people. One of the biggest challenges facing our society today, is its spiritual and moral revival that cannot be done without mastering the cultural and historical experience of the people, created over the centuries, by a huge number of generations and embodied in the works of folk art. [3] The man who lost his roots, becomes lost for society. And nothing is more conducive to the formation and development of the individual, his creative activity, as an appeal to national traditions, rituals, folk art, because being in a natural setting, it easy, without much difficulty, sometimes intuitively mastered it. Folk art, including a large number of genres is an invaluable wealth of our nation, a huge layer of culture, both national and international, the mark of abilities and talents of the people. It concentrates the whole experience of mankind, carries all forms of

social consciousness, involves a huge amount of information, and establishes continuity between the past and the present. This makes folk art "universal means of socialization, a means of learning social values" [3, 37].

Folk art culture is a broader concept than the folk art creative work. The folk art creative work includes a collection of works of art of various types and genres created by people on the basis of its original traditions, as well as specific forms and methods of artistic and creative activities. The process and the results of folk art creativity are inextricably linked with the ideas of a nation of the world, with the peculiarities of its national character and creative aspirations.

Folk art culture is a complex and multifaceted phenomenon, not limited by folklore. Apart from the traditional for one or another people types and forms of artistic activity and its results (pictures, stories, songs, dances, figurines, etc.), folk art culture includes a system embodied in images of basic moral values and ideals of one or another people, reflects his outlook and world view [4].

Folk art culture also includes established in a particular ethnic group and transmitted from generation to generation, forms and methods of creation, preservation and dissemination of artistic values, forms of existence of the works of folk art. Folk art culture has ancient origins and the wonderful traditions that we should to maintain and develop in the modern world, thereby saving the most precious thing a human has - folk wisdom, purity of mind and spiritual beauty.

A necessary clause for the organization of the orientation process for national values should be the work of students on the use of the full potential of people's cultural traditions, the carriers of which are of works of folk art. The main thing in them is the enduring reference values, ideas, meanings, perceptions of nature, the cosmos, man's place in the world, image of the ideals of wisdom, strength, heroism, beauty, good and evil, and of forms of "right" and "wrong" behavior and structure of life, of service to the people, motherland, of love to the country, that is, all that can be a major guide for the student in the professional, social and personal life.

The problem of values was considered by many scientists Rubinstein C.JL, Ananeva BG, Davydova VV, LI Bozovich, Shatsky ST, Hessen S., Moskalenko AT

etc. Since the second half of the 80th yy. the contours of teaching axiology are beginning to shape in philosophy of education (Gershunsky BS, Rozin, VM, Schedrovitsky GP, etc.). Motivational and valuable relation to cognitive activity in terms of further humanization of education is researched (BI Dodonov, Kuznetsov BG, Mamchur EA Mironov, VB, etc.) The problem of value orientations in education is reflected in the works of Ginetsky VI, Pryanikova VG Ravkin ZI Sobkin BC Axiologic priorities and strategies for the development of education revealed Bim-Bad BM, Bogouslavsky MV, Nikandrov ND and others. Axiologic characteristics of teaching activities are represented in the works of Andreyev V.I., Vulfov BZ, Slastenin VA, Shiyanov EN, Schepkina NK etc.

Aspect concerning the value orientations of students in higher education has not been studied enough. Available on this subject publications (S. Hesse, VA Nikitin, Elkanah SB, Osipov PN, Puvinskii LI et al) are devoted primarily on developing the foundations of the scientific world in the framework of higher education . Review of scientific and educational literature (Ariarsky MA, Baklanov TI, Bogoudinova RZ, Zharkov AD, Kargin AS, Kisilevskii TG, Krasil'nikov JD, Maksyutin H . F., Maslennikov B.SH., Smirnov EI, Sagittarius JA, Surtaev VY, Triodin VE, etc.) enucleated that problems of the formation of moral values especially in socio-cultural system of vocational education, which also addresses only to certain aspects of the problem, were insufficiently lighted and developed .

Issues of aesthetic education of students and the effectiveness of the integrated use of various art forms in the process of learning are justified in the works of Borev JB, Zis AJ, Kagan, MS, E. Kwiatkowski, Kiyaschenko NI Lazarev and . L. Leyzerov NL, Likhachev BT, Krylova NB, Melik-Pashayev AA, GA Petrova, TV Shurtakova etc. However, the problem of the influence of folk art on the development of spiritual and moral values of the students with the allocation of general and specific conditions, isn't almost studied.

Value-based approach in education does not only belong to a perfect sphere of social life and human activity. Spiritual values have always been the ideal sought by the best representatives of humanity. Becoming of a person involves not only the

development of his mental capacity, but also the assimilation of system of human values that form the basis of his culture. [4] The introduction of these values in the educational process is of great social importance. The prospects of humanization of education, the meaning of which lies in providing a conscious choice of spiritual values by individual and developing on this basis steady, consistent, in the course an individual system of value orientations largely depend on its successful solutions. The role of implementation of the strategy is high. It is education, due its influence on the younger generation, contributes to the formation of a new social consciousness and, thus, influences all areas of life.

The educational potential of folk art in the orientation of students on the spiritual and moral values allows them to create and stimulate self-development: respect for the existing traditions, ceremonies, culture, activation of the formation of such qualities as love to Motherland, justice, kindness, honesty, love, and tolerance; creating a culture of behavior, learning ethical norms of communication, analysis of skills in comparing the true relations of the real world, the ability to think and compare actual events to each other, the development of the aesthetic needs and aesthetic culture, the formation of active, creative approach to reality, the impulse to self-education, self-realization and self-sufficiency.

Spiritual and moral potential of folk art contains components that: bring people together, ascribe to human Wisdom, Love, Beauty, Nature, Homeland; reflect the internal spiritual condition of man; reflect the value relation of man to the world and to himself; contain distinction of positive and negative, understanding of the mind and the stupidity, of trick and singleness, of good and evil, of heroism and cowardice, etc., determine the norms of behavior, contain the ideas of work ethic, form a national identity card, based on the feeling of spiritual connection with the people, awaken and develop a sense of national dignity and pride for his people, create a sense of humanity in the area of ethnic, human relations, create conditions for empathy.

The involvement of students in the national artistic creativity provides: involvement of student in creation of value artistic culture; consistent formation of

spiritual and moral feelings, tastes, and moral ideals, approval of spiritually - saturated forms of professional activity and communication, all-round promotion of moral and cultural activity, prompting of the need for spiritual and moral self-realization.

The spiritual values of the individual are formed in the family, informal communities, labor, military and other bands, in the sphere of media, arts, recreation, etc [5].

But most systematically, consistently and deeply spiritual and moral development and education of the individual is in the field of education, where the development and education are provided by students' way of life.

There is the identity of the student and his desire to understand the whole picture of the world, the familiarization of culture as the experience of previous generations, the introduction to the spiritual heritage of the past, cognition of the present at the heart of modern upbringing and education process in higher education. How students will master the experience passed by previous generations, so they will enrich their spiritual world [5]

The specifics of folk art lies in its unique ability to perceive the phenomena, facts and events of the world aesthetically, as opposed to scientific comprehension, operating primarily conceptual and logical unit. Art has a humanitarian character and aesthetic nature, so it becomes a means of education, the essence of which is in reference to a person – medium of creative nature, in the development of this creative nature, in filling of academic disciplines with the alive senses, vivid images.

However, analysis of the concepts of the use of folk art in the visual arts education, the study of scientific and educational literature on inclusion in some form of artistic material and traditional creativity in the process of learning the fine arts, as well as familiarity with the practice of the theoretical ideas in specific methodological developments indicate paradoxical at first glance, situation. Appeal to people's artistic heritage, allowing successfully solve particular problems of mastering any particular type of folk art, in general, for various reasons, does not affect enough the degree of formation of values of art culture and art development expertise.

It is now almost all scientific studies on various issues, including traditional artistic heritage in the content of art education contain a phenomenon of the positive impact of training on the art of folk art on the formation of artistic culture, traditional values and increase the efficiency of learning the fine arts. However, issues of disclosure of the root, the genetic nature of the interaction and interdependence of these close in nature 'artistic worlds - the folk art and technique of realistic art undeservedly remain on the periphery of attention of artistic pedagogy, getting not enough serious scientific interpretation. As a result, there is a fairly well-established and widely held belief that all types and forms of folk art, even being included in the random order in the process of learning the fine arts at the university, at times, regardless of specialty and interests of students, as a matter of course, have a beneficial effect for the formation of values of folk culture.

It is clear that currently known subjectivity, unilateralism, and sometimes uncertainty in the interpretation of the role and place of folk art in the educational process of the university derive from this. Therefore justified didactic interpretation of ways to implement the artistic creativity of folk culture not always has largely a negative impact on the effectiveness of training the fine arts, and on shaping of the aesthetic and spiritual and moral values of the individual, and on the development and understanding of the adequacy of the rich artistic heritage of the peoples of the world.

In this aspect among the vast diversity of opinions and approaches to the interpretation of the need to integrate artistic and imaginative folk art material into the content of the educational process at the university there are two underlying trends [3]:

a) A national approach, here coverage of the history and development of the national art dominates and it is considered quite sufficient to limit the study of traditional techniques and methods of artistic skill. Such interpretation of the principles of selection and inclusion of various forms and types of folk art in art education content can be found in the research of many researchers of middle of the twentieth century.

b) cultural and art history approach, when ethical and aesthetic aspects of the training and education of students by means of folk art dominate. Attention is focused primarily on cognitive, semantic, evaluation, communication, education, utilitarian functions of folk art. At the same time artistic and creative development is often treated merely as a means to enhance the so-called "core" of education and training that unnecessarily pushed into the background the development of the theory and practice of the language of fine art. The main and decisive aspect of art education is considered to be value-socializing, worldview aspect associated with the formation of the historical and cultural memory.

The formation of values of folk art culture of students in the educational process of high school shows the process of moving to the truth in the course of learning. Works of fine art are one more bright window through which a person attains a delicate, noble vision of the world. Painting, drawing and sculpture maintain in the heart of the student a sense of grandeur and beauty of a person; pick a man up in his own eyes [2].

The formation of values of folk art is associated with a specific focus of spiritual and moral upbringing and development of the student:

1. Training of citizenship and patriotism.
2. Training of moral sentiments and ethical consciousness.
3. Training of diligence, creative approach to learning, work, and life.
4. Formation of value attitude to health and a healthy lifestyle.
5. Training of value attitude to nature, the environment (environmental education).
6. Training of value attitude to the beautiful, the formation of ideas about the aesthetic ideals and values (aesthetic education).

In addition, in the process of understanding folk art culture high moral qualities, a willingness to cooperate, as well as the formation of a self-developing, self-improving person is formed among students.

The special role of art in the aesthetic, spiritual and moral education lies in the ability of fine art works bring to the student as closer as possible that world of

experiences, joys and anxieties, moral values and immoral acts in a collision which is formed personality of the student. There is a finding of norms and values that become the foundation, inner rod inside the personality, able to build its life in this world, in accordance with the domestic natural moral law and its conscience, being the personal judge for each person.

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**SEAMEN TRAINING ON RECEPTIONS OF THE PSYCHOLOGICAL
HELP IN CRISIS SITUATIONS**

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Abstract. Some aspects of training of maritime HIGH SCHOOLS students concerning a psychological assistance for victims in crisis situations on the sea are considered in this work.

Keywords: training, seamen, the psychological assistance, crisis situations.

Emergency situations are widely spread in modern socio-political conditions more and more. Even more often people get to conditions of technogenic catastrophes, natural disasters. Therefore interest to psychology of extreme situations steadily grows in the modern world. The wreck of a vessel, accident on a vessel are extreme situations and they can't be considered only from the point of view of objective features, without taking in attention components, such as, for example: perception, understanding, reaction and behavior of people in such situations. The significance of a psychological component is especially important on passenger vessels where there are hundreds or thousands persons on rather small space. Unavailability of passenger ship officers and crew to manage crisis situation and behaviour of people brings to nothing all efforts of crew on rescue of passengers and a vessel at occurrence of an extreme situation.

The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978 as Manila amended, and also other instruments of International Maritime Organization [1, 2, 3] regulate ship crews training on management of crisis situations and behaviour of people, including training of seafarers, capable to render the psychological help.

The bitter experience of accidents and failures on the sea shows that usual methods of psychological influence are not applicable in many extreme situations [4]. Everything depends on the purposes of psychological influence in extreme situations: in one case it is necessary to support, to help; in other it is necessary to stop, for example, rumors and panic. At the organization of evacuation of passengers and crew from a perishing vessel it is necessary to remember that victims of natural disasters and accidents suffer from the following factors caused by an extreme situation.

- Suddenness. The more suddenly the event is, the more destructive it is for victims.
- Absence of similar experience. People often learn to endure disasters and accidents at the moment of stress as they are rare.

- Duration. Traumatic effects can be multiplied with each next day at victims of some long extreme situations (a long stay on a life boat or on a raft).

- A control lack. Nobody is able to control events during accident. A lot of time can pass before the person will be able to control the most usual events of an everyday life. Signs of “learned helplessness” can be observed even at competent and independent people, if this loss of control remains long.

- A grief and loss. Victims of accidents can be separated with beloved or lose someone from relatives. The worst is to stay in expectation of messages about all possible losses. Besides, the victim can lose a social role or a position because of accident.

- Constant changes. The destruction caused by accident, can be non-recoverable. Victims can appear in absolutely new and hostile conditions (wreck of a vessel, disembarkation on rescue facilities and stay on them for a long time).

- Death threat. Even short, menacing lives situations can change personal structure of the person. Serious mental crisis is very probable at close collision with death.

- Moral uncertainty. The victim of accident can face the necessity to make the decision connected with system of values capable to change life, for example, whom to rescue, how much to risk, whom to accuse.

- Behaviour during event. Everyone would like to look in the best way in a difficult situation, but not many people manage to do this. What the person did or did not do during accident can pursue him very long.

- Scale of destruction. The person who has survived in the accident will be amazed by that, the accident has done with his environment and social structure.

Change of cultural norms forces the person to adapt for them or to remain a stranger. As an example can be the people of various sex and age who stay on collective rescue facilities. All these factors influencing the person in an extreme situation can cause emergence of such symptoms, as delirium, hallucinations, apathy, stupor, motor agitation, aggression, fear, hysterics, etc. All process of people survival at sea after the wreck of a vessel can be described in three stages: staying on rescue

facilities and two-three days of adaptation to new living conditions; the basic period – expectation of rescue; rehabilitation after rescue. There are factors of a survival for each stage, which it is possible to represent in two groups – objective (independent of will of people) and subjective (crew qualification, vessel emergency equipment, psychological readiness to operate in critical situations). Subjective factors play a huge role at the first and second stage of a survival. The critical situation causes powerful stress on the person, leads to a strong nervous tension, negatively affects on health as a whole – not only physical but also psychological. Thus, it becomes clear that ability to control behaviour of people, to organise life on rescue facilities (raft, boat) being in them in the conditions of the big density of people on the small area becomes as the corner-stone. This problem is solved by the commander of rescue facility (one of vessel officers). Life of people on rescue facility depends from commander ability in the present state of affairs to create conditions for nervous "relaxation". The officer should know technics of psychological help in each separate case. The example of practical recommendations about rendering a psychological assistance for those who has got to a critical situation is given below [4].

STUPOR. Stupor – one of the strongest protective reactions of an organism. It comes after the strongest nervous shocks (explosion, an attack, rigid violence). The person has spent so much energy for a survival that already he has no forces to contact with world around.

The stupor can last from several minutes till several hours. If not to assist and the victim will stay in a stupor long enough, there can come a physical exhaustion. The victim does not notice danger and will not undertake actions that to avoid it. The main signs of a stupor are: sharp decrease or absence of any movements and speech; absence of reaction to external irritants (noise, light, touch and pinch); "freezing" in a certain pose, catalepsy, condition of a full immovability; separate muscles groups' tension.

Advices. To bend victim fingers on both hands and to press them to the palm basis. Thumbs should be exposed outside. Massage points of victim located on a forehead, over eyes exactly in the middle between a line of hair growth and

eyebrows, accurate over pupils with fingertips of the big and index fingers. To put the palm of a free hand on a breast of the victim. Regulate your own breath under a rhythm of his breath. The person, being in a stupor, can hear and see. Therefore you must speak to him on an ear silently, slowly and accurately that can cause from him strong emotions (better negative). It is necessary to achieve reaction of the victim by all means, to deduce him from catalepsy.

The simplest methods of rendering of the psychological help in a concrete situation mentioned above. It seems that they are well-known, all of them know. But it is far not so. As a rule, getting to a crisis situation at the sea, the person cannot hope for the psychological help from experts. He will be surrounded by same victims, as he. And they should help each other. Therefore it is vital to give to the future seamen elementary knowledge on these questions at marine educational institutions. The International Maritime Organization develops model courses in which a lot of attention is given to problems of rendering of the psychological help in crisis situations. Such model courses are: 1.28 – Crowd Management, Passenger Safety and Safety Training for Personnel, Providing Direct Services to Passengers in Passenger Spaces; 1.29 – Proficiency in Crisis Management and Human Behaviour Training Including Passenger Safety, Cargo Safety and Hull Integrity Training; 1.39 – Leadership and Teamwork. In the same context it is necessary to pay attention that the International Maritime Organization has reorganised Sub-Committees in 2013. The Sub-Committee on Human Element, Training and Watchkeeping has been created.

At Odessa national maritime university much attention is given to a question of students training to work in difficult conditions of sea practice (including in crisis situations). Training elements on rendering of the emergency psychological assistance are entered in programs of training of the future fleet officers on disciplines «Bases medical knowledge», «Survival in extreme situations», «Crew Management in usual and extreme conditions». However, in our opinion, «scattered nature» of the material on different disciplines, does not give complete perception of a problem to listeners. It is expedient to raise the question of formation uniform

discipline for seafarers which would be devoted questions of psychological compatibility of crew, management of psychological atmosphere on a vessel and rendering of the psychological help to crew and passengers in usual and extreme conditions at the next revision of educational standards.

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**THE ROLE OF STUDENT GOVERNMENT IN THE SHAPING
OF SOCIAL AND PROFESSIONAL COMPETENCE OF TEACHERS**

North-Eastern federal university named after M.K.Ammosov,

Yakutsk, Belinskya, 58

Abstract. Examines the role of education in shaping the social and professional competence of the teacher, the peculiarities of the student government as a form of students social activity justified pedagogical conditions of development of student self-government in the educational system of the university.

Keywords: education, educational system, competence, student self-government, brought up among university, pedagogical support.

With the development of modern society, where the intellectual and physical condition of a person depends on the future of our country, the problem of development and education qualities of social interaction at students is especially important. The new Law of the Russian Federation "About Education" descriptively presented the objectives and content of education. In particular, the education is characterized as a process of training and education for the benefit of individuals, society and the state, aimed at the development of the individual, his individual mental and physical abilities, endowments and talent.

The education system in higher education institutions is becoming one of the aspects of the development of the student's identity, ensuring competitiveness on the basis of interaction and cooperation of teachers and students in spheres of their joint educational and extracurricular activities as well as in the realization of self-management.

Full active social development of the future specialist can be achieved by creating different forms of collective self-organization, in particular, self-management in high school.

Consider in more detail the nature and characteristics of the student self-management. Self-management – is interaction community of the people together defining purpose, object and subject of its activity, contracting on ways and means of its realization. In the process of this joint activity there are special types of relations which give their interaction nature of cooperation, joint being in activity and communication space [1, p.9].

In the theory and practice of education self-management in the history of pedagogy was considered as a means of discipline, education of the active individual development embodied in the person of his

creative powers, enhancing the role of collective in the social education of pupils.

Student self-management, acting as one of the most powerful incentives to encourage social activity of students is the specific democratic institute oriented to working with the administration and public organizations for optimization problem throughout life of an educational institution. Implementing the ideas of students to participate in the management of the university, student self-management is a process of decision by the students themselves vital issues of administration educational institutions, both in educational and in the extracurricular sphere.

Pedagogical potential of student's self-management is effective enough it is bank of ideas an exchange with which enriches idea of the world, it is interaction with interesting people, views and actions which extend intellectual, social, communicative, emotional horizons, it is the vigorous activity bringing pleasure and advantage to people; it is a reflection and versatile development of the student.

In our opinion, the development of the student's self-management, demands increased participation of teachers. It is especially important for junior students, as this age period is the most significant in the personal formation and development of individual students.

The success of self-management is connected with deep understanding of a role of this process in development of the personality, in improvement of the teacher's activity. The success is born in work, in overcoming of obstacles, in ability to reach top, in the course of experience of emotions of joy and pleasure from cooperation, understanding and support.

Thus, the student's self-management can be regarded as a special form of initiative, self-responsible social activities of students to

directed on the important issues of student's life, the development of its social activities, support for social initiatives.

We characterize the pedagogical conditions of development of student's self-management. One of the conditions, in our opinion, is pedagogical support of professional development of the student identity.

According to the dictionary, the term "pedagogical support" is often regarded as a method of ensuring the creation of conditions for the adoption of the subject of optimal solutions in different situations of life choices .

Pedagogical support of student's self-management eliminates the direct pressure and disciplinary impact on students and their representatives in the management of higher education institutions. Important aspect is the creative approach. Student creativity aimed at changing the world around itself, teacher creativity is directed on the formation and development of the student.

Efficiency of pedagogical support is largely predetermined by level of pedagogical interaction. Teacher and student interaction involves an active position and preservation of individual style of creativity of each person.

Social competence of future teachers is a obligatory part of his general professional competence and includes a set of social-pedagogical and social-psychological knowledge, skills, ways of life, necessary for high-quality productive professional and pedagogical activity. The main components of the social competence of future teachers are:

- social-perceptive (knowledge and understanding of people, observation and insight),
- social-psychological (knowledge of patterns of behavior, activities and human relations, included in the professional group, collective; work in team, activity in collective),

- auto-psychological (self-knowledge, self-assessment, self-control, ability to manage their condition and serviceability, self-efficacy),
- communicative (possession of various strategies and methods of effective communication),
- psychological-pedagogical (influence implementation) [2, p. 17].

Formation of social competence of students in educational process of pedagogical education corresponds, on the one hand, the global purpose of the educational system - personal development training, his intellectual, the emotional and strong-willed and personal qualities such as focus, responsibility, humanity, tolerance, civic consciousness, etc. On the other hand, for future teachers is basic value ability to form social competence in their students and pupils. Implementation of objective requirements to activity of the teacher is shown in the successful solution of the most various pedagogical tasks in rational use of means, ways for achievement of the objectives of teaching and educational work.

The current point of the system of higher pedagogical education existing now on education of socially active shots demands further development of this problem. Study of the state and dynamics of the social activity of modern pedagogical high school student, preparing future teachers to the formation and development of social activity among students in the course of professional activities, the creation of new and modernization of previously applied educational methods and forms can be regarded as perspective lines of research [3, p. 115]. The main objective requirement to pedagogical activity is to achieve success in the formation of students' needs and abilities of self-movement to the heights of excellence in the chosen field, their willingness to work after graduation.

Modern pedagogy highlights some subjects in high school education: student community, identity of the teacher and public organizations. The student community should be considered as subject and object of education therefore pedagogy plays a significant role in educating young people identity. An important characteristic of the university as a student environment subject of education in favor of its spiritual and moral climate, i.e. the system of ideals, values, norms and traditions.

In development of student's self-management the business related activities of specialists based on the integration of educational potential of educational institutions and social environment is important. We believe that the personality - versatile subject of activity, transforming the world.

Influence of public organizations as a subject of education comes through the surrounding personality economic, political, spiritual, social environment: in this case the student acts as both object and subject of education and as the subject of self-education. Modern approach to an education problem in higher education institution assumes the accounting of interests of society (preservation of stability, general civilized norms of existence) and specific interests of the individual (leave a unique mark in society life) the graduate of the high school.

In this case, the student becomes an active partner, a co-organizer of the educational process in high school that allows him to realize goals and problems of education as freely chosen, accepted on the basis of personal desire, imposing it as a self-actualizing personality with his motives, feelings and requirements. Key focus formation humanitarian environment of high school at the same time is to create the conditions for self-development, self-improvement means adopted its leading qualities in social and professional spheres of life.

Basically, development of the student's self-management functions are standardization, universalization, differentiation and integration of the principles of continuity, adaptability, dominance, integrity, and optimality. New conceptual ideas of development of the student's self-management have as targets competence, initiative, communication skills, tolerance, creativity, adaptability, goodwill, efficiency [4, p.8].

On the basis of the North-Eastern Federal University named after M.K.Ammosov the Primary trade-union organization of students, student Coordinating Council, Joint Council of student dormitories, student groups headquarters carry out the activity.

Student Coordinating Council – is one of the most effective forms of organization of the student self-management. The main objectives of the Council activity are: organization of leisure of students, system works and carrying out actions for priority functional areas of student's life in educational institution, creation of conditions for the fullest possible disclosure of students' creative potential and assistance to improvement of their professional training.

In our opinion, for an effective system of student self-management it is necessary constantly pursue education and training of student activists. This requires teachers who have the necessary knowledge to all complex, - borrowed specifically for the workers primarily from the former leaders of student organizations, curators, representatives of educational structures with organizational, pedagogical and psychological skills.

During research we tested the activities of the annual "School of assets", in which the student self-management leaders was trained in various fields. Particular emphasis in the training is placed on the formation of NEFU faculties' asset.

Student self-management system allows students to participate in the management of the university and the organization of their activity.

The strategic goal of student self-management is training citizen capable to participate in government, to make and carry out socially significant decisions, to implement fully their right to vote and to be elected to the various organs of state and local government.

Student self-management activates the choice of activities, encourages students to choose the most effective style in any kind of activity and communication, to become developers of projects and programs. In these conditions, the students more efficiently and consciously use a large arsenal of hidden opportunities in the biological, personal, social and psychological determinants interacting of which not only allows to extend various kinds of social activities of students, but also to improve them to suit their individual and professional choices.

Thus, in terms of modernization of Russian education system, the formation of socially and professionally competent person of the future teacher gains the special importance. In solving this problem it is important not only activity of teachers, but also own students' activity. Participation of youth in the management of the University and the organization of their life while studying at the university implemented through a system of student self-management.

Student self-management is a form of initiative, independent, self-responsible social work of students. Conditions for the development of student self-management are pedagogical support of the student's identity, social and professional orientation of educational work at high schools, continuity observance between the traditionally established in the institution educating environment and innovative content and forms of student's activity.

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**PERSONALITY-ACTIVITY-ORIENTED APPROACH AS A BASE OF
TEACHING OF PHYSICAL AND MATHEMATICAL PROFILE CLASSES
PUPILS**

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Annotation. The article deals with the implementation of Personality-Activity-oriented approach in the teaching process of pupils in Physics and Mathematics classes.

Keywords: Personality-Activity-oriented Approach, cognitive activity of learners, profile training, Physical and Mathematical profile.

The concept of profile training notes that education in high school should function as a profile, as it contributes to the creation of conditions for taking into account individual characteristics, interests and students needs. Solving this problem requires the organization of personality-oriented education [11].

Various aspects of personality-oriented education were the subject for discussion of a number of scientists (L. U. Blagodarenko [3] I. S. Yakimanskaya [17], I. V. Korobova [8], V. D. Sharco [15, 16] and others). However, the characteristics of personality-active approach to teaching of pupils of classes physical and mathematical profile are still not disclosed.

It is known that in modern researches a holistic concept of personal-oriented approach to teaching was developed. In accordance with its principles, the training should be directed to the developing the student's personality, suggesting a special organization of its educational activities. This is explained by the fact that the psychological and pedagogical sciences at the present stage of development of education consider the development of student's personality as an active subject in the light of his activities. Therefore it is logically to relate personally oriented approach to a more general personality-activity as the second aspect of the approach to training should be the activity component.

Taking the definition learning activities D. B. Elkonina whereby its specificity lies in the fact that it aims to develop self-development and the subject of this activity, some scientists (I. S. Yakimanskaya, A. K. Markova, A. B. Orlov) raised the question of the duality of personality-activity approach: from the perspective of the teacher and the pupil's position [7].

Specified causes research on issues regarding the implementation of personality-active approach in teaching students. Therefore, the aim of our research is to clarify the ways to introduce of personality-activity approach to teaching high school students physical and mathematical profile.

The research problem was to search for answers to the following questions:

- What is the structure of activities?
- What kind of activity must the students fulfill, learning one or another element of knowledge?
- How should teacher organize training activities in order to get knowledge and the formation of skills directed to developing the student's personality?

The answer to the first question required learning the basic provisions of the general theory of activity. This is due to the fact that it is the starting point for the organization of personality-activity approach to teaching.

Analysis of the psychological literature on the subject revealed that there is no a clear interpretation of the concept of "activity" and its components.

Therefore, V. Scripchenko [6] notes that "activity - a conscious and purposeful human activity caused by the needs and aimed at cognition and transformation of the world."

In his turn, A. V. Petrovsky [10] gives the following definition of the investigated concept "activity – internal (mental) and external (physical) human activity that is regulated by a conscious goal."

In the structure of activity S. P. Rubinstein [12] highlights: motive - the goal - the conditions - the social situation - the result - an assessment.

A. N. Leontiev [9] underlines that the main components of activity are: motive → goal → conditions whose interaction determines the corresponding levels: the actual activities, actions and operations.

Psychological structure of activity scientist takes as the following scheme:

the need → the motive → the goal → the conditions → the result.

The Russian scientists-pedagogues [4, 5] suppose that the standard for today is such a structure of activities:

needs → the motive → the goal and the objective → the action → operations → the reflection result.

Analyzing various approaches to determining the structure of activity, we note that each of the above schemes provides that while carrying out of learning activities personality passes through three stages:

- Indicative;
- Executive;
- Control and reflective.

Each of the stages of cognitive activity assumes its didactic purpose. The purpose of the orientation phase is to lead the student into a state of readiness for the

perception material that will be studied. The purpose of the executive stage – in occurrence in the minds of student new images, concepts, laws, etc. to him. Test-reflexive stage involves finding out whether the objectives of learning are reached. In the case of error detection, the deviation from the correct course of action becomes necessary correction activities.

It is known that mastery of a certain type of learning activities and as a result, the assimilation of knowledge, can be successful only on condition that the subject of knowledge sequentially performs all actions which are adequate formed by his knowledge.

As a result of these actions of educational research are highlighted on the basis of methodological knowledge [14] S. E. Kamenetsky and N .S. Purysheva note that every element of knowledge that is absorbed is the result of activity. Last they call activities to create knowledge. Each element of knowledge is applied in specific situations or for recognition of situations the relevant to this knowledge, or for reproduction of such situations. Thus, three types of activities may be adequate each element of knowledge: 1) the "creation" of knowledge, 2) recognition of situations the relevant to this knowledge, 3) reproduction of situations the relevant to this knowledge.

On the basis of these ideas in preparation for the lesson, which will be implemented of personality-active approach to learning, the teacher in accordance with the study topic, specifies activities.

From psychology we know that the process of knowledge creation occurs in cognitive activity. The latter may be organized at different levels: reproductive, exploratory, creative. Analyzing the structure corresponds to different levels of cognitive activity of its execution S. V. Anofrikova [1] found out which elements of student activities should be given ready-made, and what he has to create their own.

Results of research scientist served as a table (Table 1), which we have added.

Table 1

Levels of organization of cognitive activity	Actions of organizer (teachers)	
	the student is given	student is offered

I Reproductive	Goal Subject Equipment Programme of Action	1. Final product
II Exploratory	Goal Subject Equipment	1. Write a program of action 2. Obtain a final product
III Creative: a) Low	Goal Subject	1. Choose an equipment 2. Write a program of action 3. Obtain a final product
б) Middle	Goal	1. select the object 2. Choose an equipment 3. Write a program of action 4. Obtain a final product
в) High	The situation in which there is a need in the goal formulation	1. Formulate the goal 2. Select the object 3. Select equipment. 4. Write a program of action 5. Obtain a final product

Scientists established that the person realizes just what the goal of its activities is. Thus, organizing cognitive activity in different ways, students will be aware of different things. Thus, in the process I - only the final product, at II - a program and the final product, at III (c) - all five components. This means that if the work was organized by the students at level I, they have not realized the action program, because it was given as a finished product.

Since modern requirements for the organization of the educational process proclaim the formation of cognitive activity at the level of independent of its implementation, then in high school, in particular classes of Physical and Mathematical profile, cognitive activity should be organized in levels II and III [2].

The choice of the level of cognitive activity depends on the potential abilities of each student, which will take into consideration personal component of this approach to learning. In this way, the generated knowledge and skills have become a disciple

clear, close, aware and arresting that gives senior pupil to use them in any situation. Last considers the main thrust of modern general education.

We should note that the implementation of personality-active approach to learning puts before teaching methods of school subjects a number of problems: the problem of replacing the common position of the teacher-informant, source of knowledge to the position of teacher-organizer who knows how to organize cognitive activity of students and manage it, the problem of creating a positive learning atmosphere of microclimate, removing social barriers in pedagogical communication, etc.

V. D. Sharko [15, 16] explored methodological aspects of the implementation of the activity and personal approaches to teaching pupils and students explored. Since any activity, including cognitive and learning, aimed at personality and is a mean of personal development, then, from our point of view, the results of scientific research can be combined and extended to the personality-activity approach to learning. For example, she notes that:

- The main condition for the effective implementation of learning activities is the independent nature of its implementation;

- Indication of the subject of training to prepare the implementation of the various activities is its experience in implementing all its stages, that is possible under the condition of self-education, including self-goal setting, independent work for the development of knowledge and skills, self-control, self-esteem, self-correction and reflection process and results of operations;

- The effectiveness of various activities, including cognitive, depends on the specific conditions prevailing in each of its species.

For cognitive activities directed to forming of knowledge, such conditions are:

- Creation of a positive climate in the classroom, the atmosphere friendly relations between actors and stakeholders in stimulating the desire to learn;

- Logical presentation of the material, involving various types of media and providing the conditions for its perception of teaching subjects with different types of perception (auditory, visual, kinesthetic, combined);

- Exercises on the recoding of information, its systematization and structuring, as well as exercises on the application of knowledge in practice;

- Focus on the process of learning the level of " knowledge - belief" ;

- Attraction of value- emotional sphere of training subjects.

Activity, the final result of which is the formation of skills, has its own specifics. Psychologists believe that the acquisition of skills and abilities must begin with a demonstration and explanation of the teacher's actions. It is helpful to demonstrate the effect of at least two-fold: first show - provides sample predominantly emotional motivational effect, the second show - perform actions at a slow pace with emphasis on individual elements, with pauses and explanations (what, how, and in what sequence should perform to achieve results) [16].

Realizing the personal component of the investigated approach to teaching, the teacher must know the basic principles of personal-oriented training and implement them. By the composition of these principles V. D. Sharko [17] relates the following.

1. The principle of personality of goal-setting student.
2. The principle of selection of individual educational trajectory by each student.
3. The principle of interdisciplinary foundations of the educational process.
4. The principle of training productivity.
5. The principle of the primacy of educational products pupil.
6. The principle of situational learning.
7. Educational principle of reflexion.

Summarizing the above, we note that in general, implementation of personality-activity approach to teaching solves the basic problem of education - to create conditions for the development of a harmonious, morally perfect, socially active, professionally competent self-sustaining person. In this personal component personality-activity approach assumes that the individual psychological characteristics of students are taken into account while learning process. This occurs through the content and form of educational tasks themselves through nature of communication with the student. The activity component suggests that in the process of training the teacher should form students' ability to carry out activities, in

particular cognitive. The approach to the learning process as an activity requires principally different consideration relations knowledge and skills. Knowledge should not be opposed skills and regarded as their component. Thus, instead of two problems - transfer knowledge with ability to use them and form them - before training on activity-based is worth one: to generate such activities, which initially include a predetermined system of knowledge and ensure their application in the pre-specified situations [13].

Further research perspectives are to develop methodical system of training profile subject in classes Physical and Mathematical profile of high school.

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**SOTSIALIZATSII OF ADOLESCENT WITH THE LIMITED
POSSIBILITIES OF HEALTH IN THE WORKING ASSOCIATION**

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Abstract. The successful socialization of adolescent with the disturbances of health is possible through his start in the system of the significant relations with the contemporaries, in the socially significant, useful and recognized activity, through the creation of the situation of success. These conditions are created in the working association of schoolboys with the presence of special psychological and pedagogical tracking.

Keywords: socialization; contact; vital style; communicative habits; joint activity; social role; reflection; responsibility.

Introduction. There are about 600 thousand children with the limited possibilities of health in Russia. Their start in joint working activity is the effective means of the socialization of children with the disablement.

As the index of the successful socialization of adolescent is his inclusion in social institutes, assimilation in the system of the social relations, characteristic for this society, by social roles, the presence in it of the system of steady relations with the contemporaries, capability for personal and professional self-determination.

For the adolescents the contact with the contemporaries is necessary for three reasons:

- this is the specific form of activity and interpersonal relations, that makes it possible to form in child the necessary habits of social interaction, the skill to be subordinated to collective discipline and to at the same time defend its rights;
- this is the very important specific channel of obtaining information;
- this is the specific form of emotional contact. [5]

Deprivation of this channel considerably hampers the socialization of child with the disablement into the society. Disablement produces in child the effects of the

primary disadaptation, connected with the limitations, superimposed by disease - limitation in the motions, the difficulty of self-service etc., that also causes the contraction of the contacts of child.

This reduction of contacts leads to the appearance of effects of the second disadaptation [3]. But this, in turn, behaves to the appearance of tertiary disadaptation, connected with a change in the relation to itself, to the perception as invalid, not capable of the valuable life. The appearance of this disadaptation leads to the fact that also the child, and family do not make efforts to the guarantee of successful socialization of child into the society, they lose the faith in the possibility of his normal development.

The break of this “vicious circle” is possible through the inclusion of child with the disablement in the system of the significant for it relations with the contemporaries, through the making of the situation of success, through its inclusion in the socially significant, useful and recognized activity.[6]

A. Adler wrote, that the basic way of the making of a personality - collaboration with other people. Design tendency toward the perfection plus is a strong public feeling and cooperation, collaboration - guarantee of molding of healthy personality [1]. However, children with the disablement are often deprived of possibility for cooperation; therefore in them is formed the ineffective vital style, in which there is no place for the skill to collaborate, responsibility, obligation and industriousness. But all these qualities, as shows practice, can be formed only under the conditions of joint socially significant, critical, aimed at result, activity [4, p.226].

In March 2013 was created the working association of child- invalids by the efforts of the “Center of social aid to family and to the children of October region” and “Station of young naturalists” in Krasnoyarsk.

The station of young naturalists are the center of ecological work in the edge and the city, the center of the support of ecological children's public initiatives. The activity of station is achieved in such directions as: agro-ecology, research activity, forest ecology, the social- significant activity. Adolescents with the disablement had the capability to participate in all forms of the activity of station, and also in the

activity in the cultivation of seedlings, the device of flower gardens, the improvement of children park, for which was achieved the remuneration for their labor.

On the first stage of functioning of working association of child, it whose necessary to establish the motives of the inclusion of children in joint working activity, and also their interests, possibilities and limitations as a result of illness. Thanks to this, it whose be possible the special organization of the joint activity of these children, which considers both the their specific features, and special features, assigned by disease.

To children with delay of the mental development, for example, in the first stages it is necessary to give the possibility of changing the kinds of labor, tests, since from onside, physical limitations these children do not have, but, from other side, for them are characteristic the frequent changes of mood, inability to concentrate attention, the increased fatigue. These children love to actively associate; therefore by them is most interesting joint labor.

To children with the disturbances of rumor one should be located in the circle of the speaking children, so that the habits of contact would be developed, and child could speak out by words, but not by gestures.

It is necessary to organize their joint labor in order contact, interaction of steel by the organic part of the joint activity, and to also create conditions for the free meaningful contact out of the working activity. The solution of the problems of age requires the expansion of the content of the activity of children in the force - the organization of joint leisure, psychological trainings; furthermore, to children it is important to present the results of its activity to itself and to association; in our opinion, to this it contributes the release of wall newspaper, different photo reports.

The use of the correctly selected games, psychological trainings, which satisfy the ability of each sick child and his directed toward satisfaction basic needs, will contribute to its best socialization. Specifically, these forms of activity composed the essence of the psychological and pedagogical support of the activity of children.

In the initial stage of work the children beat life situations, which influenced the information component of socialization. In this stage were carried out the games,

tasks of which it was create most positive emotional attitude to the work, be introduced, join group. In the following stage occurred the mastery of social relations, social standards, rights and responsibilities in the society. In these games the children mastered the roles of that leading and slave, revealed their creative abilities, mastered nonverbal sides and different styles of contact.

To develop communicative qualities and ability to work by group to children made possible such games as “island”, “sculpture”, “dial”. They made it possible to realize the activity component of socialization, since the children analyzed the social roles of their heroes, they got accustomed to into any means.

In the games in children the confidence in itself began to be manifested, they began to take to themselves the role of those leading, themselves to devise or to find in the Internet games and to organize their conducting with participants in the force. Subsequently these abilities transferred into the real joint working activity.

The manifestation of the reflexive features of personality could be observed, when children interpreted their actions in the process of game “pantomime”, “island”, where it was necessary to estimate the contribution of each on the uninhabited island, to devise and to demonstrate social role.

Furthermore, some children found in themselves forces to be included in the system of additional formation, to be written down into different circles. In children appeared not only the habits of self-service, but also desire and the possibility to help with the domestic matters. One of girl, sick by children's cerebral paralysis, sow seedlings for dacha, although in beginning stay in force it fear carry out similar work because of strong tremor hands.

However, after the first month of work in the working association in children began to appear confidence in itself and the faith in its possibilities, realization of the importance of the carried out activity, responsibility for the general result of labor.

A change in the motives of the start of adolescents in the working force became the meaningful result of our work: during the first stage, as we indicated, the leading motive it was material, which began increasingly more strongly to be replaced by the motive, connected with contact and appearance of an interest in the labor.

Specifically, the appearance of this interest we consider most important for the vital self-determination of adolescents, to their preparation for the selection of profession and the start in productive labor already in the adult stage of life.

Conclusion. Thus, we showed that the start of adolescents with OVZ in the joint socially significant activity in the composition of working force with the realization of special social-pedagogical tracking contributes to the solution of the problems of its socialization.

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MEDIA EDUCATION AS ONE OF THE PROMISING DIRECTIONS IN A TECHNICAL UNIVERSITY

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Abstract. In this paper we describe the use of analysis of abstracts of dissertations at universities, and in consequence, it is established that for the period

from 1960-2013 years of technical education was not included in the basic media education research. Consequently it is in this direction is perspective for new research involving developing media education specifics of this type of institution.

Key words: media education, technical University, engineer, education.

Higher education graduates' training becomes especially important in the context of modern society development and intense increase in the amount of information.

The analysis of the literature reveals that media education researchers pay special attention to future teachers and educators, and it is unarguable as they determine the future state of education of the Russian Federation citizens. But can we, Russia, the country of engineers not pay sufficient attention to the training of future experts in construction industry, transportation, etc. Currently, engineering education in Russia, having been withdrawn to the sidelines during the perestroika period, is again taking the positions in demand. Today, technologies play a key role in human life. An engineer, developing and upgrading these technologies, should be aware of the purpose of his/her activities. Professional competence in the modern world requires high-level knowledge of information technologies. In turn, the development of information technologies causes changes in the engineer professional activity, and raises the problem of technical university graduates' preparedness to apply information technologies in their professional activities.

Some scholars believe that education in modern conditions must be based on two principles: the ability to be conversant in fast increasing information flow and find the required information as well as the ability to interpret and apply it. This is especially relevant in the present era, the era of the information-oriented society, which places new demands on engineering education. Presently, the economic and social life sees a clear trend for retreat from recurring mass production typical for industrial society. Therefore, training of specialists capable to perform routine activities according to the tough programs is no longer relevant.

The convention on Technical and Vocational Education of November 10, 1989 reads as follows: «Technical and vocational education should be designed to operate

within a framework of open-ended and flexible structures in the context of lifelong education and provide:

(a) an introduction to technology and to the world of work for all young people within the context of general education;

(b) educational and vocational guidance and information, and aptitude counselling;

(c) development of an education designed for the acquisition and development of the knowledge and know-how needed for a skilled occupation;

(d) a basis for education and training that may be essential for occupational mobility, improvement of professional qualifications and updating of knowledge, skills and understanding;

(e) complementary general education for those receiving initial technical and vocational training in the form of on-the-job or other training both inside and outside technical and vocational education institutions;

(f) continuing education and training courses for adults with a view, in particular, to retraining as well as to supplementing and upgrading the qualifications of those whose current knowledge has become obsolete because of scientific and technological progress or changes in the employment structure or in the social and economic situation, and also for those in special circumstances» [1].

All of this calls for integration of media education into the training of highly qualified specialists with an engineering degree. The purpose of this article is: to analyze dissertations in the field of media education; to identify those, in which higher school is considered as an experimental base; to examine whether studies in the field of media education having been conducted in technical universities; to review progress, perspectives and challenges of contemporary media education in technical universities.

Our task is to trace dissertation researches into media education where a technical institution being chosen as an experimental base. To meet this goal, we analyze dissertation abstracts of the electronic library «Media Education» by the types of higher education institutions.

Table 1

Dissertation abstracts distribution by the types of higher education institution

The type of higher education institutions	The number of dissertation researches in media education
Agrarian higher education institutions	–
Military and police higher education institutions	4
Humanities universities	13
Classical higher education institutions	7
Culture and Arts higher education institutions	2
Medicine higher education institutions	–
Teacher training higher education institutions	16
Social and economic higher education institutions	1
Technical and technological higher education institutions	–
Ecclesiastical and theological higher education institutions	–
Total	43

To date, we have the following situation: over the period 1960-2013 technical universities have not been considered to be basic for media education research. Thus, the author considers the perspective for new research into the specific features of this type of education institutions where media education remains still underdeveloped.

General socio-cultural changes, the country's increased focus on education quality not only in school but also in higher education institutions facilitate the search for new educational conditions with the possible inclusion of media literacy elements. Here the question arises about the integration of media education and academic subjects. The purpose of media education integration is to find as many meeting points as possible between academic information in each educational area and information flows which students face. Use of media education technologies, videos or computer can effectively influence the communication system having developed in the system of education (teacher-student) in order to improve the learning process

and to perform both socio-cultural and teaching tasks. This entails both appropriate technical equipment and teachers training.

Undoubtedly, all this assumes media education in teacher training institutions, as use of media education in the educational process entails the emergence of teachers of new formation capable to implement these innovations in practice. The training of teacher, an expert in the field of media education, is a complex system operating in accordance with the goals, objectives and principles of higher education. Therefore, the issue of media teachers training remains open. We believe that media education in technical institutions is no less important because of the fact that today it can be defined as a continuous process of socialization and self-education under the influence of mass media while media literacy skills are one of the ways to avoid media manipulation. It should also be noted that another purpose of education is to provide the individual with an opportunity to deal with various life and professional situations. To achieve it, it is necessary to develop future specialists' media competence in manufacturing and other economic sectors.

The issues of pupils and students' media education in Russia are viewed by O.A. Baranov, L.S. Zaznobina, L.A. Ivanova, K.M. Isaeva, S.N. Penzin, A.V. Spichkin, Yu.N. Usov, A.V. Fedorov, A.V. Sharikov, etc. Despite the fact that in recent years increasing attention has been given to this field of study, as evidenced by the numerous papers, conferences, and dissertations, the single conceptual and terminological framework has not been developed so far in Russia. There are a lot of definitions of «media education», «media competence», «media literacy» and others, but they are generally limited to the narrow pedagogical understanding of media education, i.e. researchers follow the definition that meets their research goals and objectives. The most influential works that facilitate the development of uniform terminology of media education are those by A.V. Fedorov [2,3].

Many Russian media teachers continue their research into media education problems, as evidenced by the numerous works. The impact of communication media on human impels the society to pursue the issues of media education: to study, to

complement the expertise in this area, to introduce media education into the teaching process.

The increased interest is also due to the prospects of development in this field, defined in the Concept of Long-term Social and Economic Development of the Russian Federation till 2020 as follows: «improvements in education and social security, development of culture and mass media on the basis of information-communicative technologies including assistance with connecting educational institutions, museums, hospitals, libraries and other social organizations to the Internet, expanding the use of information and telecommunication technologies to develop new forms and methods of training including distance and media education, creation of a system of continuing vocational training in the sphere of information and communication technologies» [4].

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**DIDACTICS PRINCIPLES OF PLANNING AND ORGANIZATION OF
VIRTUAL LABORATORY WORKS ON RESISTANCE OF MATERIALS**

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Abstract. The article is devoted determination of didactic principles of leadthrough of virtual laboratory works during the study of discipline "Resistance of materials" engineers-mechanics, as a main factor at conditioning for efficiency of educational activity. Thus, basic attention is spared specific principles of planning and organization of virtual laboratory works and establishment of intercommunications with in general lines didactics principles of teaching.

Key words: resistance of materials, virtual laboratory work, teaching principles, engineer-mechanic, information technologies.

Informatization of education actualizes the development of approaches to use of the potential of information technologies of education for the formation of practical skills of students, development of their personal qualities, enhance creativity of thinking, formation of skills to find a solution to training and practical tasks, forecasting the results of realization of decision based on modeling of research objects, phenomena, processes and relationships between them. The introduction of modern information technologies is of particular importance in the training of future engineers, because it contributes to the improvement of the organizational and semantic structure of learning process in the classroom for technical subjects. «The Resistance of materials» is of fundamental importance as part of the polytechnic training in Engineering. Studying this subject, virtual laboratories play a decisive role in shaping the professional engineer readiness to use the acquired knowledge in solving scientific and technical problems.

A large number of researchers is now engaged in the problem of information technologies in the educational process. In particular, such researches are involved in

the issues of development and application of virtual laboratory work as E.A.Hadzhyeva, V.P.Myklush [1], O.H.Revynskaya [2], V.H.Hromov [3], Ye.V.Dozorov [4], V.Z.Danchev, Yu.Yu.Zavyzystup, A.F.Kavtrev, O.H.Kozlenko, B.K.Laptenkov, V.V.Laryonov, etc. However, in their works no attention is paid to the efficiency of application of virtual laboratory work in the study of the subject "Resistance of materials" in the process of training of mechanical engineers. So there is a contradiction between the objective need to determine the conditions of efficiency of application of the virtual laboratory work in the study of the subject "Resistance of materials" by mechanical engineers and lack of theoretical and methodological knowledge in this area.

Virtual laboratory works are a kind of laboratory classes, the essence of which is to replace real laboratory research by mathematical modeling of research physical processes with virtual interaction of students with laboratory equipment. The possibilities of modern imitating computer models create the absolute illusion of work with real equipment and allow you to make all necessary measurements. An integral part of the concept of "a virtual laboratory" is the concept of "virtual instruments" - a collection of hardware and software added to a common computer in a way that allows the student to have an opportunity to interact with the computer as the electronic device worked out specially for him. An effective graphical user interface is an important part of virtual instruments and virtual laboratories, because it provides a convenient interactive mode of student's interaction with the computer in the form of visual graphic images of the subject. Working with virtual instruments through the graphical user interface the student sees on the screen the usual front panel that mimics the real control panel of the required device. By using the "mouse" we have the ability to imitate influence on controls (buttons, switches, controllers) that are drawn on the screen [5].

Laboratory work is an integral part of the polytechnic training in Engineering, which allows for the unification of theoretical and methodological knowledge and practical skills of students in the research activities. Laboratory work is aimed at acquiring practice skills by working with material objects or subject models of the

discipline. Virtual labs can mimic real plants, research objects, the conditions in which the experiment is carrying out. Special software virtually creates conditions and measuring devices, required for a real experiment, and allows you to choose the optimal parameters of the experiment. In addition, the teacher is provided with the conditions for the automation of preparing students for work, access to the experiments, the direct performance of the experiment, experimental data processing, presentation of laboratory work results, defend of work. Virtual laboratory practice can vary the pace of independent student`s work, contains modeling components for creating virtual complexes of equipment for the study of various phenomena or processes according to accelerated or slow-motion time scale [3; 4].

In laboratory studies of the resistance of materials each student receives a personal virtual stand that allows him to model quite complex devices and processes. It is important that the virtual stand for modeling the work of complex equipment is much cheaper and more demonstrative of the real lab equipment, but it allows us to analyze and get all necessary information. As virtual laboratories it is possible to use the same computer lab for laboratory work in various general engineering disciplines, which solves the problem of shortage of teaching space and modern laboratory equipment. It is enough to buy an average computer class that will serve as a universal instrument for diverse laboratory work [1, 6].

As the basis of creating conditions for the effective use of the virtual laboratory work it is necessary to put the principles which on the one hand outline requirements that correspond to any form of training, on the other hand - determine the specificity of this form of teaching.

The principle of interactivity. It provides an interactive activation of student`s learning activities, develops creativity, independence and other personal characteristics. To create proper conditions a virtual laboratory should create such situations that the student applies mostly mental efforts, the need to analyze the current situation. The student must prepare and conduct an experiment: choose the necessary facilities, equipment, run an experiment, do some measurements. For this the virtual laboratory should have a set of tools that imitate real instruments. Thus,

the impact on these devices should lead to visible changes in the model under study (change of position of individual parts, equipment indicators, etc.). The use of these devices allows students to realize their active function. Thus, the application of the principle of interactivity through a free and necessary control of virtual instruments facilitates the implementation of the general didactic principles of consciousness and activity [2].

The principle of reality of results. Parameters of the model and experimental data that students receive in the course of laboratory work should have a real physical meaning and dimensions. Measurement units should be indicated on the screen of virtual devices in standard physical notations. The leveling influence of technical characteristics of your computer on the process under study is very important during a laboratory experiment. That is, the duration of the process should be the same for different computers and meet real-time flow. At certain values of the parameters the flow of phenomena is impossible, and in this case automatic blocking of patterns activation is of great methodological importance. At the same time, the virtual model of the laboratory installation does not have to conform to an existing one. Some desirable features that are not found in real plants are advisable to be realized. Thus, the principle of reality of results promotes the realization of the general didactic principles: scientific, systematic and consistency principles.

The principle of expressiveness. It is necessary to maximize the use of the graphic capabilities of modern computers so that the visual images as virtual laboratories were more close to real images. It lowers the perception level of the conventions of processes that are modeled on a computer and allows us to get rid of long verbal explanations of most physical phenomena. Color options that are well-chosen psychologically let us to achieve this effect providing students with focusing on specific details. Spatial arrangement of objects of a virtual laboratory is of equal importance in achieving expressiveness. For this it is necessary to make visualizations models as large as possible for students were able to make out its key physical features. Sound is an integral part of some physical models. Soundtracks of the virtual laboratory work should be of not entertaining but didactic reasonable

nature. It is possible to use short sound effects to draw students' attention to the most important moments of the research (for example, the engine start or stop). Thus, the principle of expressiveness promotes the realization of the general didactic principles of visibility, accessibility and optimization of study.

The principle of adaptability. Due to individual psychological differences of students it is impossible to demand that they make the laboratory work in a strictly predetermined sequence. Consider the general methodical guidelines for the laboratory work, the student should not be limited in the details, but should be able to arrange the experimental conditions and sequence of work in any order. This gives him the opportunity to build his own trajectory of research of the model. To realize this principle it is necessary to allow for the independent change of model parameters in any order. These changes should be accompanied by adequate, from a physical point of view, changes of the visual model. Work of all virtual devices and display of the status of the model on the screen are to be synchronized. Therefore, change of each parameter must be immediately (synchronously) visually reflected on the state of the model. Thus, the principle of adaptability promotes the realization of the general didactic principles of accessibility and optimization of study.

Principle of comfort. It is important to create an environment in which during interaction with a virtual laboratory the student sees physical phenomena and does not perceive the laboratory work as work on the computer. It is necessary to develop such an interface and a way of interaction with the program that the student spends as little time as possible for adaptation to the program. To achieve the desired results we must use interfaces of the most widespread standard Windows-based programs. Therefore, the principle of comfort promotes the realization of the general didactic principles of accessibility and optimization of study.

Principle of methodical providing. Virtual laboratories should be equipped with teaching aids. Its content should not be overloaded with additional information compared with the content of lectures. This exerts its negative influence on the perception of the integrity of the research process, and complicates the understanding of laboratory work. At the same time, excessive schematic manual does not allow

students to learn the course material by themselves. A toolkit to virtual laboratory work shall include: a purpose of the work, theoretical material, an output of working formulas, a description of the installation, an order of work realization, checklists for self-control. Thus, the principle of methodical providing encourages the realization of the general didactic principles of accessibility and optimization of study, the strength of the received knowledge and skills [2, p. 90-105].

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**INSTRUCTIONAL TECHNOLOGY FOR STIMULATING
TEACHERS-TO-BE'S PROFESSIONAL SELF-LEARNING IN THE
PROCESS OF PROFESSIONAL TRAINING**

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Abstract. The article considers instructional technology as a repertoire of techniques, practices, and forms which stimulate teachers-to-be to pursue their professional self-learning and are regarded as a means of pedagogical influence exerted over their self-awareness. The author provides her readers with detailed description of diagnostic, implementation, and reflection stages of given instructional technology.

Key words. Instructional technology, teachers-to-be, professional self-learning, professional self-knowledge, stimulating, professional training.

Introduction. The degree to which teachers-to-be value both teaching in general and themselves as subjects of future teacher's work depends on how active and systematic is their pursuing of professional self-knowledge. Professional training of teachers-to-be should help students to reveal their resources, guide them in professional self-determination, and show them how important their personal and professional development is nowadays.

Teachers-to-be acquire professional self-knowledge not only due to the influence of their professors and teachers but also in consequence of their own self-education. In both cases, students need proper stimulation as far as they have no

relevant self-learning experience, lack acmeological knowledge of humans' nature, do not know how to manage (self-management) and govern (self-government) their activities. Professional self-learning and self-knowledge are definitely questions of topical interest for Ukrainian acmeology and pedagogical acmeology.

Background. Many scientists tried to solve the problem of stimulating teachers and teachers-to-be to pursue professional self-learning, including S. Arkhypova, O. Hrechanyk, V. Kukushyn, N. Lytovchenko, V. Maralov, and L. Rybalko [2-7]. In her *Training for Self-knowledge (Treninh samopiznannia, ukr.)* [7], S. Arkhypova analyzed problems concerning psychology and pedagogy of self-learning as well as strategies of professional self-actualization of social pedagogues-to-be and incorporated them in the seminar plan. N. Lytovchenko [4] suggested that self-learning trainings effectively facilitate personal development of applied psychologists-to-be, including trainings aimed to promote empathy, train interpersonal skills, exercise social intellect and anticipation, develop self-concept, reveal inner self-development resources, and teach self-training. L. Rybalko [6] studied how to increase interest in self-learning and self-knowledge during teachers-to-be acmeological trainings. O. Hrechanyk [2] found out that in order to stimulate teachers' professional self-improvement, their postgraduate education should be organized so as to infatuate them; spark their wish to find themselves, to feel their inner powers and resources; enable their successful self-disclosure in the process of professional training.

Unfortunately, available psychological and pedagogical literature provides no adequate instructional technology for stimulating teachers-to-be's professional self-learning in the process of professional training. For another thing, it reveals lack of experience in pedagogical encouragement of students in situations when they need help with their professional self-learning and self-improving.

Research aims. This article aims to find out what is adequate instructional technology for stimulating teachers-to-be's professional self-learning in the process of professional training.

Results and discussion. During the pilot experiment, we questioned 86 young teachers and 187 students of Kharkiv Skovoroda National Pedagogical University in order to find out what factors interfere with proper self-learning of young teachers and teachers-to-be.

We were especially interested whether young teachers set themselves a goal of professional self-learning and self-knowledge. It turned out that young teachers aim for professional self-knowledge because they want to

a) improve and advance their inner resources; translate their dormant possibilities into action; move on; increase current level of professional knowledge; pass on this knowledge to future generations; make the difference “for me and in the world” (25,6 %),

b) appeal to students; approach experienced teachers; be similar to their parents who work as teachers; “I felt that I want to become a teacher when I already studied at university. It came to me due to a teacher who proved both necessity and importance of this job, showed by personal example what is real professionalism”; train readiness of speech in front of an audience (23,3 %);

c) communicate with students; make contact with teachers-to-be; open up “new vistas” of a human soul; enjoy interaction with students; study themselves through the group; be on friendly terms with colleagues and students (18,6 %);

d) set up an atmosphere of comfort and kindly treatment for students, teachers and students; solidate a group; raise level of common culture as well as culture of human relations; enjoy students’ success; take delight in how students broaden their minds, develop interest in learning. When questioned, a teacher wrote, “I am very attentive to how I can help my students grasp topics of study. I consider the methods I use to work with students, try to assess their effectiveness. I help my students to unlock their potential, encourage cooperation. All this assists me in professional self-learning” (12,8 %);

e) stimulate students’ interest to lectures, colloquiums, practical classes; “kindle students’ interest in profession-oriented subjects in order to make them study all alone”; strive for best results (10,5 %);

f) provide value guidelines for intellectual as a part of society; educate personality of students; teach them respect for other people (9,2 %).

Teachers-to-be attribute their difficulties in self-learning to:

1) lack of motivation for studying, to future job, no wish to work as a teacher, low level of responsibility, low awareness of themselves as future teachers, inactive public position and social attitude; they do not know how to orient themselves towards professional awareness and self-awareness, how to appreciate their own professional resources, how to bring professional life in line with personal interests; “easy” approach to future professional goals (39,1 %);

2) lack of practical classes and trainings where students would fulfill their inner potential; resulting from this, no desire to study and work; lack of time; too little time and too many tasks left to self-directed learning (25,7 %);

3) lack of teachers’ interest in their students; teachers “went through the lecture, looked at students and went home due to low wages”; students “do not pursue self-learning because of teacher’s totalitarianism or his/her “don't care” attitude to subjects taught” (19,8 %);

4) lack of leading lifemarks; no wish to self-learning; no wish to study; lack of concentration on object of self-learning; idleness; lack of self-confidence (15,4 %).

Based on the results obtained, we come to the conclusion that professional self-learning and, therefore, self-knowledge is precluded by the teachers-to-be’s lack of professional intension; the fact that they do not know how to learn themselves and unlock their potential; lack of teachers’ attention to their students. That is why we ground our instructional technology for stimulating teachers-to-be’s professional self-learning on the following statements.

1. *In the educational process, professors and teachers should build their cooperation with students on the basis of humanism and democratism.* “Effective cooperation makes people satisfied, they discover themselves to both the world and other people. Vital forces come out. Ineffective cooperation calls forth adverse emotions – fears, disturbing expectations, panic – which generate estrangement, destructive relations, close people from the world and other human beings. Vital

forces decay”. [1, p. 97] Humanistic interaction is a possible productive way to stimulate teachers-to-be to reveal and develop their professional resources.

2. *Professional training should consider students’ age and personal characteristics and be based on the principle of “education according to nature”* argued by John Amos Comenius, Hryhoriy Skovoroda, Konstantin Ushinsky, pedagogic anthropologists and humanists. Professional self-learning is then stimulated due to the individualized approach to a subject of studying that is “finding out and taking into account personal characteristics of every student in order to, to the extent possible, cultivate his/her affirmative peculiarities and conquer adverse ones in the educational process, thus, improving the quality of his/her studying performance and securing his/her universal development” [1, p. 127].

3. *Students should be encouraged to go in for self-education*, namely to work for self-improvement, to strive for self-actualization, to become able to purposefully direct their development. Teachers-to-be should learn and know how to supervise themselves (self-supervision); how to analyse (self-analysis) and assess (self-assessment) their activities; how to work out programmes facilitating self-education, self-report, self-control, self-persuasion, self-scrutiny.

4. *Students should acquire the skills of self-direction* meaning by it a way to arrange group activities proceeding from commitment and responsibility of its members, their ability to make decisions answering the tasks of the group and put these decisions into practice. Self-direction helps student to reveal and develop their leadership potential and organizing skills thus securing successful studying.

We define our instructional technology for stimulating teachers-to-be’s professional self-learning in the process of professional training as a purposeful well-organised interaction of all partners in educational process based on cooperation and motivation to achieve acme summits in studying, research, education, and self-education. This technology involves the following stages: *diagnostics* (knowing self-learning techniques and practices), *implementation* (developing professional expertise and skills of self-learning and self-improvement), *reflection* (acquiring knowledge of

how to adequately assess obtained results of certain activity as well as correction techniques and practices).

We argue that diagnostic stage is necessary because pedagogic diagnostics (understood as a process of studying a person and ways through which s/he is educated) helps a student to find out and explore their inner resources. We agree with N. Vertsynskaya who said that there are two main objects of diagnostics, educatedness of pupils and formedness of a group, which are studied together and simultaneously proceeding from the fact that pupil's personality is revealed through group interaction. "Teachers form their opinion of a pupil's group (community) spirits while studying his/her status in a group of age mates, his/her social role, his/her contribution to group activities; they get an idea of his/her other personal characteristics while studying the group itself as well as its common system of interrelations" [1, p. 46]. We consider N. Vertsynskaya quite right when she notes that pedagogic diagnostics should show pupils' abilities prior to educational activities. Moreover, pedagogic diagnostics is conducted together with pupils' self-learning and self-assessment that is why younger pupils should be taught how to assess their activities; teenagers should be taught to assess themselves adequately judging from their good or ill success; and upper-form pupils should be stimulated to learn their abilities (self-learning) and educate themselves (self-education) according to their future profession. We think that teachers-to-be should be adequate in picturing their inner resources. They should know well how to recognize abilities of their pupils, how to help these students to choose their future profession "according to nature". Pupil's and student's personality should be studied based on professional and social considerations (goals, values, ideals, interests, wishes) because it shapes his/her abilities, living and professional self-determination, self-actualization. For another thing, it helps to deepen our understanding of teachers-to-be's pedagogical potential.

Implementation stage provides time and place to integrate knowledge and skills of selfness and teaching, stimulate teachers-to-be to study their inner resources, to achieve new professional summits. We consider integration a means, a mechanism,

and a process of securing wholeness and continuity of a teacher's-to-be professional self-learning and self-knowledge. Self-learning suggests that a person studied and self-knowledge states that s/he has assimilated both theoretical knowledge about selfness, acmeology, and teaching and practical skills of performing selfness processes including self-learning through teaching and striving for and achieving summits through studying how to teach. These knowledge and skills assure that a teacher-to-be is ready to his/her professional self-learning, that is why they are so important.

Reflection stage is intended to facilitate adequate self-assessment because it is an essential mechanism for pedagogical stimulation of teachers-to-be to reveal and fulfil their inner professional resources. Again, self-assessment is a personal psychological entity which helps students to estimate their physical well-being and spiritual order; their ability in successful professional training, their professional intension, their commitment, their social relevance, their relations with the world as well as with other people. If students assess themselves inadequately, they have no actual understanding of their potential. As a result, they are subject to inner conflict which prevents them from professional self-knowledge and self-improvement; make it subjectively difficult for a student to achieve self-actualization in professional training.

Conclusions and future directions. In order to secure professional self-learning and self-knowledge of teachers-to-be, we studied what precludes them from revealing their inner professional recourses in the process of professional training. We considered instructional technology for stimulating teachers-to-be's professional self-learning as a repertoire of techniques, practices, forms, and means of pedagogical influence exerted over a person's self-awareness so that to stimulate him/her to reveal his/her inner resources and to strive for continuous self-improvement in teaching. We think it necessary to evolve our research through studying how professional self-learning and self-knowledge is connected to professional self-education because self-learning necessarily incorporates understanding one's own needs as well as personal

characteristics, including self-confidence, painstakingness, responsibility for the decisions once made, etc.

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**ADAPTATION OF STUDENTS AS A MEASURE OF QUALITY OF
EDUCATIONAL WORK IN HIGHER EDUCATION INSTITUTION**

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Introduction.

Management of process of education and extracurricular activities with students in higher education institution assumes a full development and correction of the personality on the basis of cultural and moral values, improvement of physical health. The purpose and basis of educational work at university is providing optimum conditions for formation and self-updating of the identity of the student, future expert possessing world outlook potential, high culture and the civil liability, socially adapted, having abilities to professional, intellectual and personal growth.

Information base of research made: the standard and legal documentation regulating activity of higher educational institutions (laws and resolutions of the Government of the Russian Federation, orders and instructive letters of the Ministry of Education and Science of the Russian Federation, internal standard documentation of higher education institution); system of standards of quality management system (QMS), including ISO 9001:2008; information on results of questionnaires; materials of scientific and practical conferences [1, 7].

Materials Research:

Feature of the modern approach to the assessment of the educational activities of the university is a systemic vision of the process of education and the allocation of a holistic set of necessary factors that ensure the effectiveness of this work. Shall be evaluated three measures of educational work:

- Presence in the educational institution environment for extracurricular activities with students;
- The level of organization of educational work with students;

- Formation of incentives for the development of personality, the existence of the organization of educational activities, conditions and mechanisms of its functioning.

During the educational work of students of Omsk State University (OSTU) by all levels of the University system service rector for educational work and social issues, deans, department, divisions (museum, library, sports club, cultural and recreational center, etc.), the trade union committee of students hostel (a specialist in educational work in the hostel, hostels Student Council), the council of student self-governance. Educational work program developed by the Council on educational work, which includes, in addition to officials, heads of departments, deputy deans of educational work, the heads of information.

Educational process matching criteria and extracurricular activities of students are set to pp. 4.1, 4.2.1, 4.2.3, 8.2.4 of ISO 9001 - 2008 "Quality Management Systems. Requirements " [5]. Educational process starts with the enrollment of students and continues until graduation from university. Organization such participation provide curators and assets groups, student councils, trade union organization of students.

Performance criteria for the educational process include:

1. continuous improvement of quantitative indicators reflecting qualitative characteristics breeding trainees after the next phase of the program of the educational process (increasing the number involved in the cultural life of students , reducing the number of violations of public order in one form or another , decrease the number of smokers , increasing the number of participating charities , increase sports achievements of students);

2. improving the health of the public areas and classroom fund after the training sessions - a quality indicator ;

3. raising the general level of adaptation and education of students , as measured by test scores , quizzes containing situational problem psychological and thematic objectives at the end of each school year, with subsequent statistical processing of the

results to quantify the qualitative changes in the results of educational efforts of teachers and university staff - a quality performance indicator educational process.

In order to monitor the quality characteristics of adaptation and personality development of students in OmGUPS conducted a questionnaire survey , whose results were processed by statistical methods.

Categories individual respondents :

1. 1st year students of the Faculty of electromechanical (EMF) study groups 48 d, e , f - 72 person - (2009) ;
2. 3rd year students EMF study groups 48 d, e , f - 59 person - (2011);
3. trade union activists OSTU - 34 person (2011);
4. Professors and teachers of leading classes with students at EMF - 10 person.

When survey and processing the results of a contingent of students surveyed ranked in two ways : a form of teaching (budgetary, extra-budgetary, target set) , the presence / absence of academic learning from outstanding students.

In the survey used two methods to estimate: the method of " yes / no " and the method of " points ." In the questionnaire, students and teachers indicate how the level of educational processes and extracurricular activities consistent with the objective of comprehensive harmonious development of their personality (on a scale 0 - absolutely not , 1 - satisfactory, 2 - fully compliant) and assessed how important it is for them each element of extracurricular activities (0 - is not important, 1 - the average degree of importance, 2 - very important).

This survey may be carried out 1-2 times a year in order to identify changes in the quantitative and qualitative indicators of the process of educational and extracurricular activities with students. On the basis of these results produced by University policy in the field of quality education and extracurricular activities with students, which takes into account the wishes of the students. Changing the performance and results of questioning of students to judge the presence or absence of improvements, as one of the performance indicators, process control educational and extracurricular activities with students that allows you to develop a plan of corrective and preventive actions.

When compiling a list of questions for the survey focuses on the information content of their order to identify intra- connections during the educational and extracurricular activities with students. Necessary to identify the relationship between academic performance, motivation, social activity, social adaptability of each student. This survey will help to get more information about the dynamics or regression in the process of education and extracurricular activities with students at an internal audit of the QMS processes in OSTU.

Test results are processed by statistical methods.

The results of questioning of students on the importance for their social adaptation to their new social environment, the group of respondents ranked on the form of training (budgetary, extrabudgetary, the target set).

Under terms of the adaptation of students in higher education educational institution means a series of external and internal circumstances of the educational process, which depends on the realization of the process of adaptation of students to the profession.

In 2009, the 1st year students showed the vast majority of medium and high degree of estimation and significance of their social adaptation. With a time interval of two years conducted a survey in the control in these same groups. Results of the survey 3rd year students of EMF (group 48 c, d, e) have shown varying levels of customer satisfaction (students) educational and extracurricular activities.

Analysis of the importance to students of their social adaptation to the new conditions at the beginning of training them in OSTU depending on the form of training showed that the most important social adaptation give students enrolled in the commercial form (40%), on a budget - 25% on target destination - 19%. Consequently, it is those who pay money for training, making every effort to adapt to the new conditions that must be effectively affect the results of their studies at the university.

It is advisable to identify a number of factors that have a negative impact on the adaptation of students in high school: poor development of national and cultural traditions, the distribution of consumer psychology; insufficiently developed a

substantial portion of students desire to acquire knowledge and professional skills, the destruction of the old ideals, social apathy, distribution forms initiatives not differing social value, and reducing morality, legal nihilism, all manifestation – permissibility and others in 2011 to one-third contingent of students rated their social adaptation in high school is extremely low, does not meet expectations, and at the same time, unimportant.

Estimates of the importance of personal EMF students participate in extracurricular work remained virtually unchanged during the observation period from 2009 to 2011 (average). This may be due to the prevailing time of admission to higher education psycho types of activity of the individual students who are subject to change little in the learning process.

Results of the survey of students EMF, being ranked on the basis of the presence / absence of debts, the general level of satisfaction with the process of education and extracurricular activities in OSTU for 2009 and 2011 showed that, depending on the progress in the training of students in OSTU (2009) shows that the maximum show the importance of social adaptation of students studying with debts on the session - 31%. For students with no debt on the session, it is important to only 13% of cases. We can conclude that this group of students understand the importance of their social adaptation to new conditions to improve the results of their study at the university. Proficient students, entering into an independent life in society will have a better chance to successfully adapt to changing circumstances complex in accordance with the requirements of the time.

In 2009, the social adaptation of students did not differ for the achievers and underachieving students (average). In 2011, the underachieving students (3rd year) low social adaptation indicators rose sharply: up to 45% low achievers students consider themselves socially adapt to the team of the university, which affects their psychological, emotional state and a negative impact on the results of student performance in high school.

EMF survey of college students by assessing the importance of personal involvement in extracurricular work for 2009 and 2011 have shown that students who

do not have academic debts increased as a proportion of those who were given high importance of personal extracurricular work and the proportion of those who have been evaluated this component of personal activities as unimportant. Of underachieving students indicators importance of personal involvement in extracurricular work have changed little. This imbalance in assessing the importance of personal involvement in extracurricular work of the university can be attributed to the differentiation of motivation among different groups of students.

Indicators of self-assessment of social adaptation of the students - union activists (from different courses and faculties) are similar with those in the 3rd year students EMF in 2011, has already passed the process of adaptation in high school, and differ greatly from that of the self-assessment of social adaptation of first-year students in 2009 EMF This city can be explained by the fact that trade unionists are just energetic, outgoing students who do not have communication problems with an active lifestyle, highly motivated to seek personal development and how you can take a higher social level in society.

The vast majority of students from the trade union activists OSTU appreciates the level of organization of extracurricular activities at the university and its importance. According to the authors, this is due to the fact that this group of students (trade-union activists) very purposefully and actively participates in various extracurricular activities and sections, organized by leaders of educational and extracurricular activities OSTU.

This group of students is aware of the high demands of modern society to its citizens, and strives to expand its capabilities in order to maximize their social security in the changing circumstances of society.

Analysis of the results of the evaluation of the importance of participation in the trade-union activists extracurricular work has shown that students who study on a commercial basis and target set, attach great importance to this field of activity than students-state. Since the members of the union activists asked debtors - all students are achievers, then the above chart illustrate general (integral) satisfaction scores in this group of students (without categorizing). These figures are the result of the great

work of the University administration. One of the most important events were at the University of the annual sessions conducted for asset trade union committee of students to develop leadership qualities, ability to motivate and build interpersonal communication in the framework of the seminar "Perspective" and the activities of the volunteer center OSTU successfully proven during the Winter Olympics in Sochi 2014.

Conclusions.

The studies developed a methodical approach to evaluating the effectiveness of educational work and extracurricular activities of the university, harmonized with the requirements of ISO 9000:2008.

For effective management of processes of adaptation, education and extracurricular activities with students encouraged to implement the following forms:

1. initial questioning level of education, motivation, adaptation, psychophysiological potential 1st year students;
2. transmission spiritual potential within the relevant information units during the period of student learning in high school;
3. intermediate annual testing to determine compliance with objectives and indicators of growth and education levels of adaptation of students;
4. development and implementation of corrective and preventive actions in areas of educational work, generating inconsistencies;
5. systematic corrections and extracurricular educational processes until entry into the production process of specialists.

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COPING BEHAVIOR AS A PROBLEM OF MODERN PSYCHOLOGY

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Abstract. The article analyzes domestic and foreign approaches to the definition of coping behavior, its classifications and forms. Stand the relationship between coping behavior and affective sphere of personality.

Keywords: personality, coping strategies, coping behavior, stress.

Every person throughout his life faced with a variety of life situations, which in one way or another are "difficult". Subjective assessment of the situation and development of certain tactics in the current behavior (sometimes very severe) circumstances in some degree every time determine our mental health.

In modern conditions we have to be provided in difficult situations before serious problems. Our society is in a state of radical economic, social and political changes and transformations, managed to destroy the old stereotypes of behavior, but has not yet been formed. In an era of major change (which is the present time) are particularly vulnerable people who still evolving position in life that are at the very beginning of finding ways of self-realization. This is primarily teenagers, young men, young people today. They no longer feel the other all the instability and unpredictability of our complicated lives, actually experience a state of helplessness and anxiety.

Take into account features of modern society, especially relevant today is the study of issues related to human coping strategies in difficult situations; study on resistance to stress, as well as the problem of choosing a particular individual behavioral strategies depending on the socio-psychological characteristics of its identity. Especially now that the problems of coping presented is not enough, and especially the national tradition of studying this problem, which mainly relies on the general psychological and clinical-psychological approaches.

Antsyferova L.I. (one of the recognized domestic psychologists) who develop the problem of difficult life situations, draws attention to the keen interest of researchers to the topic of coping actualized only in the second half of the XX century. Noting the increasing theoretical and practical importance of this problem, it emphasizes that it is the work of psychologists "to expose the structural, non-structural and deconstructive strategies in dramatic life conditions" led to the release of personal characteristics that "either promote or hinder an individual to cope with situations is to a threat to human values : life, health, self-esteem, sense of existence."

[1]

It is known that initially the status problems of coping strategies was more modest and the practice of research over local: its study originates from the work of foreign psychologist Murphy L., who explored ways to overcome crises children in their own development. Later, the concept of «coping» became widely used by cognitive psychologists in the study of stress: it was understood as the sum of the cognitive and behavioral efforts expended by the individual for easing stress influence. [10]

Since the XX century the notion of «coping» starts actively used in American psychology to study the behavior of the individual in all situations, defined man as critical or "difficult". [12] It is clear that from this time in coping research begins to dominate his cognitive interpretation, when the focus of researchers are not only and not so much the immediate behavioral acts of man as the elements cognitive individuals who are "responsible" for the selection and implementation of coping behavior, in this field inevitably included and attached to the person of a given situation subjective meaning, and his understanding of those or other relationship with his close social environment that influence the development of the situation, and perceptions about their ability to action in it. In other words, at the present time has been a certain "expansion" of the concept: coping behavior, or «coping» is understood as a process that takes place not only at the behavioral , but also at the cognitive level , as "personal way to interact with the situation according to its own logic meaningful in human life and psychological capabilities". [5]

Referring briefly to the main theoretical approaches to "coping".

To date the study of the problems of overcoming difficult situations, the following concepts: "coping behavior", "coping behavior", "active coping," "passive coping", "coping resources", "coping mechanisms", "coping strategies", "coping style", "coping prevention", "coping prevention", etc. However, despite the diversity of interpretations of coping strategies, there are three main approaches to the analysis of this problem [5].

The first approach presented within neopsychanalysis when coping processes are understood as ego processes. The ego processes are understood as primarily

aimed at adapting productive person in difficult situations. They include cognitive, moral, social and motivational personality structure for coping with the problem. Thus, proponents of this approach tend to equate coping with his result. If the person can not cope with the problem, the included protective mechanisms that lead to passive adaptation. And the defense mechanisms and coping behavior are activated by the equivalent ego-structures, with the only difference that the first type of behavior is a maladaptive way of coping with a difficult situation, prevents a person really appreciate it. [8]

The second approach is from the perspective of personality psychology as regards coping as an individual, thus postulating the relative constancy of the ways to overcome stressful situations every person. Here coping behavior depends on the character, temperament and abilities, so everyone can be roughly classified as active or passive type. It is assumed that personal characteristics affect the highlights of coping behavior - such as the assessment of the situation, intervention in the situation and avoiding, coping with the latter method may be perceived as a variant of the personality self-deception.

In the third approach, which is being developed within the cognitive theory of stress and coping, and which (as already noted) is lead today in the study of coping, coping appears as a dynamic process that depends on the subjective assessment of each situation, as well as on the stage and degree of development of a problems in everyday life. Here coping denoted in two forms:

1) active, consisting in the purposeful removal or change impact stress, easing stress due personality with the environment;

2) passive, i.e. intrapsychic ways of coping with various psychological defense mechanisms, which are aimed at the reduction of emotional stress, and not to change the stressful situation. [11] However, some researchers believe that the result of the interaction of the individual with the environment predetermined cognitive assessment and selection of well-defined ways of coping. For example, Lazarus R. distinguishes primary and secondary stress assessment: first, an individual must assess the situation as a whole ("What can I do?"), and, secondly, to assess more

specifically their capabilities and skills ("What can I in this situation do?"). Obviously, when this secondary assessment is the very way of coping with the problem situation. From this perspective, as a way to talk about coping - efficient or inefficient - only after the secondary assessment. It is noted that the actualization of ineffective coping method itself can be a source of additional difficulties and stress, "running" as if a new round of ineffective coping . [11]

In other words, the above point of view, coping is seen as "an attempt to overcome the state of loss, threat or challenge when conventional or automatic responses are difficult to reach and the requirements of the environment must be met with new behavioral solutions, behavioral solutions or old should be tailored to meet arisen stressor "[6].

Note, however, that under the same direction in the study of cognitive coping there is another point of view. Namely, in a number of concepts, mainly socio-psychological orientation, the concept of coping strategies used to describe the characteristic mode of human behavior in different situations. Accordingly, from this perspective, coping is not only necessary to achieve and maintain well-being, his physical and mental health, but also for the satisfaction of social relationships.

Let us now consider the various decisions on possible ways of coping.

Initially allocated the following three forms of coping:

- a) coping directed to the stimulus (removal of the stressor)
- b) coping directed at relieving emotional tension,
- c) coping directed at changing the perception of the situation, i.e. reevaluation stress.

Obviously, the latter form of coping in the most "consonant" cognitivist interpretations and involves a degree of human activity in the reconstruction of their cognition. Later this form of coping maximum attracted the attention of researchers.

Thus, A. Nezu, T. Dzurilla and M. Goldfrid first investigated this active form of coping behavior as "problem solving", which is the cognitive-behavioral process of defining social competence and personality. From this perspective, they identified the following main components coping process:

- orientation to the problem,
- definition and formation of the problem,
- the generation of alternatives,
- decision-making,
- implementation of the decision and then verify its effectiveness. [9]

Many domestic and foreign scholars have described forms of coping behavior in certain situations, by extrapolating the data for all possible situations coping in general. For example, in the study of family stress (difficult life situations caused by a certain level of distress of family relations) were allocated two types of coping:

1) self-directed coping, which consists of cognitive and intrapsychic responses ("information retrieval", "suppression of information", "revaluation", "relief", "self-incrimination or intrapunitive cognitive behavior", "blaming others or extrapunitive cognitive behavior");

2) coping aimed at the environment ("search for the source of uncertainty", "avoidance", "passive behavior"). It was noted that coping competence and resistance to stress as a subject, and the family in general is influenced by coping resources (personality characteristics such as extraversion, mental health, or socio-psychological characteristics of the family as a small group in particular family cohesion), cognitive assessment, the nature of the emotional states and the choice of form of coping. [2]

Domestic psychologists pointing to the variety of forms of coping as a possible reason for them to offer the following classification:

1. Orientation or locus-coping: to a problem or to himself.

It is known that most researchers coping distinguish two main forms of coping behavior: 1) coping, "focused on the problem" and 2) coping, "focused on the emotions." Each form of coping behavior is specific, as determined by the subjective value experienced by the situation and responds primarily one of the tasks - solving real problems or emotional experience, self-adjusting or regulating the relationship with people. [4]

2. Mental area, which is deployed to overcome: the external activity, views or feelings.

For example, G. Weber offers the following forms of coping:

- real (behavioral or cognitive) solution,
- search for social support,
- reinterpretation of the situation in their favor (protection and rejection problems, evasion and avoidance),
- lowering of self-esteem and/or emotional expression.

3. Effectiveness: does coping desired result to resolve difficulties or do not.

It points to the effectiveness of coping. From this viewpoint, researchers are interested in such forms coping as:

- 1) active problem solving;
- 2) preservation of internal balance (even in stressful situations). [12]

4. Temporary extension of the obtained effect: whether to allow a difficult situation radically or require subsequent return to her.

In this case, the researchers considered such forms of coping as "straightening" of the situation, recourse to religion, "liberation" with the consumption of alcohol and drugs. [7]

5. Nature of the situations that provoke coping-behavior: whether they are crisis or daily. [5]

Thus, a variety of researchers allocated base classification of forms of coping and the corresponding content of the process of overcoming difficult life situations with clear evidence that the person to choose one or another alternative coping behavior is influenced by many factors. These include the "external" - socio-cultural and situational factors (e.g., age of the person or his skills, etc.) The greater part of research coping traditionally centered on the analysis of the "internal" factors shape coping preferences on individual psychological peculiarities personality - temperament, level of anxiety, locus of control features, character orientation.

Thus, summing up, we can say that the guiding factors of coping are:

1) personal coping resources (self-image, cognitive abilities, emotional and volitional) and

2) coping resources of environment (nature of social support, especially social networks).

It features coping resources of the individual contribute to well-defined choice of coping strategies, the specific behaviors that realizes people in difficult situations. In other words, one form of coping may include several behavioral strategies.

Many researchers, highlighting the active and passive coping strategies, found a correlation of psychopathology with passive coping strategies, and found that the older the person, the more he uses active ways of coping. [13]

R. Lazarus considers three types of coping strategies at an alarming situation: Ego defense mechanisms, direct action (attack or escape), which is accompanied by anger or fear; coping without affect, when there is no real threat, but the potential exists.

Other researchers have identified sustainable and adaptive coping strategies:

- 1) transformation (active, not primarily a protective adaptation);
- 2) care of the situation (a passive way, but more secure);
- 3) adaptation to the situation.

It is noted that the third strategy is possible through the creation of "no problem subjective image" as well as by changing the self-concept of the individual. [3]

Analysis of the views of various foreign and domestic researchers of this problem, we note that the choice of behavioral strategies in a problem situation for the individual is quite complex and ambiguous process. After each new situation is markedly different from that with which the individual previously encountered on his life path. Therefore, as a rule, he opted for the most "successful" strategy, which he used in similar circumstances. Thus, the individual "creates" its own classification of acceptable and unacceptable coping strategies: avoid re unsuccessful behavior and as a consequence - stress test. Obviously, the key moment when this man becomes a subjective assessment of their coping strategies.

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**THE APPLICATION OF THE TECHNIQUE OF CONSECUTIVE
ADDITION OF ANALYZERS FOR CORRECTION OF VIOLATIONS OF
PERCEPTIVE ACTIONS OF COMPUTER ADDICTED TEENAGERS**

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Abstract: The article dwells upon the process of creation and approbation of sensory material for the purpose of investigation of perceptive actions. It also represents the technique of the gradual increase of analyzers in the process of perception of objects with variable form. It gives the results of the experiment. The influence of the developed process on the improvement of perceptive actions of computer addicted teenagers is shown in the article. Key words: perceptual actions, M. Montessory, objects with variable forms, perception, technique of consecutive addition of analyzers at perception of subjects with variable forms.

1. INTRODUCTION. Many researches are dedicated to the investigation of the perceptive actions of people (B. Ananyav, A. Zaporozhets, J. Piazhe, V. Zinchenko, B. Lomov, M. Montessory, G. Gibson, V. Ganzen, etc). [1-11] Scientists single out the following types of perceptive actions: detective, adjusting, corrective, identifying, etc. But the investigation of perceptive actions of a person with the objects with variable form is studied in the works of some authors [2;3;6;9;11]. It shows insufficient investigation of this topic in psychology, its urgency and necessity of further investigation as well.

According to Professor G. Losik “there is no other way to touch the object and to “take a photo of it” twice – before and after the influence. There is no other way but to deduct out of the second photo the first one and to get to know a vector... This

veiled way of double photo is used by a person when he/she perceives an object by hand. Due to its veiled character the mentioned way is not sufficiently investigated in psychology”[8].

For the investigation of perceptive actions of teenagers in the process of perception of objects with variable form several experiments were carried out [9; 10]. The process of investigation revealed that art study groups have a positive effect on the sensory development of teenagers. Computer addiction, on the contrary, leads to the worsening of perceptive actions in the process of perceiving of objects with variable form (it affects the quality of perception of teenagers of objects with variable form and leads to the creation of distorted, inadequate image of the perceived object, to the wrong study of its qualities, to the emergence of great number of mistakes, etc). The obtained results prove that there are differences in perceptive actions of teenagers from different groups, having different sensory experience [10].

We consider that it is important to answer the following questions: What is the role of analyzers in the process of the investigation of objects with variable form (the motion of an eye, a hand, their joint coordinated work)? Does it give additional information about physical qualities of objects? To solve these problems the process of gradual addition (“increase”) of analyzers was worked out.

2. TECHNIQUE’S DESCRIPTION. The technique of M. Montessori (it presupposes a child’s work with special sensory material: sets of squares, cylinders, frames with sockets of different shape and objects to fit the sockets) was used as the prototype of the process of gradual addition of analyzers [11]. The essence of this technique is in the gradual increase of development and of conditions of work with material.

The analogical technique was worked out to overcome disorder of perceptive motions of a hand and an eye of teenagers. The differences of a new technique are: firstly, training is used not for adolescent students but for children of preschool age. It isn’t used for development but for renewal of a lost quality: secondly, a new algorithm of training was used: analyzers were added step by step; thirdly, method of multidimensional scaling was used to measure the level of learning, to diagnose

disorders; fourthly, to show a teenager a natural way of study of three-dimensional and variable objects. In other words the procedure shows a teenager the difference between real perception of an object and by means of a computer monitor; fifthly, it identifies the existence of additional analyzers to evaluate different objects with variable form. It makes possible to overcome and to renew disorders.

To create the technique the following problems were solved:

1). Sensory material was worked out: set of nine objects with variable form with gradual increase of difficulty. The objects were of the same size, but had different flexibility, depth, colour, weight, texture, etc.

2). Sensory material was worked out: two sets of four and six objects of the same colour and shape, but of different size, weight, stiffness of inner filling.

3). the procedure of presentation of sensory material was worked out. A special device was made to register hands' motions of teenagers while touching objects with variable form.

The objects were presented by two using the method of multidimensional scaling. (there were 36 pairs) . The teenager estimated the differences between objects using the scale from 0 to 9 (0 – there were no differences between the pairs of objects, 9 – maximal differences between objects).

4). The procedure of usage of methods of consecutive addition of analyzers in the process of perception of objects with variable form and the formula “matrix of deduction were worked out. The formula was used to estimate the level of changes of perceptive actions in the process of adding of analyzers).

The essence of the technique is in the presentation to a teenager of four successive stages:

The first stage (A) – differentiation and evaluation of objects is done by means of a visual analyzer. The second stage (B) - differentiation and evaluation of objects is done by means of a tactile analyzer. The third stage (C) - differentiation and evaluation of objects is done by means of a visual and a tactile analyzers . Tested teenagers looked at the monitor. The fourth stage (D) - differentiation and evaluation of objects is done by means of coordinated work of visual and tactile analyzers.

The process of research

The diagnostics of perceptive actions was held with respondents from four groups (teenage-artists, gamers, visually impaired and “ordinary” teenagers) before (a visual, a tactile analyzer, a tactile and a visual analyzers together with the use of computer, coordinated work of a visual and a tactile analyzers were viewed separately) and after the usage of the technique of consecutive addition of analyzers (the above mentioned analyzers and their combinations in the form of four successive stages were investigated). 320 students took part in the experiment (80 students in each group).

The fourth stage – the same pairs of objects are presented in reality. A tested person touches them with his/her hands and looks at them. The tested person looks at the objects, at his/her own actions with them and estimates the differences of real objects using the scale from 0 to 9 by means of a tactile and a visual analyzers.

Thus only a visual analyzer is used in the first stage, a tactile analyzer – in the second stage, a combined work of two analyzers (of a visual and tactile) is used in the third stage. In the fourth stage, as we think, not only a hand but the eyesight starts to analyze variable forms. Due to this fact the score of the fourth stage should be more than the sum of scores of the first and the second stages. According to this new technique such coordinated work of two analyzers makes it possible to add one more unknown analyzer (analyzer of a variable form). It means that in the process of evaluation of differences between presented objects with variable form a teenager can find more criteria for their comparison and estimates them more precisely due to the simultaneous motion of his/her hand and eyes.

The formula “matrix of deduction” was used to estimate the degree of changes of perceptive actions with the objects with variable form:

$$1) W = C - (A+B) / 2 \text{ and } 2) W = D - (A+B) / 2.$$

This formula lets reveal the presence of addition of analyzers to the estimation of differences of objects out of sensory material (it makes possible to estimate the contribution of each analyzer (a visual, a tactile, and coordinated work of analyzers) to the process of perception of presented objects).

Reliability of differences and presence of positive results before and after the use of the technique (the experiment) was checked by means of a statistic criterion G (sign criterion by Mc Nemar). Reliability of differences in the amount of mistakes made by respondents in the process of perception of objects before and after the usage of the technique was checked by means of a statistic criterion ϕ – angular transformation by Fisher.

3. RESULTS AND DISCUSSION. Using the formula “matrix of deduction” the received results were processed, the addition of analyzers to the estimation of differences of objects out of sensory material was revealed:

1) According to the formula 1: $W = C - (A+B) / 2$ the results were received. They prove that the use of our technique lead to the improvement of perceptive actions of teenagers in the process of perception of objects as the analyzers worked together, new scales appeared and it made possible to estimate the objects out of sensory set more precisely, to find more criteria for their estimation, to single out more qualities in the studied objects, etc.

The results are given in the tables 1 and 2.

In the course of our research the following results were received:

According to the first method “Focus of attention” the following was revealed: 1) the teenage gamers needed the longest period of time to study the cards – 31-45 minutes and average students needed 25 – 30 minutes, less time was needed for two other groups of teenagers – 12-25 minutes and teenage artists – 5-11 minutes; 2) the boys from all the groups finished the tasks almost twice as quickly as the girls; 3) interesting data were revealed according to the predominance of spatial (S) or objective (O) or mixed (M) attention. The results are shown in the Table 1:

Table 1.

Before the technique application

Respondents		Shift before the procedure		
		+	0	-
A	girls	6	5	29

	boys	15	4	21
D	girls	10	5	25
	boys	7	5	28
G	Girls	1	0	39
	boys	0	2	38
V	Girls	1	5	34
	boys	0	3	37

The reliability of the differences and the existence of positive shifts after the application of the new technique (the experiment) is proved by means of statistic criterion G (the criterion of signs by McNemar):

when $G_{cr} = 5$ and $p \leq 0,01$ (for G-boys) and when $G_{cr} = 5$ and $p \leq 0,01$ (for G-girls).

when $G_{cr} = 10$ and $p \leq 0,01$ (for V-boys) and when $G_{cr} = 5$ and $p \leq 0,01$ (for V-girls).

when $G_{cr} = 6$ and $p \leq 0,01$ (for D-boys) and when $G_{cr} = 5$ and $p \leq 0,01$ (for D-girls).

when $G_{cr} = 3$ and $p \leq 0,01$ (for A-boys) and when $G_{cr} = 4$ and $p \leq 0,01$ (for A-girls).

Table 2.

After the technique application

Respondents		Shift after the procedure		
		+	0	-
A	girls	10	13	17
	boys	18	11	11
D	girls	15	20	5
	boys	13	18	7
G	girls	5	35	0
	boys	5	30	0
V	girls	6	34	0

	boys	10	30	0
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According to the second formula: $W = D - (A+B)/2$ the results were obtained. They proved that the usage of the developed technique led to the improvement of the perceptive actions of teenagers in the process of perception of objects. It also revealed the existence of a new analyzer – the analyzer of the variable form.

The results are given in tables 3 and 4.

Table 3.

Before the technique application

Respondents		Shift before the procedure		
		+	0	-
A	girls	22	3	15
	boys	27	1	12
D	girls	30	0	10
	boys	27	3	10
G	girls	1	1	38
	boys	0	1	39
V	girls	14	6	20
	boys	22	3	15

The reliability of the differences and the existence of positive shifts after the usage of the procedure (the experiment) is proved by means of statistic criterion G (the criterion of signs by McNemar):

when $G_{cr} = 10$ and $p \leq 0,01$ (for G-boys) and when $G_{cr} = 9$ and $p \leq 0,01$ (for G-girls).

when $G_{cr} = 6$ and $p \leq 0,01$ (for V-boys) and when $G_{cr} = 7$ and $p \leq 0,01$ (for V-girls).

when $G_{cr} = 6$ and $p \leq 0,01$ (for D-boys) and when $G_{cr} = 2$ and $p \leq 0,01$ (for D-girls).

when $G_{cr} = 2$ and $p \leq 0,01$ (for A-boys) and when $G_{cr} = 3$ and $p \leq 0,01$ (for A-girls).

Table 4.

After the technique application

Respondents		Shift after the procedure		
		+	0	-
A	girls	25	15	0
	boys	29	11	0
D	girls	32	8	0
	boys	33	7	0
G	girls	9	31	0
	boys	10	30	0
V	girls	21	19	0
	boys	28	12	0

The amount of mistakes made by teenagers in the process of perception of objects with variable form before and after the application of the technique was also measured. The obtained results proved that the usage of the technique of consecutive addition of analyzers reduced the amount of mistakes made by teenagers in the process of evaluation of the offered for perception objects.

The results are given in tables 5 and 6.

Table 5.

Before the technique application

Respondents		Mistakes of teenagers in the 4 th stage, %			
		1	2	3	4
A	girls	65	77,5	75	57,5
	boys	62,5	70	77,5	65

D	girls	50	45	70	52,5
	boys	45	47,5	72,5	30
G	girls	75	72,5	80	75
	boys	67	70	75	85
V	girls	87,5	77,5	90	70
	boys	80	57,5	85	65

Table 6.

After the technique application

Respondents		Mistakes of teenagers in the 4 th stage, %			
		1	2	3	4
A	girls	45	60	55	30
	boys	40	50	60	35
D	girls	25	15	50	20
	boys	15	12,5	52,5	15
G	girls	55	45	52,5	50
	boys	47,5	42,5	50	60
V	girls	70	45	70	50
	boys	45	37,5	55	30

The reliability of difference before and after the experiment is proved by the statistic criterion ϕ - angular transformation by Fisher.

The results are given in tables 7 and 8.

Table 7.

Before and after the technique application in the 1st and 2nd stages.

Respondents	ϕ_{emp} value (Fisher's criterion) in the 1 st and 2 nd stages			
	1	p	2	p

A	girls		0,05		0,05
	boys		0,05		0,05
D	girls	1,35	0,089	1,43	0,077
	boys	1,43	0,077	1,58	0,057
G	girls	1,89	0,05	2,53	0,01
	boys	1,89	0,05	2,51	0,01
V	girls	7,35	0,01	2,89	0,01
	boys	4,54	0,01	2,5	0,01

Table 8.

Before and after the technique application in the 3rd and 4th stages.

Respondents		φ_{emp} value (Fisher's criterion) in the 3 rd and 4 th stages			
		1	p	2	p
A	girls		0,05		0,05
	boys		0,05		0,05
D	girls	1,4	0,081	1,66	0,05
	boys	1,45	0,074	1,69	0,05
G	girls	2,65	0,01	2,34	0,01
	boys	2,34	0,01	2,56	0,01
V	girls	2,46	0,01	2,41	0,01
	boys	2,04	0,05	4,15	0,01

It also should be noted that by means of Fisher's criterion the reliability of differences before and after the experiment in the 4th stage was proved:

- 1) For D-boys when $\varphi_{emp} = 1,69$, $p \leq 0,05$ (if work of visual and tactile analyzers is coordinated); for D-girls when $\varphi_{emp} = 1,66$, $p \leq 0,05$ (if work of visual and tactile analyzers is coordinated); and for A-boys when $\varphi_{emp} = 1,88$, $p \leq 0,05$ (if work of

visual and tactile analyzers is coordinated); for A-girls when $\varphi_{\text{emp}} = 1,77$, $p \leq 0,05$ (if work of visual and tactile analyzers is coordinated);

2) In the 1st, 2nd and 3rd stages the value of φ_{emp} for boys and girls is in the area of insignificance. So, for D-boys: when $\varphi_{\text{emp}} = 1,43$, $p \leq 0,077$ (visual analyzer), when $\varphi_{\text{emp}} = 1,58$, $p \leq 0,057$ (tactile analyzer), when $\varphi_{\text{emp}} = 1,45$, $p \leq 0,074$ (tactile and visual analyzers mediated by a computer); for D-girls (when $\varphi = 1,35$, $p \leq 0,089$ (visual analyzer), when $\varphi_{\text{emp}} = 1,43$, $p \leq 0,077$ (tactile analyzer), when $\varphi_{\text{emp}} = 1,4$, $p \leq 0,081$ (tactile and visual analyzers mediated by a computer); and for A-boys: (when $\varphi_{\text{emp}} = 1,41$, $p \leq 0,079$ (visual analyzer), when $\varphi_{\text{emp}} = 1,39$, $p \leq 0,082$ (tactile analyzer), when $\varphi_{\text{emp}} = 1,39$, $p \leq 0,082$ (tactile and visual analyzers mediated by a computer); for A-girls: (when $\varphi = 1,31$, $p \leq 0,095$ (visual analyzer), when $\varphi_{\text{emp}} = 1,39$, $p \leq 0,082$ (tactile analyzer), when $\varphi_{\text{emp}} = 1,49$, $p \leq 0,068$ (tactile and visual analyzers mediated by a computer).

The obtained results prove that the application of the developed technique made it possible to reduce the number of mistakes made by teenagers in the process of perception of objects. It also made possible to use a new analyzer (the analyzer of a variable form).

3) The reliability of differences before and after the experiment is proved by the statistic criterion X^2_{cr} by Friedman: for G-boys $X = 78,8$, $p \leq 0,01$;

for G-girls $X = 71,58$, $p \leq 0,01$.

Thus, the changes in improvement of perceptive actions of teenagers after the application of the developed technique, consisting of four consecutive stages, are not casual.

4. CONCLUSIONS

The application of the technique of the consecutive addition of analyzers makes it possible to draw to the following conclusions:

1. Individual matrices of respondents' marks in each group of teenagers, which were processed by means of the program me Statistica 7.0, revealed the scale-factors used by teenagers in the process of estimation of differences of presented objects.

2. Computer addicted teenagers have malfunctions in the process of object perception. They can't perform perceptive actions of an object with a variable form. At the same time the experiment proved that the technique can show a teenager the difference between perception of a real object and of a two-dimensional one from a computer monitor and has developing value.

3. The usage of the worked out technique made it possible to reduce the amount of mistakes of teenagers when the work of a visual analyzer and of a tactile analyzer is coordinated. It also leads to the usage of a new analyzer (analyzer of a variable form). Furthermore it showed the existence of the corrective effect of the technique because computer addicted teenagers and visually impaired teenagers improved their results in the process of perception of objects.

4. Sensory material and the technique of consecutive addition of analyzers in the process of perception of objects with variable form were used at secondary schools of the Republic of Belarus (Brest, Gomel and Vitebsk) in the process of investigation of perceptive actions of students. The technique reveals the addition of analyzers to the evaluation of differences of objects with variable form. Statistically proved results were obtained. They show that the usage of the technique of consecutive addition of analyzers makes it possible to conduct measuring (diagnostic) actions for estimation of the level of development of perceptive actions of teenagers. The application of this technique can also be used to solve corrective and rehabilitative problems (e.g. to develop and rehabilitate the skill of perception of objects with variable form of computer addicted teenagers by means of an eye or a hand motion).

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**PSYCHOLOGICAL AND EDUCATIONAL SUPPORT PSYCHOLOGY
STUDENTS DURING THEIR PREPROFESSIONAL SELFIDENTIFICATION**

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Abstract. In this paper, the necessity of psycho-pedagogical support psychology students during their pre-service self-expression, considers how the optimal implementation of measures in support of higher education.

Key words: psychological and pedagogical support, psychology student, professional self-expression.

Job psychologist in our country gained considerable popularity in the last decade, continues to be in demand. Expanding the field of professional activity specialists in psychology, increased demands on their personal and professional qualities, transforming the conditions in which there is work of the psychologist. This requires a radical overhaul of approaches to professional activities of psychologists that according determines the appropriate changes in the course of their training. Modern universities are not always prepared for such a rapid restructuring of both the educational process and the conceptual changes in the training of future psychologists. Therefore, there is urgent renewal of traditional learning psychology in high school.

According to the theory and practice of the XXI century society needs not just a specialist with a degree in psychology and a specialist can not only skill, congruent , flexibility to apply their knowledge and skills in modern psychological care of the individual (group) in accordance with the needs of today , but also independently build approaches to psychological help design appropriate situation query techniques and more. That is, in the twentieth century. need a professional psychologist XXI century.

We believe that an effective instrument of professional psychologists in the twenty-first century. May be psychological and pedagogical support (PPS) psychology students during their pre-service self-expression in high school. To study are important works on highlighting features of psychological support Bardiya G., M. Bityanova, A. Derkach, V. Petrovsky, I. Romazan, T. Cherednikova etc.

The aim of the paper is to study the possibility of psycho- pedagogical support psychology students during their pre-service self-expression, to form in them professionalism.

PPS in modern pedagogy and psychology is seen widely. For the first time the term appeared in 1993 in his book " Psychological support the natural development of young children "authors Bardiya G., I. and T. Romazan Cherednikova. He also found in the works of Derkach. Organization psychological support at school was developed in the works of Bityanovoyi.

The authors of these works under psychological support to understand the system of professional activities of psychologists and teachers, which aims to create special conditions for the full development of the child's education and success in a particular learning environment. How to determine Bityanova M., "... a psychologist and teacher in this process is not just an observer, standing nearby, he creates optimal psychosocial environment for the development of children, he goes near them" [3, p. 4-6].

Regarding PPS child is Bardiyer M., J. and T. Romazan Cherednikova find that feature psycho-pedagogical support of the value of self-selection of the child of his career. Adult should appreciate the natural mechanisms of the child, not to destroy them, and to disclose, at this very be an observer and an accomplice, and researcher. In their view, the problem of adults - the ability and willingness to form a pupil to realize their capabilities and needs, implementation of self-selection. Psychologists do not need to sort through these choices for themselves, and to teach the student to set and achieve personal goals, correlating them with the goals of others people and social values. According to these researchers, the PPS is in different forms of psychological developmental studies.

Other researchers, such as Petrovsky believe that PPP - a program of meetings, communication psychologist with children, aimed at creating conditions for the exercise and development of personality " aspirations" [1].

N. Kachan indicates that the PPP which enable children and adults to believe in their diverse abilities. M. Bityanova drew attention to the fact that it should be considered that the conditions that create a psychologist, secondary conditions concerning the educational environment they depend on the educational technologies that are used in this school, general educational principles of the teaching staff. Therefore, to carry out psychological support psychologist you must first organically engage in teaching staff at the absolute autonomy of the subject as a professional and take into account the peculiarities of the institution in its activity [5].

Therefore, in this paper we will talk not only about the psychological support, but the PPP, and identify ways to implement it in a learning environment when

working with students - future psychologists in high school. For myself, we have identified two ways PPP psychology students in universities : identifying patterns of creative and professional potential psychology students as part of a comprehensive program tailored to their individual characteristics, creating conditions (general, educational, developmental and educational principles, educational technology, etc) of this potential. As a result of all activities - creating a model of a professional psychologist XXI century.

One of the most effective organizational models of psychological and pedagogical support psychology students during their pre-service self-expression in order to develop professionalism in them are functioning at the university psychological (social and psychological) services. As a result of its activities in this area first is to increase psychological competence research university teaching staff, contributing to the reorientation of training information for problem- active, effective use of innovative learning technologies. This will ensure that in future optimization and intensification of pre-professional self-realization of future psychologists.

Integrity, consistency and orderliness in these conditions becomes the psychologist working with university students. One of its key tasks is to plan individual trajectory of future professionals in psychology, where appropriate, correction and development of the individual components of the individual or professionally important qualities. Ensure that it is possible with the implementation of diagnostic, remedial, developmental technologies PPS under professional selection, initial diagnosis of first-year students.

The next step is the psychological support psychology students during their adaptation to learning in higher education, which coincides with the first course. One of the techniques that can be applied at this stage adaptation and motivational training whose purpose is to establish a friendly and business relations between the fellow and curator, formation of training and learning motivation of students , securing positive attitude to the profession of psychologist.

This psycho-pedagogical assistance under professional identification will promote the formation of future psychologists psychological readiness for

professional activity, professional way of thinking and professional awareness, professional identity, ie events that create conditions for further professional and personal self-development professional. Exceptional opportunity for psychological support professional formation of future psychologist offers a number of subjects of professional and practical training as well as courses and tutorials.

Concludes that psycho-pedagogical support psychology students is seen as a multidimensional process that focuses on the educational and developmental needs of students, their advantages and benefits of a process that facilitates belief in themselves and their capabilities, increase the resistance of the individual to destabilizing external internal factors. Psychological support - a branch and way of doing business that are designed to assist individuals and society in dealing with a wide range of problems caused by human life in society [2].

The main terms of the effectiveness of psychological support are: systematic and purposeful psychological support and personal guidance polisub'yektnist the formation of individual situations, focus on psychosocial support personalization students and those who provide care. Identify two ways to implement psychological support psychology students in higher education: identifying patterns of creative potential within the framework of a comprehensive program on the basis of age-appropriate, creating conditions (general, educational, developmental and educational principles , educational technology etc.) to develop this potential [4].

Supporting training and education of students - future psychologists should be based on the following principles : providing architectural accessibility of educational environment, ensuring accessibility to all forms of education and training services, the introduction of specific technologies and adaptive technical training, individualization and learning programs to meet the needs and opportunities for students , combining traditional and innovative approaches to development and a professional , creating favorable conditions for pre-professional socialization, the rise of social status during their practices kvaziprofesiynoyi orientation, involvement in all areas of self-determination and self-realization of students' professional adaptation psychology students [7].

We agree with the A.V. Savitsky that psychological support is a system (or complex) action (or actions) professional psychologist, aimed at creating conditions for successful learning and personal development activities at different stages of ontogeny (M.R. Bityanova, Y. Slyusarev, Zeyer E.F.) [6], and secondly, the result of psychological support is a complete implementation of the mental potential of the individual, the formation of psychological competence about making choices and overcome the difficulties of personal and professional life (E.M. Alexandrova, T. Chirkov etc.) [6], and thirdly, the need for psychological support for specific technologies like professional training in particular increases in those ages that are associated with changes in social position, lifestyle and restructuring activities, self-determination, as well as crisis periods of development, corresponding to the characteristics and needs of students - future psychologists. In these times of Technology psychological support mechanisms launches pre-service self-activates its own resources students, opens prospects for personal and professional growth.

Therefore, psychological support at the university - is, above all, to create conditions for the full development and training of future specialists in a particular educational environment of the university. Using the techniques of psychological support, we can provide support and assistance in the first place, keeping students in teaching and professional activities, teachers - in professional work. In the end, contribute to the interaction in the "teacher - student".

Organization of psycho-pedagogical support (PPS) is based on the provisions of the National Doctrine of Education Development. So, the National Doctrine of Education Development tasks on the formation of self and self-sufficient person, capable of professional development and active adaptation to the modern labor market, and creative fulfillment. These problems are related to the new demands of society to reform the Ukrainian education. To be able to find their place in life, modern high school student should have certain competencies: -flexibility to adapt to changing situations, independently and think critically, to see and to formulate the problem and find ways to solve a rational, conscious of where and how the knowledge can be used to think creatively, to work correctly with the information to

make reasoned decisions, use them to solve new problems, be sociable, contact with different social groups, to be able to work in a team, in any conflict situations, to work on developing their own personal morality, intelligence, cultural level.

Educational reform in these areas may occur on the basis of scientific validity, and help them implement such sciences as psychology and pedagogy with qualitative methodological apparatus. One of the goals of this work is psychological and pedagogical support - a system of support and assistance to students - the future psychologists in the educational process in the way of their pre-professional fulfillment.

Thus, the "psychological support" is defined as. According to the "Dictionary of the Russian Language" escort - then follow next, along with anyone as a companion or a guide. This psychological support professional formation of students of psychology - a movement with a person next to it, a timely indication of the possible ways of professional development, if necessary - to help and support.

Therefore, psychological support - a holistic learning process, formation, development and correction of becoming a professional individual psychology students.

The philosophical foundation of PPS psychology students is the concept of free choice as a condition of development. The starting position for the theoretical foundations of the PPS became student-centered approach to the development of logic which is understood by us as the selection and development of the subject of specific innovations through professional development. Of course, every situation is a choice generates a plurality of solutions, indirect socio-economic conditions. Accompaniment can be treated as an entity in the formation of the orientation field of responsibility for acts which he has [7].

The aim of psycho-pedagogical support - full implementation of vocational and psychological potential of future psychologists. The main thing - to help students realize themselves in pre-professional activities.

Isolate the main conceptual position PPS becoming a professional psychologist of the future: the need for a complete professional formation of social and

psychological support, assistance and support from the university, the adoption of all the individual liability of professional formation and realization of their professional and psychological capacity for self; harmonization of internal mental development the individual and the external conditions of social and professional life.

Functions of psycho-pedagogical support: information and analytical support individual stages of professional formation (choice of profession, the initial phase of adaptation, professionalization etc.), design and scripting of self-projects of individual stages of professional formation, mentally competent to support and help the individual to overcome the difficulties of professional formation, especially when changing socio - professional environment, social and vocational adjustment and psychological profile of the individual [3]

Given the subjectivity and subjectivity as important characteristics of future professional psychologists, will present the main areas of psycho- pedagogical support this process: study of the conditions and factors that affect productivity, emotional and psychological health psychology, design of professional programs that reflect the dynamics of professional identity formation and alternative professional development of future psychologists, forming the operational structure of future performance, as well as targeted training to implement a stable and secure professional careers (including professional migration, social adjustment, reorientation, professional self-preservation and a comfortable life after retirement) the formation and development needs of future psychologists in a professional capacity for self-realization and optimal operation, professional and personal competence, communication, provision of psychological safety of students- psychologists comfort of their activities, as well as restoration of vocational and psychological resources, psychological assistance in solving the problems of pre-service of personality in all its stages.

Implementing features of psycho-pedagogical support psychology students at universities possible with the use of person-oriented technology professional development: developing diagnostics, training for personal and professional growth and self-development, monitoring social and professional development of future

psychologists, psychological autokompetentnosti forming technology, psychological counseling on social and professional development, design alternatives professional life, student-centered training improve the socio-psychological and professional competence retrospection professional life training authorities, self-regulation of emotional and volitional personality and self-healing [4].

Thus, psychological and pedagogical support psychology students during their pre-service self-expression - a technology which results in the professional development and self-identity, the implementation of vocational and psychological potential future psychologists, prepare for professional careers, future psychologists PPS provides for the establishment of the field of professional orientation personal development, strengthening professional "I", self-esteem support, operational assistance and support self-regulation of life, learning technology professional survival.

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INFORMATIZATION OF EDUCATION: ELECTRONIC TEXTBOOKS

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The author writes about electronic educational resources for example, electronic textbooks, their capabilities, the place and role of educational information technologies and their impact on the educational process and its shape in the global information society. The author focuses on the place and role of the teacher in modern educational process. The article describes the positive qualities and complexities associated with the computerization of the educational process.

Key words: information society, education, electronic textbooks, teacher, independent work.

The relevance of this article is determined by the following major factors.

First, the modern Russian education is now in a critical situation that is largely due to the lack of a fundamentally new educational resources, including textbooks that meet the realities of the time.

Second, many crises of modern education explains the transition from one socio-cultural paradigm to another, suggesting a new approach to teaching materials.

In modern Russia, invested a lot of effort for a new approach to the development of the educational system, in particular, set up special programs to promote education, since the reform of Russian education due to the transition to the information society, the integration into the global system of education, which is associated with the development and introduction of educational of new information and communication technologies. This process is considered as the creation of a unified educational electronic environment [8, 9]. This policy is only possible in the global environment, because, according to the famous French writer Denis Diderot: "Education gives man dignity, and the slave begins to realize that was not born for slavery" [4]. Despite the fact that education is one of the most important factors in

modern life , many in the modern generation decreased general interest in the acquisition of knowledge , both in the educational process, and beyond that we have to state technical colleges for teachers working with younger students [3]. Namely the need for establishing a new system of education is designed to encourage students to vocational training, which involves the use of various forms and methods of the educational process. One of the promising directions of development of the modern educational system is the use of electronic textbooks.

Objective study of the impact of electronic textbooks in the educational process involves the analysis of the characteristics of modern electronic teaching aids.

It is important to emphasize that the electronic textbook (EUP) - it is not an electronic version of the book, where all the information is translated from the printed version of the electronic transition , or have the possibility of a hyperlinked table of contents at the desired chapter and software - methodical training package designed for self-study student educational material on certain subjects. Depending on the type of training session (lecture, test, independent work) actual course lessons must be properly constructed to achieve the effect of the use of such aids. With proper use of the electronic textbook, it can be a powerful tool for self-study most subjects, particularly related to information technology. Typically, electronic manuals are built in a modular and include all necessary information, a text (audio) part, graphics (static diagrams, drawings, tables and figures) , animation, full-scale video, and interactive unit [6].

Using multimedia software lectures not only gives you the opportunity to diversify the illustrative material and visualize complex processes and phenomena of macro-and microcosm in the form of schemes, but also transforms the traditional forms of learning more attractive, allowing students to comprehend and difficult theoretical material. All this makes the learning process fun, bright and, ultimately, more productive.

Possibilities of electronic textbooks maximum disclosed in students' independent work. In particular, even the most complete tutorial is not able to accommodate all the information, the more that a large volume of information is

difficult to be absorbed by the student. Of course, in this case can help the Internet, where a lot of thematic sites and portals for different purposes and you can find almost any information, making a couple of queries. However, with such a system to find information possible some difficulties.

In such situations, an electronic textbook clearly demonstrates its advantages, as all the necessary information for the development of the discipline in one place, and students do not have to spend time searching for this material from different sources. In addition, the student can see how he learned the material as a textbook usually contains test items to test knowledge. In cases where the test showed poor results, the result of analysis, it is possible to identify gaps in knowledge and to explore the poor absorption material [5].

Despite all the advantages, which makes the learning process in the use of electronic textbooks, should be aware that electronic aids are only an auxiliary tool for teaching [7]. The teacher should ensure the freedom of self-actualization through creative student growth. Orientation on the formation of modern pedagogy students personality traits change the requirements for a high school teacher [2]. However, there is a problem with the fact that an electronic textbook - a new vision of the educational process that needs to learn, not only in the context of design, and proper use. The fact that as a result of the change of values in the domestic education creates a situation where teachers not only can, but also do not want to strive for innovation. This, in turn, causes conflicts between student and teacher, as the teacher does not act in its traditional role as the main source of information, and sends the student for that information which is in the global Internet. In other words, the teacher often focuses on the student's independent study, though often he is not familiar with these sources, which causes negative points in the learning process . For the release of highly qualified specialists , and teachers need to have a desire to improve their knowledge , while training students will be as close to the real conditions of their future activities . It is the use of information technology will enable teachers not only to keep your skill level, but also to constantly improve it, as in the present conditions of education becomes even more important role of the teacher, the most important task - to learn to

live in a world of information without getting lost in the vast flow of information, to be able find and use the necessary knowledge [1].

Thus, summing up the analysis of some aspects of such a sharp and controversial issues as the use of electronic textbooks in the modern educational process.

First, an electronic textbook should be fully consistent curriculum and placed on a digital material carrier.

Secondly, the electronic textbook, used along with the traditional textbook , increases the efficiency of the educational process.

Third, in order to optimize the learning process will be an important factor in an open textbook, it is possible to make a new material , it is possible with the active use of the electronic textbook , where required professional help.

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Veryaskina A. N.

ORGANIZATION OF INDEPENDENT WORK OF UNIVERSITY STUDENTS TO STUDY THE COURSE OF PHILOSOPHY WITH THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES

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This report discusses tendencies towards to modernization exiting in education at present-day conjuncture of technological revolution and the possibility of using information and communication technologies in the high school educational process, taking into account the particularities of the humanities.

Key words: informatization of education, information and communication technologies in education, Internet-technologies.

Modern technological revolution that arose as a social phenomenon in the mid-twentieth century today fundamentally changes the human being, his relationship with the world. Set of objective requirements of the technological revolution to the

society necessarily includes the modernization of education ensuring the availability of scientific knowledge and information as the main strategic resource of postindustrial era that forms human subjectivity activating his professional and personal potential.

The task of training of specialists able to acquire new knowledge and skills, adapt quickly to the needs and demands of a rapidly changing world, make decisions and act according to them on the bases of professional competence becomes a priority.

One of the conditions for successful solution of this problem is to increase the quality of students' independent work given not less than fifty percent of time of the total number training hours by the federal state educational standards.

The problem of organization of independent learning activities is often called "eternal" problem in Pedagogics that emerged in the works of ancient philosophers and has not lost its relevance today. For the first time this problem has received theoretical justification in the writings of P.I. Pidkasisty analyzing independent work in two ways: as a means of self-organization and management of independent activities of students (on the part of teachers); as a specific form of educational knowledge (on the part of students) [3, p.150].

Since the mid-twentieth century the development of independent activity of trainees has become the subject of research of the Higher School Pedagogics gradually acquiring the character of integrative scientific phenomenon including data from different approaches: theoretical (E. Golant, B.P. Esipov, P.I. Pidkasisty, M.N. Skatkin, etc.), technological (V.P. Bespalko, G.K. Selevko, A. I. Uman, etc.); personal [5, p.17].

Despite the fact that the problem of organization of independent work of students (IWS) is the focus of theorists and practitioners many aspects remain controversial. In particular, there is no common understanding of the essence and content of independent work. Widely-accepted term "educational independent activity" is treated as a synonym of IWS by some researchers, others consider it a wider concept.

According to a shared point of view independent work is a form of organization of independent educational activity [5, p.19]. Components of independent educational activity are: creation of motive, activity objective statement, setting and solution of a cognitive task, monitoring progress and outcomes. Independent activity is aimed at digestion of educational content and development of personal autonomy.

In our opinion, attention should be paid to the position of educators offering to consider independence in two different but interrelated aspects: as a characteristic of activity of the trainee in a particular educational situation and as a personality trait. External features of the trainee independence are planning his activity, task performance without direct participation of the teacher, self control and correction. The inner side of educational independence is formed by requirement and motivation sphere, mental, moral and volitional goal-oriented unaided efforts of the trainee [4, c.126].

In didactic literature of recent years the following levels of independence are singled out: reproductive and productive. The latter acquires special significance in modern context. Observed qualitative changes in science and technology allow a person to get out of the direct technological process leaving behind the most important functions: setting goals and objectives, general management and control, choice of optimal solutions from the number of the complete set of alternatives proposed by a computer, predicting results, meaningful interpretation of the data received, development of new actions schemes and strategies.

The very nature of these functions as well as expansion of activity scope where a change of several generations of technology has been over a period of human labor activity, it requires skills and willingness to act under conditions of uncertainty in the situation of alternative solutions and the changing social and cultural background. In terms of didactics this skill can be characterized as personal "independent activity competence" (M. A. Fedorova).

The topical pedagogical problem is the search for teaching technologies corresponding to the given requirements. We should pay particular attention to implementation of information and communication technologies (ICT) which

according to G.A. Kruchinina are understood by us as "a body of knowledge about ways and means of organization of training in conditions of computers usage and the training process itself (qualitatively new) in the conditions of computers usage as technical training means" [2, p.61].

Specific nature of basic principles of the educational system adequate to the education goal in post-industrial era called Education 2.0 (similar to Web 2.0) is discussed in didactic literature of recent years [1].

However, the problem of organization of independent activity of students in the study of the humanities cycle with the use of ICT (and especially technology Web 2.0) is not fully studied. According to a shared point of view IWS on philosophy course can be defined as a special form of educational activity implying student awareness of their abilities, motives, goals and objectives, methods and techniques of studying of philosophy, control and self control as well as development of cognitive independence. Total course unit workload of "Philosophy" for bachelors is 4 credit units (144 hours). Among them 96 hours (2.7 credits) are given for independent work.

A number of principles of organization of IWS on philosophy course using means of ICT contributing to formation of students' productive level of autonomy can be identified: 1) personalization of education; 2) combination of differentiation and education integrity; 3) gradual transfer of administrative functions from teacher to student; 4) coherence and correlation of internal individual potential and external conditions in which it is realized; 5) variability of the educational environment, fixing of contradictions between stable features of activity representing an element of social experience, and the new changed conditions in cognition and communication of students providing situation of choice; 6) education dialogization.

In the process of organization of IWS a series of stages is identified: diagnostic and analytic, formative and reflective-assessment.

At the first stage the study of level of formation of the first course bachelors' independence by means of conversation, questioning, observation was organized. It

should be noted that students quite adequately assessed their ability to work independently with philosophical information.

Thus 45% of respondents indicated that they could only retell material of the lectures and tutorial within the university programs, 15.7% could pose material of the primary sources and special philosophical literature. 33.3% could search independently primary sources and philosophical literature on special interesting issues. 11.8 % of the students could openly discuss philosophical problems. As for sources of philosophical information provided in the Internet 76.5% of students used only Wikipedia as free encyclopedia (ru.wikipedia.org).

Investigation of formation motives of educational activity demonstrated understanding of importance of philosophy studying for development of a common culture (70.6%). However, personal interest in the philosophical problems of half of the respondents (49.3%) was at the average level.

In the course of forming experiment students were proposed differential reproductive and productive tasks (at option) implying the use of ICT. Independent work on the reproductive level includes work with dictionaries, encyclopedias, reference books, e-books and manuals. Ability to work remotely with educational and scientific publications is provided by access to digital library system "Online University Library" (<http://www.biblioclub.ru>) and others. The reproductive level includes the work of students in the "Internet trainers in education" (www.i-exam.ru).

The productive independent activity of students using Internet technologies includes creation of public-page in a social network or blogging. These materials are used in organization of discussions in seminars, business games, when writing reports and essays. This kind of productive activity was chosen by 12.5% of students, 9.4% of students chose a different kind of productive independent work such as creation of personal or group Web-site for individual sections of philosophy course.

At the reflective and assessment phase self-assessment of IWS was organized. Students used blogging marked an opportunity to search for primary sources and special literature on issues of their own interest, to freely post information, discuss philosophical problems, communicate with other students on educational issues.

Students who chose construction of the site were attracted by the possibility to create new documents, media materials, references, compiling dictionaries, etc.

Student participation in productive activities with the use of ICT is a significant factor in forming sustainable learning motivation. Thus the practical benefit from the use of Internet technologies in the study of philosophy were assessed by creators of blogs and websites to 7-8 overall score (on a ten-grade scale), the interest in the subject to 9-10. Utility factor of independent work is manifested in the use of these materials by other students. Students working independently only on reproductive level estimated the use of ICT in the study of philosophy to 4-5, their interest in the subject to 5-6.

There are grounds to state that Web 2.0 technologies allow connecting specificity of humanities (especially philosophy) and the benefits offered by ICT means. So, independent search, analysis, data conversion, publication of results, specially organized communication fully correspond to the "spirit" of philosophy.

However, there are some difficulties in organization of IWS using these technologies. Blogging, work on the site is quite time consuming for a student. The complexity of philosophical material, the difficulties with the selection of its content, segregation of the key point in large flow of information, the problem of reliability of sources play a significant role.

It can be concluded that the effectiveness of students' independent work increases provided its differentiation, a combination of different types of learning tasks of reproductive and productive character, intelligent application of active and interactive forms and methods of students activity organization, Internet technologies and technologies involving "live" communication: business games, debates, projects, "brainstorming", problem-based learning and other.

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**ESTIMATING THE LEVELS OF PROFESSIONAL COMPETENCIES
POSSESSED BY FUTURE TECHNICAL TRANSLATORS**

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Abstract. The article analyses how formed professional competencies of future technical translators are and estimates that the necessary level is not yet obtained. The students involved in the pilot experiment are not well-motivated to work as technical translators; they know little about what technical translators actually do and what their professional competences are; possess few professional and reflective skills.

Key words. Professional training, translator’s competencies, technical literature, technical university, level of competency.

Introduction. Information revolution as well as information society put forward advanced requirements to professional training of technical translators, namely, to the level of their professional competencies. We shall be able to form professional competencies of future technical translators effectively only if we use teaching

procedures and means which perfectly suit needs of professional training. In order to assemble an adequate toolkit of teaching tools, we should know with what we start when training technical translators.

Background. Many researchers and higher school teachers worked hard to find out how to raise the quality of translators' professional training. Vasyl Zheliazkov [2] proved that competency building approach to professional training can be considered a new educational paradigm which secures person- and practice-oriented life-long education as well as prepares future translators to work in uncertain, ever-changing society. Zinayida Pidruchna [4] suggested a model for building translators-to-be's professional communicative competence based on adjusted job description. Ivan Bakhov [1] validated educational conditions for building future translators' professional intercultural competence in higher educational establishments, namely, through actualising intercultural potential of academic disciplines. Olena Matsiuk [3] and Oksana Rohulska [5] found out that information technologies can help teachers and students to build translators' professional competences if only the process of studying is properly organised.

However, available literature in pedagogy has no watertight answer to the question how to form professional competencies of technical translators, in particular, if using information technologies.

Research aims. This article aims to estimate and interpret the levels of professional competencies possessed by future technical translators.

Methods and participants. Participants of the pilot experiment were 220 students of National Aerospace University "Kharkiv Aviation Institute" who seek for the degree in technical translation. During the two-week session, they were encouraged to go through a number of tests and to complete various translation tasks. Their answers were carefully analysed to assess the levels of technical translator's professional competencies possessed by these future technical translators.

Criteria and descriptors we used to assess the data in question are summarised in the table below.

Criteria and descriptors used to estimate levels of professional competencies possessed by future technical translators

Criteria	Descriptors
Motivation criterion	wish to work as a technical translator interest in technical literature positive attitude to self-education
Cognitive criterion	<i>quality</i> (integrity and consistency) <i>and comprehension of knowledge about</i> what technical translators actually do; concept of “professional competencies of technical translators”; essence and structure of technical translators’ professional competencies
Operation criterion	<i>level of professional skills:</i> to read technical texts professionally; to compose technical texts; to translate technical texts to use information technologies effectively
Reflective criterion	<i>level of reflective skills:</i> to manage professional development; to find mistakes and correct them

Results and discussion. In order to assess motivation of future technical translators, we asked the participants to fill in a purposefully constructed questionnaire and then answer our questions in face-to-face interview. We found out that respondents are ill-motivated to work as technical translators: Instead, they seek for money and look forward to interesting leisure activities but not to successful professional career. Generally, students explain this by “no respect for honest work” in Ukrainian society; lack of social as well as financial support for young professionals; propaganda of “pleasant, unconcerned” life in both mass media and modern books and films intended for teenagers and young adults. Moreover, 98,18% of future technical translators entered the university immediately after graduating from high school which means that they had no time to stop and consider what they want from their coming life and career.

To deepen our understanding of technical translators-to-be’s professional motives, we asked respondents to tell us when and why they read technical literature. Answers stated that students seeking for the degree in technical translation read technical texts “rarely”, “only when I must read it”, “only for studying purposes”; for them, technical literature is interesting in “nothing” or “nearly nothing”; to stimulate their reading of technical literature, teachers (and others) should “force me” or even

“pay me”. We think that future technical translators feel and say so because they do not understand how important technical literature is for information revolution; do not see its educational and self-educational potential.

Lack of professional motivation and low interest in technical literature is partly compensated by the fact that our respondents feel positive towards self-education. Students’ answers demonstrate their eagerness to work hard for acquiring professional competencies. This is why we hope that professional motivation of future technical translators will grow due to proper professional training.

Fig. 1 shows the level of professional competencies possessed by future technical translators as it was assessed based on motivation criterion.

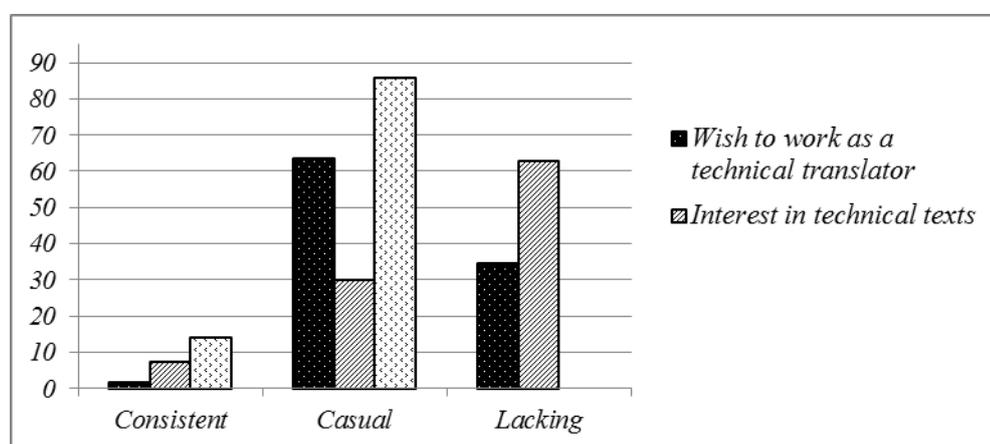


Fig. 1 Level of professional competencies possessed by future technical translators (motivation criterion)

In order to find out how much future technical translators know about what technical translators actually do in their working hours, we offered them a number of statements and asked to say whether these statements are true or false. Some of the statements said “Before setting about translating, technical translator should study technical texts of the same genre well”, or “When editing the translated text, technical translator should pay no attention to the reproduction of national language peculiarities”. When making their choice, many respondents managed to show considerable understanding of technical translator’s professional tasks and duties. However, the knowledge revealed cannot be called consistent as the students were often wrong and failed to identify mistakes in really important statements.

When we asked future technical translators to describe how they understand the concept “professional competencies of technical translators” and characterise both their essence and structure and then considered their answers carefully, we realised that they lack proper knowledge in this field and have only a vague idea of what a technical translator should know or be able to do. We think that this is why many respondents said that professional competencies of technical translators are “wish to work”, “translators duties”, “ability to work according to the schedule, punctuality”; professional competencies of technical translators include “translating experience”, “knowledge of the country’s culture”, “ability to write beautifully”, “ability to translate fiction and verse”, etc.

Fig. 2 shows the level of professional competencies possessed by future technical translators as it was assessed based on cognitive criterion.



Fig. 2 Level of professional competencies possessed by future technical translators (cognitive criterion)

In order to assess how formed professional skills are of future technical translators, we tested them with a set of approved psychological testing procedures (designed by H. Münsterberg, S. Kominko, H. Kucher et al.). The results obtained through psychological testing were verified by proper consideration of students’ translations.

Tests showed that future technical translators lack intellectual lability; find it difficult to tell essential information from minor one, to classify and combine, to analyse; are not prepared to work diligently, persistently; miss small details.

To find out whether technical translators-to-be read technical texts professionally and compose them [technical texts] well, we provided respondents

with 10 different pieces of technical literature. Their task was to answer a number of questions (about the genre of the text, technical situation it describes, field of knowledge it belongs to; presuppose how long it will take them to translate the text, etc.) and then compose their own technical texts which would describe a common, mundane situation (e.g. a standard for dishwashing, a patent for a sock, a piece of prescribing information for a cucumber).

It turned out that students seeking for the degree in technical translation do not easily succeed in these tasks. When reading and analysing, future technical translators were casual as well as non-persistent: They tried to read each text as quickly as possible and move to the next one, thus, reducing the time spent on the task considerably. As a result, respondents failed in describing the situation, in determining the text genre, in picking up a title, in formulating the central idea. Students tended to underestimate the translation difficulty of the texts which manifested itself in minimising anticipated translation time, refusing from reference materials, preferring general polytechnic dictionaries to highly specialised ones and so on.

Composed texts were of higher quality. Future technical translators managed to reconstruct typical features of different genres of technical literature; successfully incorporated basic terms from the examples; followed standard text structure. Moreover, respondents showed how creative, smart, and quick-witted they are. However, we understand well that successful compositions could come from a) availability of examples, b) high ability to copy and imitate, c) chance to use parts of the examples in students' own texts.

When future technical translators translated the 10 texts which they previously read and analysed, they provided us with an adequate means to assess their translating ability and find out that it is at the elementary or intermediate level. At the same time, we were happy to see that though certain translations cannot be assessed as belonging to the advanced level, they revealed that their authors had a considerable translating potential as well as translator's insight; were able to do a successful guesswork; sought for elegant translating decisions.

To find out how effectively future technical translators use information technologies in their coming career, we interviewed them and took down their answers. When properly considered, these data showed us that students seeking for the degree in technical translation are ready and happy to employ information technologies for translation purposes because they understand how important IT are today and value their [IT] accessibility, user-friendliness, speed of response, connectivity, reference inexhaustibility, etc. Unfortunately, though extremely welcoming to IT, technical translators-to-be lack deep, profound knowledge of all information technologies which can assist translators and translation and fail to assess them adequately.

Fig. 3 shows the level of professional competencies possessed by future technical translators as it was assessed based on operation criterion.

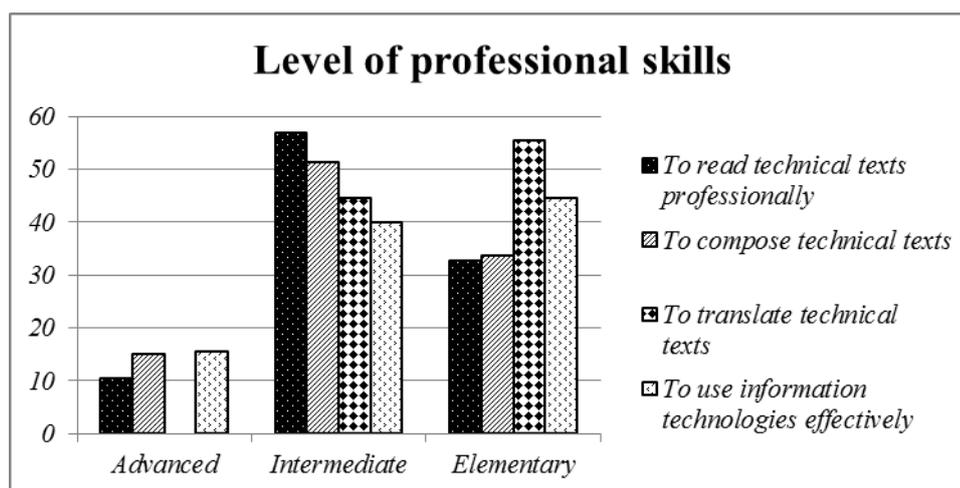


Fig. 3 Level of professional competencies possessed by future technical translators (operation criterion)

In order to assess reflective skills of future technical translators, we asked them “Do you consider yourself a competent technical translator? Why?”, and “What do you lack to become a competent technical translator? What should you do or learn for this?” The answers obtained give evidence of respondents’ self-criticism and show that they understand the necessity of professional development and self-development. At the same time, students fail to find actual mistakes and suggest how to solve them. To give an obvious example: 57,83% technical translators-to-be said that to become “competent technical translators”, they need only experience, though

translated texts reveal far deeper problems. Such answers show that respondents are not as much as independent professionals but “school boys and girls” who look for a kind “teacher”. If they want to create a self-development programme, they need a teacher’s helping hand to provide the necessary assistance.

These considerations were proved when we tested future technical translators for actually finding and correcting errors and mistakes. We provided students with two kinds of tasks. At first, they had to discuss situations in which professional translators made some mistakes. Then we asked them to edit and correct real technical texts which were translated either by the respondent him/herself or by other students.

When going through the first task, technical translators-to-be revealed cold reason and deep understanding: They considered the situations thoroughly, found mistakes quickly, and suggested many ways out. Though these suggestions were not always sound, they showed that future technical translators want and can do the difficult work of self-education. As to editing real translations, here respondents often failed to find lexical, grammar, and stylistic errors, and thus demonstrated that they lack experience of editing and correcting as a part of real translation process.

Fig. 4 shows the level of professional competencies possessed by future technical translators as it was assessed based on reflective criterion.

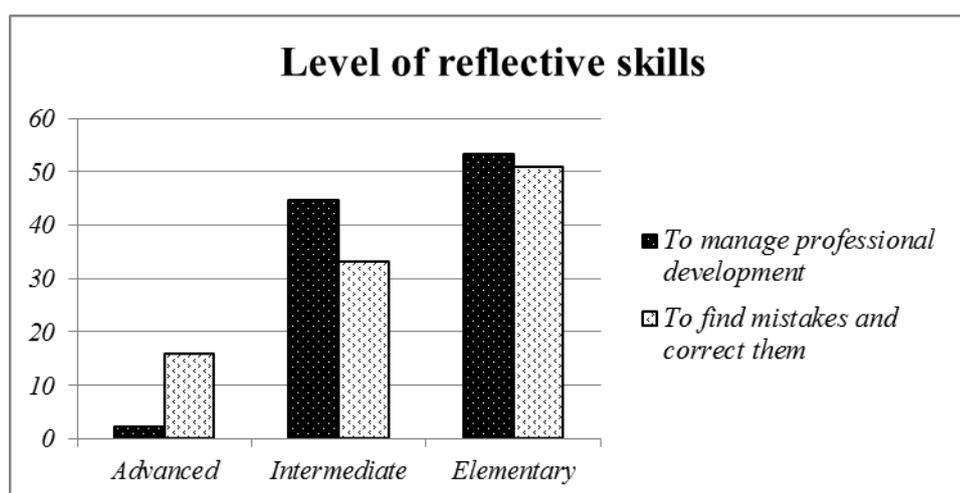


Fig. 4 Level of professional competencies possessed by future technical translators (reflective criterion)

Conclusions and future directions. The obtained results show that future technical translators do not possess sufficient levels of their professional

competencies. They lack proper motivation; are little able to describe what technical translators actually do and what they should know; their professional and reflective skills are frequently undeveloped.

In order to solve this problem we find it necessary to look and find the ways of using information technologies for the purpose of forming future technical translators' professional competencies as well as to check whether these ways actually work.

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LEARN FOREIGN LANGUAGES THROUGH E-LEARNING

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The growth and success of e-learning is closely linked to the quality of foreign languages learning in universities. This article reports on advantages and disadvantages of e-learning. A number of recommendations for teachers wishing to embrace e-learning are made in the article. Many different e-learning tools which are intended to design training programs are among those recommendations. Some types of e-learning which can be created are described below. The article concludes by describing enormous possibilities offered by online content which are equivalent to many conventional libraries.

Key words: e-learning, language teaching, language teaching community, Software, network technology, e-learning tools, distance learning.

“E-learning is more than electronic mimicry of classroom courses, consider what forms of e-learning best meet your goals.” (William Horton).

Distance education is growing more and more popular by the year in a variety of fields especially when it comes to research, data, and teaching methodology. Teachers have been looking for different ways of increasing the quality of their teaching for many years. Nowadays the use of computers and new technologies has become an important aspect of foreign language learning. They have enabled the language teaching community to redefine some of the strategies and concepts of teaching and learning. In this climate computer-based distance learning courses have emerged. In China alone, more than one million college students are enrolled in distance education programs, of whom 60,000 study English [2]. We would try to answer the following questions: What is the nature of foreign language e-learning? What is the role of the teacher in the new virtual classroom? What language learning strategies should teachers use? How essential is self-efficacy? What is e-learning? What e-learning tools can we use in education?

Several definitions of e-learning have been proposed, for example “the use of network technology to design, deliver, select, administer and extend learning” [5]. Another definition of e-learning is [5] “the acquisition and use of knowledge distributed and facilitated primarily by electronic means. This form of learning currently depends on networks and computers but will likely evolve into systems consisting of a variety of channels (e.g., wireless, satellite). E-learning can take the form of courses as well as modules and smaller learning objects. Technologies that compose an e-learning environment include the following: Computer Based Training, Web Based Training, Instructor Led Training, Virtual Classroom.

Digital age is changing both how training is delivered, as well as how we view the roles of learners and teachers. Using e-learning helps to teach technical skills, language skills and it is effective for professional development. Through e-learning teachers and learners can gain that edge they are looking for. And they can stay on the cutting edge of technology and processes. E-learning is the delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic devices to provide training, educational or learning material. It can involve a greater variety of equipment than online training or education, for as the implies, “online” involves using the Internet or an Intranet. CDROM and DVD can be used to provide learning materials. When considering e-learning for universities think over these proven benefits: e-learning teaches faster; e-learning can teach better with increases in comprehension and retention; e-learning saves time and money; you don’t need to travel anywhere to get online learning. Among some other advantages of e-learning:

- easy way to use – you only need an Internet browser, HTML based and designed to load quick and get your learning fast;
- interactive way – simulations have learners do what they are learning which leads to greater retention of covered material; accommodates different learning styles through audio, visual graphics, testing and printable exercises;
 - easy access to study materials, further access to additional materials;
 - individual pace, time and place of studying;

- almost immediate feedback;
- self directed and convenient way – learn at your own pace, quickly or take your own time. Focus on what you need – skip what you know or don't need, or repeat sections [5].

Benefits to teachers include: increased access to information, getting help and ideas from colleagues, modern way of teaching, connecting the classroom to the outside world, more opportunities for communication (such as a use of discussion tools), support of teamwork, teacher could be absent and more consultations increased awareness of new techniques, and changing teacher's role from delivers of information to facilitation of the learning process [1].

On the other hand, some disadvantages might contradict with the above mentioned statements:

- a lack of personal contact, that is particularly true for language teaching;
- time-consuming and demanding for creation and preparation;
- higher price for students accessing the on-line course from outside;
- sometimes inconclusiveness of feedback.

As far as the language teaching is concerned, modern information technologies offer challenging ways of teaching and learning, such as easy access to study materials, individual pace, time and place of studying or almost immediate feedback on writing with e-mail tutorial support. These benefits are, however, a partial solution for learners who need to develop speaking skills. On the other hand, this drawback can be substituted. For example, web-conducted classroom courses typically use videoconferencing technologies to provide live classroom activities and real-time communication among students and facilitators. Facilitated web-based training puts a human trainer/facilitator/teacher in a key role. Learners communicate with the trainer via chat, bulletin-board, e-mail or other technology. E-mail correspondence courses enable instructors to send assignments to students, who in turn send back homework assignments [6].

Discussion group seminars enable teachers to post questions or assignments to an electronic bulletin board, and students can work in a group communicating.

Blended learning (hybrid learning) is learning or training events or activities where e-learning, in its various forms, is combined with more traditional forms of training such as “class room” training.

Educational games engage learners as they explore content and answer questions leading to a reward or solution.

Developing e-learning is different from creating traditional training programs in that it involves both learning and software. Software characteristics that have been adopted by e-learning include rapid prototyping, modularity and standards. Modular components include: curriculum – a library of courses, course – a complete body of study devoted to a single topic/theme, lesson – organized cluster of related topics (chapter), content module – media component that doesn't stand alone. Many standards are emerging for e-learning with the internet to improve their quality and reusability. E-learning applications vary in scale and purpose and encompass a full range of engagement points from purpose built ‘learning management systems’ or ‘virtual learning environments’ that are structured around course delivery to short, just in time targeted, single purpose learning experiences, delivered in context and developed for example in Flash or Java. There are many different e-learning tools designed by a lot of companies all over the world. For example: LCDS is a free e-learning tool from Microsoft. This is what they say about LCDS: "The Learning Content Development System (LCDS) is a tool that enables you to create high quality, interactive, online courses, animations, demos, and other multimedia." With the LCDS, you can: Develop and deliver content quickly, while it is timely and relevant (LCDS supports multiple file formats). Choose from a wide variety of forms for authoring rich e-learning content. Develop your course structure and easily rearrange it at any time. Also HTML technology takes a strong point as a computer technology in e-learning process and can be considered as a subject-directed and software-based educational resource in the process of foreign language teaching [2].

There are many different types of e-learning you can be created and deployed. Self-directed web-based training consists of using web technologies to deliver web pages, multimedia, interactivity to individual learners. The experience is similar to

CD-ROM based learning, but the internet enables easy student tracking and administration.

E-coaching and e-mentoring are becoming more popular as Internet technologies match mentors and provide communication.

You can use several techniques to create an educated and aligned audience:

1. Present objective data from white papers or students.
2. Conduct an analysis that lays out risks and reward, benefits and costs.
3. Put forth a pilot project that will demonstrate and measure actual results from e-learning [3].

Convenient – as more and more people struggle to balance the demand of work and home, e-learning allows people to learn from work, home, university and on the road.

Relevant – since courses and content deal with the most current topics, e-learning ensure training is applicable to a person's career and business objectives.

Immediate – training can be delivered via the Internet, e-learning allows students to begin their training now, with some mouse clicks.

Fun – e-learning not only effectively keeps people up-to date, but interested as well, by providing only the highest-quality interactive content.

E-learning covers a wide range of methods and applications and involves the learners in developing and extending their existing learning skills into new directions. For example, in traditional education a successful student needs to be able to listen to presentations, lectures and discussions and be able to identify the key issues. E-learning, on the other hand, involves very little listening since the written word has replaced the spoken one. An e-learning student needs to read and analyze from a wide range of sources including many small informal e-mail messages. The growth and success of e-learning is closely linked to the design of quality learning, enabled through the use of technology. The use of technology to support and develop learning is growing rapidly across all areas of education from nursery schools to higher education. The present system gives you a wide experience of judging information presented as books, leaflets and other printed materials. You can rapidly tell if the

material is intended as a textbook, as marketing to change your views or simply for fun. Online content offers enormous possibilities in that you have, through the screen, access to the equivalent of many conventional libraries. Also online learning programs that exploit high-speed cable connections allow everyone to acquire essential knowledge at a pace and time that fits their working or personal schedules [7].

E-Learning enables, evaluates and empowers. Nowadays it has become everyday tool for everyone who has a computer at home and a subscription with an Internet provider. Things that would have been impossible some twenty years ago are commonalities today. The teacher becomes a guide that will show the students the correct way of extracting, selecting and using the information available on the Internet and also teaches them to benefit as much as possible from the using of the Internet, improves education by offering the students the opportunity of e-learning.

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**THE TRADITIONS AND PROSPECTS OF MODERNIZATION OF
PRIMARY SCHOOL TEACHERS UNIVERSITY TRAINING IN THE
CONTEXT OF THE CONCEPTION OF SUPPORTING
THE PEDAGOGICAL EDUCATION DEVELOPMENT IN RUSSIA**

Southern Federal University

Introduction. The primary school teacher profession is very special in the circle of teaching professions. He is both an «ideal adulthood», and «the Teacher of Life and Creativity» for his pupils. When the junior school age, the core of human personality is laid, and his further personal, social and professional success depends on how beneficial his early childhood has been spent. The uniqueness of the profession of primary school teachers is determined by the role which is typical for the primary education level. Primary education is the first level of school education in Russia. In the Russian education system the term «primary» is used in contrast to the term «elementary», adopted abroad. It emphasizes its original fundamental importance that defines all subsequent life of each person. No educational institution can compete with primary school in the contribution to the integration of new generations into the human community.

Thus, the peculiarities of personality and professional activity of the primary school teacher, the special mission of the basic level school education actualize the necessity of elaboration and implementation of a primary school teachers training model, capable both to meet the challenges of the time, and to fulfill the purposes of the primary school stage. The authors of this publication present their own vision of the ways of innovative development of the modern primary school teachers training,

based on the best traditions of domestic pedagogical education and simultaneously customizable social orders in the form of the Conception of Supporting the Pedagogical Education Development in Russia.

Urgency of the problem.

We investigate the specifics of a primary school teacher in the relationship with the «imaginative» characteristic of the child. Junior schoolchildren have a special world perception and world feeling, different from the adults' ones. Spontaneity, less adherence to standard tastes and estimates, openness to the world allow them to «catch» the phenomenon they explore holistically. Children often surpass their teachers in the susceptibility and the power of observation, the emotionality, the feeling of living, native words.

As a personality, which is very important for a child, primary school teacher unlike subject teachers integrates various aspects of the activity and different knowledge. Emotional sensitivity and empathy are especially important for primary school teachers due to special empathy and emotion of children of primary school age. Therefore, primary school teachers need competence in the field of the organization of educational activity of younger schoolchildren taking into account the peculiarities of their age, aptitudes and interests.

The emergence of new time challenges forces the modernization of the education. These calls cause fundamentally different requirements to education and its results, as reflected in the new Standard for primary school, where requirements to the results of education come in the first place. This standard has been elaborated on the basis of the activity educational paradigm, declaring as the goal of education the development of the student's personality through the assimilation of learning activity. A learning process is understood not only as the assimilation of the system of knowledge and skills (the instrumental basis of the students' competences), but also as a process of personality development, the attainment of spiritual, moral and social experience [3; 8].

Social and economic factors have a huge impact on the development of the primary school in modern Russia. Among them:

1) socio-political changes (abrupt change of social paradigm under the influence of global processes);

2) economic and environmental crises and, as a consequence, the need to reduce education financing, the deterioration of children's health;

3) demographic change (the fertility rate drop, migration, demographic boom) and, as a consequence, the transformation of the previously formed multiethnic and multicultural social environment and structure;

4) crisis and the change of the family as a social institution caused the lack of dialogue between children and adults;

5) development of mass media and communication, which are important factors of the child, family and school socialization.

Thus, the change of social request to the primary general education causes the transformation of teacher's role in the primary school, which is becoming more complex and challenging. Modification of the educational role and functions of a teacher causes the alteration of the professional-pedagogical training.

Conclusions.

The activity of a primary school teacher follows from the uniqueness and originality of the corresponding age stage in the life of every person. When the junior school age the core of human personality is laid, and his further personal, social and professional success depends on how beneficial his early childhood has been spent.

A junior school child differs from an adult with immediacy, emotionality, the integrity of consciousness, readiness and capacity for creativity. These age peculiarities determine the professional activity of primary school teachers, for whom priorities of the child take precedence over that of the subjects.

Social changes pose new requirements to the competency-based characteristics of a primary school teacher. Modern primary school teacher models the educational process taking into account not only age but also individual characteristics of the child, taking into account the physiological and mental processes, widely using information on health protection of all subjects of the educational process.

1. The analysis of modern pedagogical approaches to the construction of the process of teacher training.

As well as a new business requires a preliminary basis, the process of modernization of pedagogical education should, in our opinion, be based on the best traditions that have been developed by domestic education and partially presented in the form of methodological approaches. The construction of the modern vocational teacher education is influenced by various specifically-scientific approaches, concepts and ideas, complementary and interdependent. Multiple approaches determine the general foundation of the process of training specialists of various educational profiles, such issues as professionally-pedagogical culture and competence, the development of pedagogical skill and creativity, professional personal and spiritual development, and others.

The acmeological approach helps to understand the source of professional and personal development of a teacher, to relate his personal and creative essence, to stimulate the mechanisms of professional growth (B.G. Ananjev, A.A. Derkach, N.V. Kuzmina, N.A. Podymov, L.S. Podymova, A.V. Reprincev, N. A. Rybnikov and others) [7].

Lately, due to the intention of Russian system of education to integrate into the world, first of all, European educational expanse, as well as its participation in the Bologna process the competence-based approach is gaining strength and is increasingly determining the restructuring of professional-pedagogical training. Among its main categories there are «professional competence» and «key competences of the specialist». According to E.V. Bondarevskaja, I.B. Kotova, A.I. Mishenko, N.N. Nikitina, E.N. Shijanov, the competence of a teacher is a unity of theoretical and practical readiness to pursue his professional activity [1; 5].

In many aspects the professional-pedagogical education construction is determined by the activity approach (E.P. Belozercev, V.V. Davydov, A.N. Leontjev, V.V. Repkin, G.A. Cukerman, D.B. Jelkonin), which defined the models of activities and personality of professionals, the models of the graduates of pedagogical institutions, reflected in professional and qualification characteristics. These models

are contained in the state educational standards of secondary and higher teacher education developed for each specialty [7].

In modern sociocultural conditions learner-centered approach (E.V. Bondarevskaja, S.V. Kulnevich, A.M. Novikov, G.M. Romancev, V.V. Serikov, V.A. Slastenin, I.S. Jakimanskaja, E.N. Shijanov and others), is not less important for development of pedagogical education. According to the approach the main milestones of human development at the stage of professional education are health promotion and physical improvement, development of intellectual and creative thinking, self-awareness and self-concept, emotional and motivational spheres. Having originated in the national education at the beginning of the 90-s of the XX century, learner-centered approach largely determined the direction of the development of pedagogical science and practice. Lately, however, one can meet the views concerning about the «vector» and the results of such development. For example, E.A. Klimov warns of the situation when the personality and individuality are opposed to the society. The absurdity of this situation is that the personality cannot normally develop outside community and communication [4]. Another extreme attitude to the person in the modern world is noted by V.I. Slobodchikov: as a kind of social production resource [10]. Many researchers note the gap between adopted in modern Russian education humanistic, person-oriented paradigm and the real educational practice, demonstrating the slide towards the neoliberal paradigm, where the means prevail over the objective, standards and algorithms (technologies) prevail over the meaning, thought and feeling. They are V.I. Andreev, V.I. Zagvjazinskij, V.L. Matrosov, A.M. Novikov, M.M. Potashnik and others. As a consequence, professional education becomes a sphere of educational services, where the success of professional activity of graduates of a University depends on their entrepreneurial spirit and competitiveness, focusing on the career growth and financial profit. This pragmatism for the most part is incompatible with pedagogical activity, and its components cannot serve as criteria for assessment of the quality of teacher education [2; 6; 9].

In our opinion, these words may be particularly related to the process of professional training of future primary school teachers. The specificity of the training profile is determined by the peculiarities of teaching activities, as well as the personality of the primary school teacher, different from the features of the other pedagogical professions. Features of the personality and activity of the primary school teacher were mentioned by V.A. Suhomlinskij, who had presented specific requirements for the teacher's moral character and virtue. V.B. Uspenskij said about the special responsibility of the primary school teacher, proving the need for the formation of a first teacher position. The recent studies (T.V. Baranova., Y.P. Vavilov, E.N. Gerasimenko, S.N. Kalieva, V.A. Melekhin, Z.E. Sarsekeeva, S.S. Talzi and others) also note, that the primary school teacher should have special professionally important qualities stipulated by the peculiarities of the pedagogical interaction object (children of primary school age), the specific tasks and methods of the teaching work. The teacher needs such personal characteristics as educational focus on the work with primary school children; the strong interest to the children of this age group; a wide range of subject-academic abilities (for natural-scientific, humanitarian and musical and artistic subjects). The range of these abilities should not necessarily be as high as that of teachers of the relevant subjects, however, these skills should ensure the integrative character of pedagogical skills. The teachers should possess such highly developed qualities and abilities as patience, kindness, sympathy, attention to details and nuances, the combination of bright creative and verbal-logical thinking. The teacher especially needs humanity to see the future identity of the adult in the child. Even in our days, in the conditions of growing pragmatism of the requirements to a teacher from the school and the family, the value of humanistic core of the first teacher's personality is not reduced.

The uniqueness of the profession of the primary school teacher is also explained by its universalism and versatility. This is only the primary school teacher who should teach a range of academic disciplines, and it's correct, because it relies on the syncretism of child's perception and thinking, establishes a framework of a holistic view of the world of nature, people and science. The contents of modern primary

education also determines the universalism and versatility of the teacher as it consists of both subject knowledge and skills and transdisciplinary, versatile ways of activity. In addition, the primary school teacher is an up-bringer as necessarily carries out classroom management. He organizes extracurricular activities of children, actively interacts with parents and colleagues. He is a consultant, a social activist and a researcher of the pedagogical process.

Conclusions.

The modernization of primary school teacher training aimed to update it in accordance with the challenges of time, the requirements of the society and world tendencies should, however, be based on the best traditions of pedagogical education, worked out and approbated by the domestic pedagogical science. Among these traditions there are diverse specifically-scientific approaches, containing the general basis of the vocational training of various educational profiles specialists, including primary school teachers.

Being based on the general approaches, the primary school teacher training should have its own specific character due to the aims and features of the teacher's pedagogical activity, professional and personal qualities and originality of the pedagogical interaction subject (primary school aged children).

2. Prospects for the modernization of the primary school teacher training according to the Conception of Supporting the Pedagogical Education Development in Russia.

The primary school teacher training in terms of the University pedagogical education, without losing its specificity, should be updated in the light of the requirements of a changing society, recorded in such basic legislative documents as the Federal State Educational Standard of General Primary Education, a Professional Standard of the Teacher, as well as the widely-discussed Conception of Supporting the Pedagogical Education Development in Russia. In the framework of the pilot site on the basis of the Pedagogical Education Academy of the Southern Federal University it is planned to approbate the following components of an innovative

model of flexible multi-level and multi-channel training of future primary school teacher:

2.1. To solve the task of rejection of a linear learning trajectory and creation of a free «entry» into the educational programs for different categories of students:

- flexible variable, including network, Basic Educational Programs of the profile “Primary Education” for different categories of students: students and graduates of non-pedagogical specialities and directions of training;

- modules of disciplines on the profile “Primary Education” for specialization of students of non-pedagogical specialities studying both in the Southern Federal University, and the Universities of the South-Russian Region. They can be implemented through networking and programs of academic mobility of students and teachers.

2.2. To solve the tasks, connected with the change of the content of teacher training and teaching technologies:

- academic bachelor degree programs with a double profile, increasing the level of the professional competence of a future teacher, the expansion of his professional capacity and satisfaction of schools’ needs in versatile specialists: «Primary Education and Foreign languages», «Primary Education and ICT», «Primary Education and Extra Education»

- programs of masters’ training, providing targeted training of primary school teachers for different categories of schools and pupils: «Inclusive Education in the Primary School», «Technologies of Work with Gifted Children in Primary School», «Extra Education in the Primary School», «The Teacher-tutor in Primary Education», «Primary Education and Foreign Languages», «ICT in Primary Education»;

- mechanisms of school-University partnership, providing an extensive system of practices and trainings for students and masters, practices direction by teachers and the development of salary for students and heads of practices. The mechanisms are: the school as a base for training and practice of students’ pedagogical activity; the University as a base for tutorials of young teachers and scientific growth of primary school teachers;

- methodological and educational support of the independent pedagogical students' and masters' activity, basing on the use of information and communicative technologies, case-technologies and aimed at making "Graduate's Portfolio" (including digital one) for presentation to the employer and certification;

- methodological support of the best graduates of the bachelor's and master's programs employed in elementary schools and participating in the grant programs.

2.2. To solve the task related to the improving the efficiency of primary school teachers training in the Southern Federal University and pedagogical colleges:

- joint programs of the applied bachelor on the profile "Primary Education" implemented through the networking of the Southern Federal University with the Universities and colleges of the South-Russian Region.

2.3. To solve the task related to the development and approbation of the system of independent professional certification of primary school teachers:

- the models and methodical instrumentation of the pedagogical internship as a system of tracking graduates and their teaching profession career growth. A set of models of pedagogical internship will consist of: internship for the graduates of academic bachelor degree on the profile "Primary Education"; internship for the graduates of the joint programmes of applied bachelor on the profile "Primary Education"; internship for the bachelors of non-pedagogical profiles, additionally specialized by studying the modules of disciplines on the profile "Primary Education"; internship for the graduates of academic bachelor degree with a double profile; internship for the graduates of master's degree training programs.

2.4. To solve the task related to the vocational and personal development of a primary school teacher:

- a set of models of continuous professional education: the graded system of advanced training of primary school teachers; continuous advanced training, which aims to upgrade (as far as new knowledge and changes in educational policy appear); supplementary advanced training as teachers provision of new competencies in their field of work; qualification improvement of professional skill as getting a new educational qualification (the change of the direction of ones' educational activities),

accompanied by getting a new diploma; professional skills improvement training for the people who want to work at school and have a professional teacher education; advanced training as teachers training for innovative and experimental activities.

Conclusions.

The training of the future primary school teachers in the Southern Federal University (Russia) can be upgraded by practicing the innovative model of flexible multi-level and multi-channel vocational training. This model envisages: the rejection of a linear learning trajectory and creation of a free «entry» into the educational programs for different categories of students; the upgrade of the content of teacher training and teaching technologies; improving the efficiency of primary school teachers training through the networking of the Southern Federal University with the Universities and colleges of the South-Russian Region; the development and approbation of the system of independent professional certification of primary school teachers.

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S.M. Dzidzoeva, Z.P. Krasnoshlyk

**INNOVATIVE SEARCH OF THE FORMATION THE FOUNDATIONS
OF CIVIL IDENTITY OF PRESCHOOL CHILDREN IN POLILINGUAL
MODEL OF POLICULTURAL EDUCATION**

*Realization of Complex Model of Formation of Civil Identity of the Senior
Preschool Children.*

The article is devoted to the problem of development of a preschool child as a person, forming his/her civil position and patriotic feelings. The author stresses that the identity personifies self-determination of a person in relation to others, or another's. The author reveals main components of identity. They are: the concept “I am a citizen”, whose education is carried out by means of integration of elements of civilization; ethnic self-determination, polycultural sense, patriotism. The author marks the base personal qualities necessary for formation of a preschool child.

Diagnostic methods for formation of civil identity are considered in the article as well as the basic pedagogical conditions of organization the developing subject area in children's preschool establishments. The author reveals the stages of formation the civil identity of the children.

Key-words: civil identity, preschool children, national education, preschool education, polycultural, social and interpersonal relations, national culture, the dialogue of cultures, policulturalism, polylingualism, personality-oriented, human values, scientific basis.

The current socio-political situation in Russia, which manifests itself, on the one hand, in the growth of national consciousness of its citizens, revival and development of intercultural, interreligious and interethnic dialogue between the peoples of the country, and, on the other hand, in the conditions of ethnic enmity and hostility, can lead to an unstable civil position of the forming person, to the problems of choice of views on the relations with other peoples and manifestation of interest and respect for “other” history and culture, and at the same time, for his own native history and culture.

Urgency of the problem of the formation of civil identity of preschool children is caused by the necessity of taking into consideration the traditions of national education, changes in the contingent of children in preschool institutions towards polyculturalism and growth of inter-ethnic bicultural families. In the conditions of preschool education it is necessary to prepare a preschooler to effective life in the polycultural society, which means to possess a system of ideas about the world, to be aware of the values of social and interpersonal relations, to realize himself not only the representative of the national culture, but also a citizen of the world, the subject of the dialogue of cultures. Just polyculturalism and polylingualism become the ground, which guarantee the beginning of forming of civil identity of a preschooler.

The formation of the multinational polycultural society urgently requires innovative development of theoretical basis and practical work in the field of polycultural and polylingual personality-oriented education providing introduction of preschoolers to national and universal human values, development of culture of interethnic communication and relations, the purposeful formation of civil identity of a preschooler. The formation of the foundations of civil identity of a personality of a preschooler is the key objective of preschool education in the conditions of polycultural and polylingual education.

The basis for the formation of civil identity of preschool children is the attachment to the native culture of their country and people, their motherland, natural and familiar environment. Naturally developing feelings of affection to their ancestral values become the subject of consideration in the process of purposeful formation of civil identity of preschoolers. This is the basis for forming beliefs and willingness to act as a 'little citizen'.

From the point of view of psychological and pedagogical theories ideas on the problem of forming of civil identity of the younger generation are expressed in the philosophical, pedagogical, socio-legal and literary works of Aristotle, V.G. Belinsky, A. I. Herzen, Thomas Jefferson, A. Disterveg, I. Kant, J.A. Comenius, Pestalozzi, Plato, J.-J. Rousseau, B. Franklin, R. Stainer [4], and others. Their works serve as the scientific basis for study of different aspects of the formation of citizenship in the historical development of human culture in General, and in contemporary conditions in particular.

Socio-pedagogical problems of citizenship, morality and culture were studied in the works of U. P. Azarov, N. I. Apollonov, A.A. Aronov, Andrei Asmolov, Sh. A. Amonashvili, V. Ananyev, V.S. Bibler, M.I. Bogomolov, L.I. Bozhovich, A.M. Vinogradova, A.V. Kovalev [4] and others. In these studies the choice of the optimal age of a preschooler for the development of ethno-cultural values and cultural experience was justified as well as pedagogical conditions for civic education were defined.

Theoretical studies allowed to determine that the best possible age of preschool children for forming their civil identity is three years. In this age they are capable to the initial development of values of cultures of different peoples. This determines the possibility of education in the aspect of civil identity and adequate experience of life in preschool age in the creation of certain pedagogical conditions. However, an obstacle hampering the process of the formation of civil identity of children of preschool age is the lack of scientifically based theoretical ground, the inability of teachers to apply adequate forms of pedagogical activities in contemporary conditions. Preschool education requires innovative technologies on this problem.

Analysis of the researches on the problem of the formation of civil identity of preschoolers in the conditions of polycultural and polylingual preschool education revealed contradictions, the resolution of which could contribute to improving the pedagogical process of education of preschool children. These contradictions relate to theoretical, scientific-pedagogical and technological aspects of the pedagogical activities and are found between: great educational potential of folk culture as a means of civic education of preschool children and insufficient use of it in the process of education, in forming components of civil identity; differences in the native and Russian languages skills of children of preschool age and ignoring these differences in the organisation of educational process; on the whole, the lack of conceptual, programmatic and technical assistance in organization of educational process of the formation of civil consciousness in preschool educational institutions

In this regard, there is a clear existing contradiction between up-to-date requirements of a modern society to the formation of civil consciousness of preschool children and the quality of this process in preschool educational institutions.

Problem analysis confirms the existence of very few research works. mainly theoretical, which consider the problems of forming of civil identity of preschoolers, but there is no holistic picture of its formation in the age dynamics. This leads to the conclusion that the problem of the formation of civil identity in the conditions of preschool polycultural and polylingual educational environment in modern conditions is not yet sufficiently developed. Its solution can be achieved through the implementation of programmes, manuals, training materials on the polylingual model of polycultural education (PMPE), which harmoniously combine the special and cultural knowledge both of a universal and all-Russian format, and on the national-regional level, including the field of language. So we can start the formation preschool children's civil identity on the basis of this approach. From this point of view the search for and the development of qualitatively new and innovative approaches to the formation of civil identity of preschoolers in the conditions of polycultural and polylingual preschool education becomes very important.

Research works of scientists of the Republic of North Ossetia-Alania (R.S. Bzarov, O.I. Dreev, T.T. Kambolov, F. H. Kirgueva, L.A. Kuchieva, A.D. Akhpolova, S.M. Dzidzoeva, Z.P. Krasnoshlyk and others) confirm the relevance and necessity of the formation of civil identity of preschoolers in modern conditions in the polycultural and polylingual preschool education, but they consider this problem not only on a theoretical level, but also as a real socio-pedagogical phenomenon.

The model took its name as POLYLINGUAL MODEL OF POLYCULTURAL EDUCATION (PMPE). The fundamental basis of the concept in the aspect of the presented subject is as follows: the organisation of preschool education on the basis of PMPE provided its prospects for continuation at all levels of General education can significantly reduce (if not remove at all) social causes of possible ethnic hatred in the Russian civil society. This scientific school proposes the holistic model of the formation of civil identity of preschool children in the conditions of polylingual and polycultural preschool education. Its purpose focuses on the developing such personal qualities of preschoolers that would help them to begin forming civil relationships with the society and the world. The study summarized the experience of the formation of civil identity of preschoolers in the conditions of PMPE in the Republic of North Ossetia-Alania and the Republic of Tatarstan and the Chechen Republic. The proposed holistic subject-developing environment for children of preschool age is approximate and can be adapted to other regions of the Russian Federation. [1]

The model is based on the unity of polylingualism and polyculturality as the ground of the educational process, and this distinguishes it from other existing models, both polylingual and polycultural. We propose such a concept of the Russian civil identity, which stems from the interests of a personality of the citizen of the Russian Federation as the representative of his / her nationality, state, the world. This trinity comprises the Russian civil identity: accumulating in itself the identity of representatives of all nationalities of Russia; expanding the boundaries of ideological and moral environment of the Russian Federation and integrating Russia into the universal interests of the representatives of any state of the world.

This conceptual approach puts in a leading position the following statements:

a) the interests of preservation and development of languages of Russia, first of all of minority nationalities;

b) the interests of ensuring the mobility of citizens of the Russian Federation through the study of the language of international communication.

Significant feature of this model is a new approach to the functioning of these languages: they are the languages both of learning and teaching in a concrete communicative situation in a specific educational environment. PMPE logically integrates into the system of modern preschool education and can be fully based on it.

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**LMS MOODLE AS A TOOL OF THE STUDYING
INDIVIDUALIZATION ON THE EXAMPLE OF DESIGNING COURSE
"DIFFERENTIAL EQUATIONS"**

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There are many approaches to the definition of individualization and differentiation in teaching. Most native authors incline to the following definitions:

- individualization of studying is the organization of educational process in which the choice of methods, techniques, speed of studying considers on specific features of students and the level of their abilities to teaching;

- differentiation of studying is the organization of educational process in which students are grouped according to any specifics for individual learning.

Major trends of individualization of studying in the world are based on the following theses:

- organization of educational process in which the choice of methods, techniques, speed of studying is determined by the individual characteristics of the student;

- systematization of various educational, methodical, psychological and pedagogical and administrative actions providing an individual approach;

- creation of a special individual-focused educational system, which includes the development of multi-level manuals, curriculums and programs;

- inclusion of a wide range of extracurricular activities in the educational activities;

- improvement of the students' independent work according to their individual abilities;

- creation of the educational system and the curriculum individually for each student, so that the curriculum includes electives students.

Most definitions of individualization of studying are inapplicable to the traditional class-lesson system at all, because they imply creation of a new educational system. In our opinion, one of the tools that allow involving these principles is to use distance learning systems in the educational process.

Now we will consider some opportunities of individualization in given context.

Individual learning paths for each student, as well as the possibility of differentiating, can be realised in distance learning with proper course designing. LMS (Learning management system) Moodle has been chosen as a tool for the design of the course "Differential Equations".

The teacher has a possibility to create e-learning materials as well as their order. The system provides very flexible management tools. The system located in the Internet (or internal network of institute of higher education) allows students to choose suitable time for studying and tempo of learning.

The electronic format allows you to use various formats as studying materials. It can be a common text or even interactive labs, based on Java or Flash technology. All courses that are stored in the LMS you can organize with labels, tags and hyperlinks. Some tools make binding in automatic mode. LMS Moodle supports the TeX which is a standard publishing system of scientific texts. Many teachers consider TeX the best way for a set of difficult mathematical formulas.

For the course designing in e-learning, first of all, you should develop its logical structure. We will choose the micropurpose as a basis for the process of designing (in terminology and according to pedagogical designing technology of educational process by academician V.M. Monakhov [1]). The micropurpose is a brief note of basic knowledge and skills that students should learn. You should formulate the micropurpose as a reference result of educational-cognitive activity.

For the course named "Differential Equations" we have developed the following micropurposes according to the program (Table 1):

Table 1

Sequence of the micropurposes of the course "Differential Equations"

Micropurpose	Content
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P1	You should know the concept of differential equation, its general and particular solution
P2	You should know the geometric interpretation of the first-order differential equation
P3	You should be able to solve differential equation with separated and separable variables
P4	You should be able to solve the homogeneous first-order differential equation
P5	You should be able to solve differential equation that could be reduced to homogeneous form
P6	You should be able to solve linear first-order differential equation with Lagrange method (variation of random constant method)
	You should be able to solve linear first-order differential equation with Bernoulli method
P7	You should be able to solve Bernoulli equations
P8	You should be able to solve the equation in full-differential form
P9	You should know the terminology section "Differential Equations that could not be solved relatively to the derivative "
	You should be able to solve Lagrange equations
	You should be able to solve Clairaut equations
P10	You should learn the terminology in "Ordinary Differential Equations of n-order"
P11	You should be able to solve n - order differential equations using the method of reducing the order
P12	You should learn the basic terminology in "homogeneous linear differential equations of n-order"
	<ul style="list-style-type: none"> You should understand the concept and basic properties of the linear differential operator
	<ul style="list-style-type: none"> You should know the criterion of functions' linear dependence (Wronskian)
	<ul style="list-style-type: none"> You should know the structure of the general solution of a homogeneous linear n-order differential equation theorem
P13	You should be able to find a fundamental system of solutions of n-order linear homogeneous differential equations with constant coefficients
P14	You should know the structure of the general solution of the inhomogeneous n-order linear differential equation theorem
	<ul style="list-style-type: none"> You should be able to solve linear inhomogeneous n-order differential equation with constant coefficients using the method of undetermined coefficients
	<ul style="list-style-type: none"> You should be able to solve linear inhomogeneous n-order differential equation with constant coefficients using the variation of arbitrary constants method (Lagrange's method)

P15	You should know the basic terminology of differential equations systems
P16	You should be able to solve differential equations systems using the elimination of unknowns method
P17	You should be able to solve differential equations systems using Euler's method
P18	You should be able to solve differential equations systems using the variation of random constants method

After micropurposes system development it is necessary to establish a relationship between them. We will connect linked micropurposes with arrows whose direction coincides with the normal (logically consistent) material study sequence. We have received a directed graph of course learning. The individualization can show up that students can choose their own path of studying course (its own set of routes in the digraph). As a result of designing we have obtained the following design digraph (Fig. 1).

In the process of distance course designing specific attention should be paid to distance learning features, especially to the fact that studying is conducted with computer. In this case, the simple transfer of lectures in electronic form gives you very poor results due to the fact that perceiving text information from the monitor is less effective than reading an ordinary book. For example, according to the research by L.M. Teksheva reading from the monitor can be 90% slower comparing to a book.

Thus, the information should be presented in separate parts, actually as it is represented in the format of electronic presentations.

We used the module "Lecture" to organize learning materials. It gives the possibility of placing hyperlinks in the text, automatic binding glossary terms, realization of feedback. It should be noted that this tool is interactive, so it allows you to manage the process using students' answers.

We tried to present all lectures divided into logically complete separate standard-page-sized blocks.

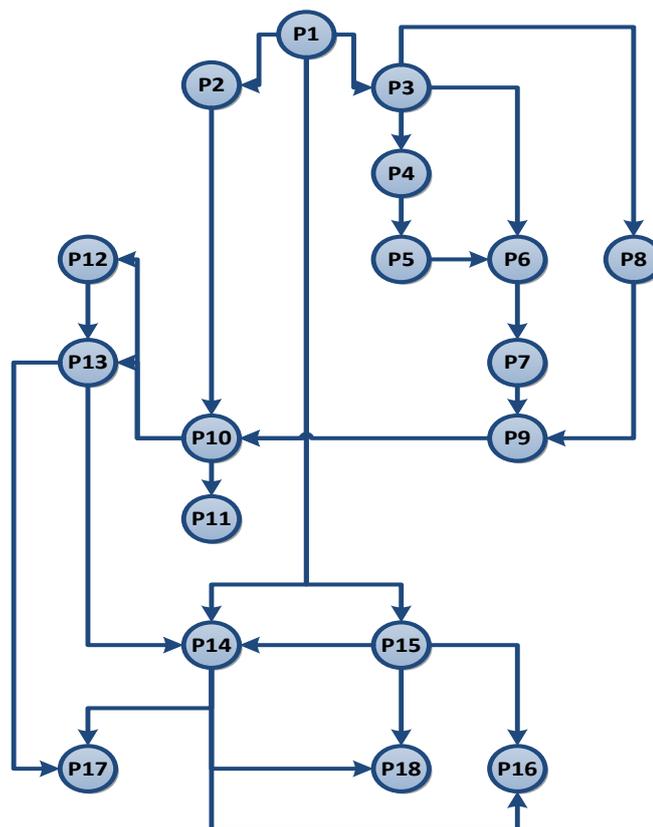


Fig. 1 Digraph of logical structure of the course

For example, when we designed the "Linear n-order differential equations" theme and its section "Basic concepts and definitions related to linear differential equations" we have prepared the following pages:

- the concept of a linear n-order equations;
- properties of linear differential equations;
- linear differential operator;
- properties of solutions of linear homogeneous equation $L[y]=0$.

Test form assignments provide you with feedback. These tasks are located after a lecture. According to mathematics teaching technique we consider that it has to be tasks for recognition. We used the task to identify the type of equations from the group when a new type of equation appears.

For example, in this topic one of the tasks was the following (Fig. 2):

Match the equation and its type:	
1. Homogeneous linear differential equation of second order	1. $y'' - 4xy' + 5y - 7 \sin x = 0$
2. Inhomogeneous linear differential equation of second order	2. $y'' - 4xy' + \sin(x) \cdot 5y = 0$
3. Homogeneous linear differential equation of the third order	3. $y''' - 4e^x y' + 5y = 0$
4. Inhomogeneous linear differential equation of the third order with constant coefficients	4. $y'' - 4y''' + 5y - 4xe^x = 0$

Fig. 2. Example of a task for type recognition equation

The second type of lectures' test assignments are the ones to find the change of variable (substitution). For example, when studying the topic of homogeneous differential equations or equations that could be reduced to last ones, we also used exercises on finding a solutions' general view, etc.

Another interesting and useful feature provided by the LMS Moodle is an opportunity of autobinding term with its definition in the glossary, regardless of where it is (in a lecture on a separate page, test, etc.). This element is an analogue of a dictionary. When you add a record to the glossary this term is automatically associated with this account at coincidence of keywords in the remaining resources. Thus, there is no need in laborious procedure of these objects' search and linking them to the glossary.

Student's homework can be realized by making student's glossary by themselves. The system allows more than one definition for the word, as well as possibility for other students to leave comments to records and grade them. Thus, a glossary allows you to organize some kind of collaboration between students.

Students' group work could be organized also with a "Seminar" tool. This module allows you to store, browse, review and mutually assess students' work. The work can be presented in any file format and the materials can be evaluated using several assessment criteria defined by the teacher. In our course this module was used to evaluate students' work on the essay "Applications of differential equations."

Students received two marks for a seminar: the one for their own paper and another for the evaluation of their classmates' work. The teacher developed criteria of paper assessment by which students had to grade the work. These criteria were:

1. How essay topic corresponds to its content.
2. Disclosure completeness of a subject. Study of the theoretical part.
3. Presence and validity of examples.
4. Methodological study. Presence and validity of conclusions and their task compliance.
5. Design of the paper.

Both grades received by each student were recorded in the course gradebook.

The verification of the course standard calculation assignment realized by using the "Task" tool. This module allows the teacher to organize communication with students in remote mode. Also, the teacher can evaluate materials submitted by students and make comments on them.

The difference between "Task" and "Seminar" modules is that the second, unlike the first, assumes group work for students under control of the teacher.

The main tool of distance learning results control is tests. LMS Moodle has many features as a tool for testing. In particular, the system offers the following features:

- different formats of questions: multiple choice (single or multiple correct answer options), the alternative question (true/false), calculated questions, etc.;
- using of images, other media objects and formulas in TeX format;
- mixing answers randomly and random questions selection from the test database;
- ranking the assignments that allow you to specify more difficult tasks at higher level of assessment;
- allocation of question groups and fixed numbers of questions selection from the group in the final test. That allows you to set the necessary quantity of questions that have the aim to check a particular aspect (the micropurpose or didactic unit). This approach also lets you group questions by the level of sophistication.

Thus, this module has many features, sufficient to realize almost any task of students testing.

Besides the content designing of the test, you should pay attention to obtaining of the objective characteristics of the test for assessing its quality. LMS Moodle allows you to assess the test quality using statistical methods for calculating a number of characteristics that are used for their evaluation in general and for the assessment of individual test questions. [2] The system statistics collection uses the metric system Rash (Rash Measurement) that lets us calculate the quality of educational measurement. [3]

The main characteristics of the test calculated by the system are:

- Test's average rating;
- Median grade;
- Standard deviation;
- Score distribution skewness;
- Score distribution kurtosis;
- Coefficient of internal consistency;
- Standard error.

Another group of parameters used to estimate the specific test questions is:

- Facility index;
- Standard deviation;
- Random guess score;
- Intended weight;
- Effective weight;
- Discrimination index;
- Discriminative efficiency.

The considered parameters allow you to adjust the test.

We have developed a set of questions for each topic according to the course micropurposes. The final test consisted of 32 tasks.

In conclusion, we note that the LMS Moodle has advanced tools that are used for designing courses in e-learning. At the same time it is possible to ensure the requirements of individualization and differentiation. The design process is rather laborious. It requires a change of studying ideologies, especially in departure from the traditional linear system of teaching.

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INTEGRATION OF TECHNICAL KNOWLEDGE AS A WAY OF FORMING OF PROFESSIONAL COMPETENCE OF STUDENTS OF TECHNICAL UNIVERSITY".

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Abstract. The article describes ways and methods of improving the quality of graduation in Oil and Gas Engineering by means of implementation of the competence building approach within the modernization of the content of professional education. The article proves the expediency of use of the activity approach in formation of professional competence of students of technical University and the experience of implementing this approach. The author emphasizes the importance of the discipline of mathematics in its function as the

basis of professional education and pays special attention to the determination of the types of competences and the formation of general professional skills of bachelors. The article deals with the basic concepts of the «task» and the author's understanding of the term «task». The author presented the experience of the development of practice - oriented tasks for students of technical University. The article also considers the experience of implementation of this technology at studying mathematics at the Petroleum Technological University in compliance with the requirements of the third generation standards. The technology of professional competences formation is offered. Special attention is paid to the technology of formation of professional competence of students of technical University. In this article, stages of organization of the study process at implementation of the technology of the problem-based approach in the education are provided. Specific examples are considered methods of organizing the formation of professional competences.

The author reveals the subject matter of a mathematical problem in its function as the basic means of competence formation with the students of technical higher education institutions shows the relevance of treatment in learning process task approach and suggests specific methodology for forming key competences through solving technological problems.

Keywords: professional competence, basic concepts of professional training of future engineers, a problem in its function as the means of forming professional competences.

The process of forming mathematical competence with the future engineers determines the teaching them in technical performance, which is related to the ability to solve real production problems.

The “problem” concept is one of the fundamental concepts in mathematics. Currently, there are various approaches to the interpretation of this concept.

In its very general meaning, a problem can be interpreted as a goal, which requires to be achieved, and as an issue, which requires to be solved based on definite knowledge.

The analysis of various interpretations and definitions of the “problem” definition makes it obvious that it is mainly determined by the essence of relations between the subject and problem concepts.

The followers of interpretation of a problem as the situation, in which the subject must act, explicitly include it in the problem concept. Y.M. Kolyagin and G. I. Sarantsev noticed in their works that, without the subject, there is no problem, and that a stipulated condition is a problem for some people, and can be not a problem for others [1].

L.M. Friedman determined a problem as the model of a problematic situation expressed using the characters of a certain artificial and natural language and believed a problematic situation be the source.

And A.M. Leontyev, in his works, dealt with the problem, all elements of which were mathematical objects that were solved using the mathematical apparatus [3].

To summarize the above, we can conclude that the vision of problems depends on the sphere of knowledge, which they belong to. Using this term, we need to specify what subject matter is assigned to the “problem” concept.

The main attribute of a problem is the temporal absence of methods of its solution, i.e. absence of any logical sequence of definite procedures in the educatee’s consciousness, which procedures would associate the statement of the problem with its requirements [4].

S.F. Dorofeev treated a problem as a certain situation of the subject-object category, which needed to be solved with account of the conditions specified in it.

We keep to the opinion of Y.M. Kolyagin, G.I. Sarantsev, L.M. Friedman, and S.N. Dorofeev and understand a problem to be the activity of a subject in its function as a system of problem solution processes, which consists of not only the standard, but also the creative elements of activity, which are not only introduced from outside, but also related to the motivation of its personality.

Based on the above, we believe that it is possible to form professional competence by solving the problems, which are the synthesis of objective and professional conditions.

We have contributed to the discussion on implementation of the principles of competence building approach at teaching bachelors in engineering sciences.

The obvious problems in the implementation of the main education programs for bachelors, i.e. the process of teaching in the language of competences, currently are:

- absence of methodological tooling, which would allow forming and evaluating the competences of graduates; development and implementation of the system of objective diagnostic educational procedures.

The objective of the research is to suggest a solution of the problem, which resides in the formation and evaluation of the extent of acquired competences after passing the main educational program for bachelors in Oil and Gas Engineering, code 131000. The research was carried out through the example of assimilation of the program of the mathematics discipline. Then, the conceptual models of the process of formation and evaluation of the most important cultural and professional competences of the CC-1, PC-1, PC-2, PC-4, and PC-6 types (refer to the Federal State Educational Standard of Higher Professional Education "The Main Education Bachelor Degree Program, Code 131000").

In our opinion, the technology of teaching students to solve mathematical models of professional problems must provide stage-by-stage education, namely according to the following procedure:

at the first stage, algorithmic problems must be dealt with;

at the second stage, it is necessary to consider the problems on the heuristic level, which target formation of the knowledge how to deal with technological issues;

at the third stage, it is necessary to use problems oriented to formation of the ability to solve generalized applied practical issues.

The problem-based approach in the implementation of the competence building approach is in harmony with the synergistic approach. Synergetics, as noticed by V. Milushev, evidences that the path to the future for complex systems, which show non-linear development, such as the future professional activity, always has alternatives [6]. Thus, arrangement of education in the context of synergistic approach brings us to formation of the ability of self-teaching of the "How-to" type.

The extent of the cognitive independence of an educatee and his ability to apply the fundamental knowledge in his professional activity depend on whether the following *skills* have been formed with him:

- 1) to see the issue in a problem and understand it;
- 2) to formulate methods of solving the problem;
- 3) to reason the methods of solving this problem;
- 4) to apply the determined method of solution in practice.

Such skills can be mastered in the course of studying mathematics based on the methodological system, which is oriented to forming profession-oriented skills. The mathematical model we have built conforms to the basic principles of synergetics, as along with the free self-development, self-organization, and viability properties, it needs the properties of imbalance, instability, non-linearity, etc.

Solution of profession-oriented problems leads a student to the bifurcation point, gives an impetus to search for the exit from the previous stable knowledge to the new one - and it is the path of self-development.

In our opinion, it is the problem-based approach to the study of mathematics that encourages the development of the synergistic effect with the students, which depends on their aspiration to improve their knowledge with account of their own capabilities and faculties.

Synergetics provides the opportunity to re-formulate questions and re-construct problems, which ensures better quality of the students' training.

Let us consider the technology of forming professional competence PC-1, which involves "self-directed acquisition of new knowledge using advanced educational and information technologies".

Process structure: solution of the technological problem; e.g. after the study of theoretical material on the theory of probability [7], the problems of the following type are offered for solution: "In an oil-bearing area, six oil wells are being drilled simultaneously. Each well independently from the others opens up deposits with a probability of 0.1. What is the probability of opening up a deposit? How many oil

wells need to be drilled, so that the probability of opening up an oil deposit would exceed: a) 0.7; b) 0.8; c) 0.5; d) 0.9?"

Teaching technique:

Main stages of the arrangement of teaching the scenario of the simulation exercise "Conditional probability. Probability of at least one event of the total group of events":

Stage I. Assessment and reinforcement of the level of knowledge of the educatees in the issues relating to the matter of this subject.

Stage II. Selection of formulas and methods of solution. Group discussion of the problem solution. (Division of the participants into small creative groups (3-5 persons); each group solves its own variant).

Stage III. Solution of the problem in small groups, preparation of reports on the discussion of the problem solution. Monitoring of the work of each participant with grading the individual work and explaining these marks.

Stage IV. Solution of the subproblem: to assess the influence of one of criteria of the probability of opening up a deposit. Discussion of the results and scoring them.

Stage V. Summary of the game results, analysis of mistakes, reasons for assigning the bonus and demerit scores. Discussion of the assigned final grades.

Statement of such problems provides the opportunity to find the methods of their specific solution based on the existing theoretical knowledge and to form competences.

Another method of forming the professional competence PC-4 ("to master the main methods, ways, and means of obtaining, storing, and processing information; to operate a PC as a means of handling information") is the fulfillment of laboratory works in the form of technological tasks [7,8], usage of a package of PC software for fulfilling computational experiments and analyzing their results, for example: "Based on the geological data of the Bavly deposit, it is necessary to provide calculation of the oil reserves and the change of the average rock pressure within the oil reservoir."

Teaching technique:

Stage I: to study the results of geological survey and determine the methods of calculation;

Stage II: to solve the assigned problem using the MathCAD suite.

Stage III: to provide the analysis of the received results and prepare reports of small groups.

The methodological value of solving such problems resides in the fact that students acquire not only the steady mathematical knowledge, but also the skill to apply the methods of problem solution in practice.

Thus, as evidenced by our experience and the analysis of professional literature, in order to form professional competence with the students of technical higher education institution by means of the mathematics discipline, it is necessary to use the problem-based approach more extensively, as it allows to form the ability to solve professional problems using mathematical modeling, the skills to relate the mathematical knowledge to the subject matter of the special disciplines.

Summary.

1. The methodology of forming and evaluating the level of knowledge, skills, and acquired cultural and professional competences of the graduates of the bachelors program in technical specialties was developed.

2. The following principles form the basis of the methodology:

- maximal approximation of the object of the training and scientific research to the future professional activity, with the help of technical problems;

- comprehensive application of methods of mathematical modeling and fulfillment of computational experiments using renowned mathematical software suites;

- organization and execution of interactive forms of the study process, with the emphasis to and support of the processes of self-analysis and self-diagnostics.

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**FOREIGN LANGUAGE IMMERSION AND ITS APPLICATION IN
TEACHING ENGLISH FOR PROFESSIONAL PURPOSES**

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Introduction. Any foreign language immersion is based on teaching various disciplines of the school or university curriculum by means of the foreign language to be acquired by learners.

In the professional literature there are two basic definitions of foreign language immersion:

1. Immersion is the method of foreign language acquisition by way of teaching/learning one or several non-linguistic disciplines through that language [6].
2. Immersion is a specific type of integrated foreign language teaching aimed at acquiring the language for professional purposes [15].

As in the latter definition the emphasis is placed on mastering the language for professional communication [8], which is taught at universities and not at secondary schools, only that definition can be the basis for further discussion, although it needs to be clarified. But first of all it is necessary to clarify what is meant by integrated teaching.

In this case, the integrated teaching is referred to as a type of training when the language for specific purposes is not taught in isolation but language acquisition is integrated with the study of special disciplines [12; 13]. Both the study of the special discipline and the study of the language are in the focus of the teacher and the students' attention. The language is mainly acquired unintentionally/subconsciously, in the process of acquiring the content of special discipline. From this point of view, foreign language immersion is, in fact, a synonym of *CLIL – Content and Language Integrated Learning* [7], which is based on the fact that a foreign language is acquired due to its use as a means of studying other disciplines (i.e., a foreign language ceases to be an explicit objective of training and turns into its means).

It is worth noting that CLIL does not differentiate teaching disciplines of school curriculum and special disciplines for mastering the future profession [7]. There is a more obvious proximity between immersion and the so-called “content-based instruction” which was developed in the American methodology of teaching languages in the 1980-s, i.e., earlier than the Western European CLIL [4; 5; 14].

Content-based instruction was developed as an integrated, unintentional/subconscious learning of a foreign language (primarily English) which is achieved by its acquisition through the content of students' professional majoring disciplines. Thus, content-based instruction is more adapted to university education

than CLIL. However, although content-based instruction and foreign language immersion are interrelated concepts, there is a rather significant difference between these two forms of teaching foreign languages for professional purposes which consists in at least three distinctive features:

1. The main objective of content-based instruction is *acquiring a language for professional communication* (although the language is acquired mainly spontaneously), whereas the main objective of foreign language immersion is *acquiring the content of a special discipline*, although this acquisition spontaneously improves the language acquisition.

2. This implies that in content-based instruction there is a certain *balance* between teacher's and students' focus on language and subject matter content. In foreign language immersion the *focus is concentrated on the subject matter content*. Various forms of language support and assistance may still be provided to students but outside the main instruction process and not as its leading components.

3. That is why content-based instruction is conducted exclusively within the foreign language course and classes. Foreign language immersion can also be conducted within the foreign language course when the level of students' language competency is rather advanced. But in this case the course must be reconstructed in order to simulate learning of special disciplines, and, therefore, to attain total concentration on the subject matter rather than on the language. Foreign language immersion programmes are mostly developed for the courses of special disciplines to be taught in a foreign language rather than for foreign language courses. In Western methodology this type of immersion is referred to as *plain immersion* [9].

Thus, immersion is a form of mainly implicit teaching of foreign languages for professional purposes, integrated with teaching of special disciplines, in which the content component strongly dominates over the language component.

The above definition makes it possible to define three basic characteristics of any immersion programme:

1. Immersion can be implemented when the level of students' proficiency in English (both general and for professional communication) is already rather high –

not lower than intermediate and closer to advanced level. Otherwise, the students will not be able to improve their language proficiency within the course where language is acquired mostly spontaneously, without focusing on the linguistic phenomena. In terms of the *Common European Framework of Reference for Languages* [1], this means that, to succeed in immersion programmes students should achieve at least level B2 of English language proficiency. As this level is usually achieved by the end of the second year at universities, we can conclude that the implementation of the simplest immersion programmes may not start before the third year of studies.

2. The implementation of immersion programmes in the third year is the most efficient only when they are preceded by a language course based on content-based instruction. It, firstly, provides for the development of students' language proficiency required for immersion programmes since in content-based instruction there is sufficient focusing on language to accelerate the attainment of such proficiency. Secondly, the course of content-based instruction provides for the psychological readiness of students to start working in immersion programmes due to the fact that content-based instruction is an initial, and comparatively simple, form of learning non-linguistic subject matter through the medium of the target language.

3. Immersion programmes can be implemented within the foreign language course (in the third year at non-linguistic universities if foreign language studies are planned for that period, as it often happens when students major in Economics). They also can and should be implemented further (beginning with the fourth year of students' university studies) within courses of non-linguistic disciplines – primarily, the majoring professional ones.

4. The immersion in the language course (3-rd year) requires its adjustment to the model of teaching special disciplines. Such modelled immersion in the advanced language course in the 3-rd year at non-linguistic university has at least two advantages: 1) it allows giving students greater language support and assistance than in plain immersion conducted in the courses on special disciplines, improving thus learners' language readiness for the highest type of plain immersion; 2) it allows – in the habitual and comfortable conditions of a foreign language course – continuing

and completing the psychological preparation (started in content-based instruction) of students for studying professional disciplines in the courses on these disciplines taught through the medium of English. Due to their preparatory character, such immersion programmes can be called *preparatory/preliminary immersion* ones.

As a result, immersion programmes become a direct continuation of language courses based on content-based instruction.

When considering teaching English for professional communication through immersion programmes, we cannot neglect the relations of such programmes to the so-called ESP (English for Specific Purposes) in the terms of Anglo-American methodology [10; 11] or professionally oriented/directed teaching of English in terms of domestic methodology [3].

The domestic theory and practice of teaching foreign languages for professional purposes came to an undisputed conclusion that teaching languages for professional communication should focus on learning a sub-language of a particular speciality/profession rather than on learning the language of general use. This approach, which was introduced in the 1960s-70s, remains fully relevant today. It is exactly this approach which is referred to as professionally oriented/directed teaching of English.

There is a significant difference between professionally oriented/directed teaching of foreign languages and content-based instruction. In the latter the focus of teacher and students' attention is equally distributed between the language (sub-language) and the professional subject matter. As distinct from that, in the former the focus is concentrated on language, namely, the sub-language of students' majoring speciality, while its subject matter makes only a background for language studies.

We can say that the professionally oriented/directed teaching of foreign languages, content-based instruction and immersion differ in the degree of concentration on the language to be learned. All the three forms serve for mastering foreign languages for professional communication/professional purposes. But in professionally oriented/directed teaching the teacher and students' attention is concentrated only on the sub-language of a particular students' majoring specialty. In

contrast to that, in content-based instruction the focus is equally distributed between the content of the speciality and the peculiarities of that specialty's sub-language. Finally, in immersion the language is on the periphery, and both the teacher and the students are focused on the subject matter. As it is clear from the above, in the immersion programmes implemented within the university language course in the third year some explicit language support and assistance for the students are still provided. When the immersion is conducted within courses of professional majoring disciplines, such language support may not be provided at all.

The above analysis shows the possibility of a harmonious relationship between the three forms of teaching foreign languages for professional communication to students of non-linguistic specialities. These relationships are shown in Fig. 1.

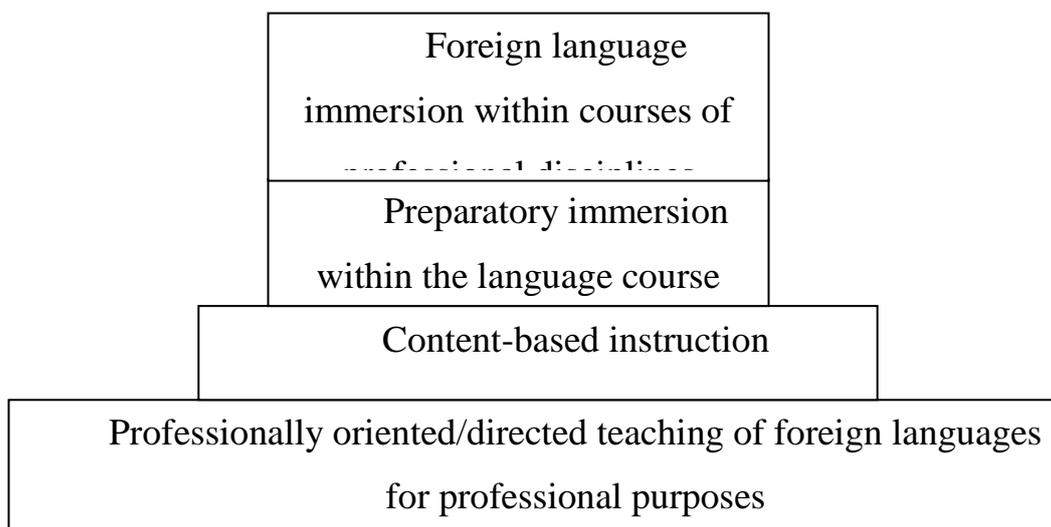


Fig. 1. Relationships and sequence of three forms of teaching foreign languages for professional purposes

The three forms differ in the degree of concentration on language: from the highest degree of such concentration in professionally oriented/directed teaching to the lowest degree (close to zero) in immersion. Thus, they make a logical progression from the form with the highest degree of concentration on language to the form with the lowest degree of it.

This approach paves the road to the introduction of English immersion programmes (including plain immersion in courses of students' professional majoring disciplines) at non-linguistic higher schools.

If students enter the university with a low level of English and minimum knowledge in the field of their future profession (as it often happens in practice), then the best solution would be to start learning a foreign language for professional communication in a professionally oriented/directed language course. The full focus on language allows compensating for the disadvantages of preceding language training and laying a sufficient basis for acquiring the speciality's sub-language. On the other hand, the lack of significant concentration of attention on the subject matter of future speciality at the time when students' ideas about it are still rather vague will prevent imposing content difficulties on language ones.

On this basis, the course of a foreign language during the second year of university studies can be designed as a content-based one. Students will be prepared for that in terms of content component due to professionally oriented disciplines and courses studied during the first year at university. They will also be linguistically prepared for learning through content thanks to professionally oriented/language training (in the first year of their studies) aimed at acquiring the sub-language of future speciality.

This makes a sufficient content and language basis for the introduction of foreign language (English) immersion programmes beginning from the third year – first, preparatory/preliminary immersion programmes in the third year's language course and later plain immersion programmes in courses of students' majoring non-linguistic disciplines (see Fig. 1).

Conclusion. The above theoretical analyses and our practical experience and experimental studies [2] have made it possible to suggest the following continuum of introducing English immersion programmes into teaching/learning English for professional purposes at non-linguistic higher schools: *a professionally oriented/directed course of English for Specific Purposes (the first year at university) → a course of content-based English instruction (the second year) → preparatory/preliminary immersion within the course of English for professional purposes (the third year) → plain English immersion within courses of students' professional non-linguistic majoring disciplines (the fourth and fifth years).* The third

element in the suggested sequence (*preparatory/preliminary immersion programmes*) was first developed by us as an innovative approach and has proved to be an efficient link in the entire model resulting in significant improvement of English language proficiency by students of non-linguistic higher schools [2].

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**THEORETICAL AND EXPERIMENTAL ASPECTS OF THE
DIAGNOSTIC TESTING OF SELF-CONCEPT**

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Introduction. The concept of self is used extensively in all areas of science related to the study of man and society. In the scientific literature phenomenon of self

is considered in general theoretical terms (in the context of different theories of personality) and many private psychological concepts. However the problem of description and investigation of self and self-concept is still one of the most complicated and interesting phenomenon in scientific theory and practice.

Trying to identify the self psychologists relate it to concepts such as self-comprehension [Rubinstein, 1946; Chesnokova, 1978; Stolin, 1987; Sokolova, 1989], selfhood [Jung, 1995; Orlov, 2002; Olson R., 1999 etc.] identity [Erikson, 1996; Antonov, 1996, etc.], the self image [Cohn, 1981 etc.], self-rating [Borozdina, 1992; Sabelnikova, 2000, etc.], self-attitude [Pantileev, 1991 ; Sarzhdeladze, 1989, etc.], self-schema [Markus, 1977], the self-concept discrepancies [Higgins, 1987], the self verification [Swann, 1985], etc.

History of the development of self-concept researches was quite contradictory. Only 60 years after the writing of William James chapter "Awareness of itself", "Principles of Psychology" [James, 1890], the first systematic researches the self are emerged. There was a significant interest to self in the late 70's - early 80's of XX century. About the last 35 years it has carried out dozens of thousands researches of self and phenomenon that related to it [Leary, Tangney, 2003].

Attempts of different authors comprehend the essence of self caused a polysemy of its definitions that depends on the theoretical, methodological and philosophical orientations of researchers. Because of this, there were a number of problems related to the definition of the categorical status of self, conceptualization of the self (either structural or procedural terms), the search of determinants of the structures and processes of the self (whether they are intraindividual concentrated within the personality or intersubjective derived from interpersonal interaction, social setting , content of activity) , with the definition of self as a single system or as a whole set of elements, treats, measurements.

The notion of self-concept. In domestic psychology the basis of self-concept researches are theoretical approaches considering the self within phenomenology of self [Dorfman L.J., Ivashchenko A.V., Konuhov N.I., Moskalenko A.T., Orlov Y.M., Serjantov V.F., etc.] consciousness and self-comprehension [Abulkhanova-Slavskaya

K.A., Antsyferova L.I., Galich A.I., Zinchenko V.P., Con I.S.; Leontiev A.N., Luria A.R., Rubinstein S.L., Spirkin A.G., Stolin V.V., Chesnokova I.I., Shorohova E.V., etc.]; philosophical-psychological concept of man as a subject [Abulkhanova-Slavskaya K.A., Brushlinskiy A.V., Vygotsky L.S., Galperin P.Y., Zaporozhec A.V., Leontiev A.N., Luria A.R., Rubinstein S.L., etc.]; system of relations of the individual [Myasishev V.N., Derkach A.A., Pantelev S.R., Stolin V.V. and others]; semantic personality formation [Zinchenko V.P., Leontiev D.A., Leontiev A.N., Petrenko V.F. and others].

According to Baryshnikova I.V. [Baryshnikova, 1999]. the main areas of the study of self-concept is:

1) socio-psychological approach studying the following aspects:

a) procedural aspect reflecting the self-awareness through personalization, personification, identification, amusing attraction, reflection, affective evaluation, detection of strategy of change of behavior and the behavior of the "Other";

b) interactional aspect reflecting the establishment of ontogeny in relationships: "I am Other", "I am They/Their, Strangers"; interactional direction shows itself in situations where an individual is aware of himself and works in conjunction with the "Other";

c) regulatory aspect performing correction of individual behavior through the implementation of functions to achieve internal consistency, interpretation of acquired experience, the anticipation of his behavior;

d) social-role aspect reflecting in the interaction of social roles and self;

2) medical aspect studying the self as a source of mental activity/passivity of the individual;

3) the study of phenomena of self and self-concept in terms of the therapeutic process and psychotherapy;

4) age attitude studying the following aspects of the self:

a) energy aspect providing resistance of psychic reality of self;

b) integration aspect studying of integrity of the individual;

c) functional aspect revealing the self at self-affirmation, self-approval, self-appraisal, self-control, self-motivation, self-acceptance;

d) opposition aspect reflecting the contradictions between the "I in my own eyes" and expected "I in the eyes of somebody";

e) hermeneutical aspect explaining and describing the self-image that distinguishes the different stages of development of the self.

On the bases of the analysis of theoretical approaches to self-concept in the domestic psychology, Baryshnikova I.V. allocates the general and the specific. The general reflected in the fact that self-concept is regarded as a system of self-representations, including the multiplicity of self which has different aspects, developing in the process of self-actualization on the basis of a positive attitude from other. The specific is that it is identified with the personality structure, with the self-image and it is mixed with the concept of consciousness [Baryshnikova, 1999].

Besides the difficulties associated with the definition of the status of the categorical self-concept and its methodological foundations, the study of self-concept can be identified with problematic field associated with the search for the major determinants shaping the content of self-concept: whether the self is mainly a reflection of the influence of external factors (social values, estimates and judgments of other people, etc. [Mead, 2004; Markus, Wulf, 1987], or a decisive role in the formation of self-concept have internal conditions (related to the activity of the individual, the desire to self-cultivation [Rogers, 1986].

Nowadays discussing the problem of forming a self-concept, majority of psychologists suggests to consider both factors. It is considered that self-concept is influenced by life experience (the main role is interaction with the social environment). But self-concept early gets active role influencing on the interpretation of this experiment, the goals that people set itself, on a system of expectations about themselves and their future, an evaluation of its effectiveness and thus to their own formation, development, operation and behavior.

Another relevant problem of concern in the study of self-concept involves overcoming the fragmented approach to study, when only the individual components

or elements are considering. For example, in modern domestic psychology separately studied the self-image [Vasina E.Z., 1998; Malysheva C.V., 2003; Svobodniy F.K., 2003; Bubnova I.S., 2004; Kaznacheeva N.B., 2006, etc.], the ratio of the images and the I-actual and I-perfect [Demidov D.N., 2000, etc.], ego-alter theory [Vasin E.N., 2007] , I-physical [Lemit J., 1996; Sokolova E.T., 2003] , self-esteem [Zakharov A.V., 1992; Tulchinskiy M.M., 1996; Borozdina L.V., 1999; Semenova L.E., 1999; Simonenko I.A., 2000; Slyadnev A.A., 2000; Zinov T.V., 2002; Kunenko S.A., 2004, etc.] , the self-attitude [Gulyanova N.A., 2001; Klimoktova T.A., 2003, Lyubimov O.M., 2004; Fontalova N.S., et al 2004] . Because of it deficiency is detected studies examining self-concept as a holistic model as education system, the study of which is necessary to define its quality system and install the interconnection and interdependence of its elements and components within the overall structure.

Content of self-concept in Western psychology is closely related to the methodology of scientific schools. In behaviorism is regarded the self as a behavioral category: accordingly it can be described only through their behavior, actions and deeds of man [Skinner, 1994]. Psychoanalysis considers the self through motivational aspect which is based on attraction and need [Freud, 1990]. In cognitive psychology, self-concept is regarded as a cognitive scheme, due to which the individual processes information about themselves, organizing it in a special concepts and images [Markus, 1987; Higgins, 1987]. For interactionism the self is a product of interpersonal interaction and communication [Cooley, 1912; Mead, 1946]. In essence existential psychology the self is seen in the processes of self-actualization and creativity acts [Maslow, 1999].

Among Western theories that filled the notion of self original content we distinguish well-known theory of William James, symbolic interactionism Charles Cooley and Mead, the theory of ego identity E. Erikson and phenomenological theory of Rogers.

Given all the current problems in the study of self and based on a systematic approach is proposed to consider self-concept as the self-attitude, individual content

causes the context of the social situation and peculiarities of his personal development.

Self-concept as the self-attitude. The most elaborated concept among the theories of considering self-concept as an attitude model is the concept of R. Burns which brings together the main tenets of the theory of W. James, C. Cooley and G. Mead, E. Erikson and K. Rogers, as each of the theories has restrictions depending on the investigated concept attributed to the ontological, epistemological and methodological status.

R. Burns defines self-concept in a certain way: “This is the set of all representations of a person about himself conjugate with assessment. Descriptive component of self-concept is often called the self-image or self-picture. Component associated with attitudes towards themselves or for one of its quality is called self-esteem [Burns, 1986].

R. Burns believes that if in self-concept can be distinguished descriptive and evaluative components it can be considered self-concept as an attitude aimed at myself because in most definitions of attitude highlights three main elements: a persuasion which can be reasonable and unreasonable (cognitive component); emotional relation to this persuasion (emotional-evaluative component), the corresponding reaction which can be expressed in behavior (behavioral component) [Burns, 1986].

These three elements are specified as follows:

1. Self-image is the individual representation of himself.
2. Self-esteem is affective evaluation of the representation which can have varying degrees of intensity as the specific features of the self-image can cause more or less strong emotions associated with acceptance or condemnation.
3. Potential behavioral responses, i.e those specific actions that can be caused by self-esteem and self-image.

Considering the content of the three components (cognitive, affective and behavioral) within the structure of the self-concept of personality, it is important to

emphasize their functional interrelatedness and autonomy simultaneously [Kon, 1978].

By R. Burns the self-concept is a hierarchical structure, the apex of it is the global self-concept, which includes all sorts of facets of individual consciousness.

Global self-concept is concretized in the aggregate of self-attitudes. These attitudes have different modalities: real self, perfect self, mirror self. Each of these modalities includes a number of aspects^ physical self, social self, mental self, affective self.

Meaning of self-concept (in the consideration of it as a self-attitude) is to achieve internal consistency of personality in the interpretation of the experience, in anticipation of expected events.

Achievement of the internal consistency of personality associated with the inevitable multiplicity of images of self. Moreover, the presence of personality equally strong opposing tendencies can cause internal conflicts and consequently undermine the internal integrity.

According to E. Erickson, the less integrity and sustainability is a human sense of identity (sense of coherence of self, self-identity), the more controversial it is the outward expression of role behavior. If the sense of identity is stable and consistent, it will be expressed in greater consistency of his behavior, despite the variety of social roles it takes [Erickson, 1996].

To maintain internal consistency and integrity there are a number of funds that Freud called defense mechanisms.

Unity of the self as the consistency of ideas about themselves and their behavior in general, is considered in the theory of self-perception D. Bem [Bem, 2004]. In accordance with this theory, the individual receives information about their emotions, attitudes, beliefs from three sources: the perception of their internal states, observing their overt behavior and the circumstances in which this behavior occurs. The weaker, contradictory or confusing "internal signals", the more people rests in his judgment itself on the facts he observed his "external" behavior and its conditions, i.e. judges himself by his actions.

According to the dispositional theory of personality by V.A. Yadov in the psychological ordering entity representations of themselves and their dispositions leading role played by higher dispositional education – the system of value orientations [Poisons, 1975].

Another meaning of the self-concept is the interpretation of experience. By R. Burns, a person has a persistent tendency to build on the basis of their self-image not only their behavior, but also to interpret their own experience [Burns, 1986].

Also self-concept makes predictions and anticipating the expected events, it determines expectations of the individual that has to happen.

Summarizing the analysis of the study of self-concept in the psychological literature, it should be noted ambiguity of the term, its dependence on the theoretical and research context, the prevalence of trends in fragmentation studies of self-concept.

In connection with the foregoing, acquires relevance appearance of works aimed at the study did not separate aspects of self-concept (for example, self-image or self-esteem), and designed to address a holistic model of self-concept, involving not just the study of its content, but the context of its consideration values for human roles.

To solve this problem we propose the following psychodiagnostic tools (Table 1).

Table 1.

Psychodiagnostic tools for research of self-concept

Component of self-concept	Research Tools
Cognitive	Method of free self-descriptions (S.R. Pantileev); «Personal differential» method
Emotional and evaluative	Method of research of self-relation (S.R. Pantileev); Method of research of self-esteem (Dembo-Rubinshtein)
Behavioral	Method for research the value orientation of the individual (S. Schwartz); Method to study the characteristics of personality (G. Eysenck, G. Wilson), questionnaire "persistence-compliance"

Methods of mathematical statistics (correlation analysis)

Analysis method of free self-descriptions (S.R. Pantileev) requires more attention, unlike the others presented techniques because it is standardized psychodiagnostic techniques.

Text free of self-descriptions S.R. Pantileev consider as one of the types of verbal presentation of the self-image. In comparison with other types of techniques used in the study of self-concept (the answers to standardized questionnaires, formal self-reports of reactions to projective stimuli and procedures), free self-description has the following advantages: the subject says about himself with freely chosen theme, psychological characteristics to describe their personality, their own uses, and not specified by the experimenter, the language and style of speech, self-presentation of the ideas of the structures themselves. Thus, texts free self-descriptions are a rich source of information about the phenomenal of self of the subject [Pantileev, 1993].

Method of free self-descriptions allows to analyze the received descriptions statements not only quantitatively but also qualitatively. It uses two methods of processing the results, both operated by content analysis.

The first processing method.

1. Counts the total number of responses of study participants, the percentage calculated objective (formal) and subjective, both positive and negative statements of the total number of characteristics.

2. Next compiled a list of characteristics. If the characteristics are repeated in the list records the number of repetitions and calculated the total number of characteristics from the list without their reps.

3. Characteristics of the parameters list coarsen synonymy and similarity of content, calculated the total amount of their recurrence. Sporadic characteristics without repetition and evaluated as not to be combined are not considered.

4. Received "integral" characteristics are grouped together - the category. In the category included some smaller groups (subcategories). Categories and sub-

categories are distinguished both by semantic content and on the basis of theoretical ideas about the structure of the self-concept, that is taken as a basis proposed R. Burns aspects of real self - physical self, social self, mental self, affective self supplemented characteristics of self-determination.

5. Calculated the proportion of a particular subcategory within the category and the proportion of the category relative to other categories. The data is then subjected to the procedure of ranking. Subcategory ranked in relation to other subcategories.

As a result, the content of an self-image is expressed through a hierarchy of categories and subcategories.

The second processing method.

The second method allows the data to be subjected to further results statistical procedures.

There are the following empirical indicators based both on past data, and based on the interest of researchers aspects of self-image: the number of characteristics used to describe the study participants themselves, the number of positive characteristics, the number of negative characteristics, the number of neutral characteristics, appearance, intellectual qualities; emotional qualities, endurance and stamina; activity; socially important quality; behavior; quality of self-determination.

Available in every particular the self-statements we treat a particular type of category. These data are included in the correlation analysis.

Considering the self-concept as a structure consisting of interconnected components, it is not enough statement of one of the results of its study of each individual component. Features and substantive content of each component influence on each other, modified, supplemented or leveling itself. To establish the relationships between the components of the self-concept requires the use of methods of mathematical processing namely the correlation analysis.

Correlation analysis is testing hypotheses about the relationships between variables using correlation coefficients, two-dimensional descriptive statistics, quantitative measures of association (co-variation) of two variables. Thus, it is a

collection of methods for detection of correlation between random variables or attributes.

The main purpose of correlation analysis is the identification relationship between two or more variables of interest, which is seen as a joint coordinated change the characteristics of the two study. This variability has three basic features such as shape, direction and force.

The shape of correlation may be linear or nonlinear. More convenient for the identification and interpretation of the correlation is a linear form. For a linear correlation can be divided into two main areas: a positive ("direct link") and negative ("inverse link").

Conclusion. Among the problems related to the study of self-concept following problems can be distinguished: multiple meanings of self-concept, its dependence on the theoretical and research context, considering it either structural or procedural terms, the determination of the content of self-concept or exclusively by external factors or internal, prevalence trends in fragmentation studies of self-concept.

Overcoming these methodological difficulties can be considering self-concept as a special attitude model, which includes cognitive, affective, behavioral components which uniting its different areas of measurement within a single system.

Processing results of the study should be not only qualitative, but also quantitative analysis. Application of mathematical statistics to establish correlations suggests reliable regularities depending the self-concept and its structural components.

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**ON THE SPECIFICS PSYCHODIAGNOSTICS DEPRESSIVE
DISORDERS**

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Abstract. This paper considers the current issue of psychological diagnosis of depressive disorders, suggest methods pathopsychological verification of personality disorders in these states.

Keywords: depressive disorders, differential diagnosis of depressive disorders, psycho-diagnostics, verbal and non-verbal methods of psychological research.

Epidemiological trends of recent decades makes major depression mental health problem that takes as general medical and general social significance. The solution to

this problem is difficult only in the framework of psychiatry and mental health requires the integration efforts, clinical psychologists, social work specialists. At the same strategic goal of treatment is not only to eliminate the clinical symptoms, but also to restore the previous level of social functioning of the individual.

In light of the above is particularly urgent diagnosis of depressive disorders, in particular, experimental - a psychological study of patients with depressive disorders, allowing as much as possible to objectively assess the broken and intact components of the personality structure of these patients. This point is very important in the rehabilitation of patients with depression and micro makrosotsiume that is, in turn, the ultimate goal of regenerative therapy.

For the differential diagnosis of depressive disorder, occurring on endogenous and neurotic levels, as well as the identification of masked (hidden) depression successfully established using a combination of verbal and non-verbal (projective) methods.

The inclusion of verbal and non-verbal psychological tests in the procedure of examination and evaluation of personality characteristics of the subjects based on the fact that the methods complement each other. Comparative analysis of the results of the use of projective techniques with those of the verbal test makes it possible to trace the nature of the relationship between the realizable and unconscious components of the mental reflection of consciousness in subjects with depressive disorders in the different clinical groups.

As a verbal methods of investigation of depression may be used:

1) to detect the presence of depression of varying severity, gipotimii structure, control its dynamics can use the following self-assessment techniques: Hospital Anxiety and Depression Scale (HADS), Depression Scale Research Institute V.M. Bechterev, V. Dung scale, the scale of the Hamilton Depression Rating (HDRS), the Montgomery- Asberg Scale for Depression (MADRS), the questionnaire depression A.T. Beck et al [1; 2];

2) for the purpose of diagnosis of mental personality traits that contribute to the development of depression questionnaire used characterological K. Leonhard,

H. Shmisheka, Patoharakterologicheskie questionnaire (PDO) (A.E. Licko) that reveal the premorbid personality traits that contribute to the development of depression (accentuation - dysthymic, affectively labile, emotive type, etc.) , methods of self- study T.V. Dembo , S. Y . Rubinstein, a psychological questionnaire UDF and others [1; 2].

As a non-verbal methods of investigation of depressive states may use the method «icons», which allows to reveal a hidden depression, M. Lusher test, diagnose the presence and degree of psychological and emotional maladjustment, methods for studying the reactions of frustration S. Rosenzweig , the test «Draw the story», etc. [2; 3; 4; 5; 6].

Let us dwell on the combination of a questionnaire and a projective test UDF «Draw the story». The main purpose of the questionnaire for psychological diagnosis of depression (UDF) - the differentiation between endogenous (bipolar disorder) and neurotic depression, as well as diagnostics constitutional subdepressive personality traits of character [6].

SLM are useful for the study of healthy populations and samples of patients with various types of mass screening for the rapid diagnosis of individuals with suspected depression. In clinical practice, the questionnaire can be used to estimate the dynamic state. Its applications in bipolar disorder - mild depression (outpatient tsiklotimicheskie) until the depression of moderate severity. A particular area of application UDF - hidden somatized depression and psychosomatic pathology, neurosis and neurotic disorders. In these cases it is advisable to use the UDF as a factor in the primary state of objectification, followed by in-depth clinical research.

A specific feature of this method is that in addition to the diagnosis of depression in relation to the norm, it is proposed differentiation between endogenous and neurotic depression with a special scale for rigorous quantitative differentiation of only these two forms of pathology [6].

The main purpose of the test «Draw the story» developed by the American art therapist R. Silver (1996), is to identify depression (including the masked versions) and is often associated with her suicidal mood. At the same time, the test can be used

for other tasks, such as: early identification of aggressive and auto-aggressive manifestations, evaluation of the image of «I» and the perception of the subjects themselves and others, assessment of emotional state and cognitive abilities in patients with depressive disorders occurring on organically inadequate soil; differentiation flow level of depression, ie, endogenous depression, neurotic depression [3].

The procedure for examination by a test «Draw the story» is that the subject is asked to choose from the stimulus material and come up with two pictures that could happen between the characters depicted on them or objects. The test results are assessed in accordance with the diagnostic criteria for depression scores system. In assessing the results emphasized the importance of the emotional content of images, rather than their formal features (evaluated to what extent the emotional content of the images associated with symptoms of clinical depression and how this relationship is stable) [3].

Thus, the objectives of this study is to identify the signs of depression itself, as well as studies of cognitive and personality sphere in patients with depressive disorders. The use of such a complex experiment - psychological techniques (verbal and projective) allows as much as possible to objectively assess the broken and intact components of the personality structure of patients with depressive disorders and is a more sensitive tool in the diagnosis of affective states.

In addition, knowledge of the personal status of patients with depressive disorders to optimize corrective treatment and psychotherapeutic work in the treatment and rehabilitation.

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