

## ABSTRACT&amp;REFERENCES

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**FORMING PROFESSIONAL MOBILITY OF FUTURE PEDAGOGES IN CONDITIONS OF PEDAGOGICAL COLLEGE**

p. 4-9

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*The article is devoted to the issues of professional mobility formation of future primary school teachers. The essence of the concept "professional mobility" is defined, and the content analysis of the concept in scientific sources is conducted. We consider professional mobility of students as an integrative quality of the individual which allows: to get a qualitative solution of professional tasks in the established timeframes using the most effective technologies of future professional activity; to develop independently new technologies of professional activity on the speciality or related speciality, if necessary; to be active and communicatively competent in different situations. The pedagogical conditions of the group of pedagogical factors of future teachers' professional mobility formation in the pedagogical college are considered and the groups of approaches to the process of future teachers' professional mobility formation are defined as: pedagogical, psychological, psychological and pedagogical, socio-economic. The pedagogical conditions, revealed in the article, are analysed as an integral part of the pedagogical system: they reflect various possibilities that influence the personal and professional aspects of the system, contributing to its successful functioning. The pedagogical conditions for the future teachers' professional mobility formation in the conditions of the pedagogical college include: the creation of an innovative educational environment in the college, the formation of students' creative activity, the implementation of the system-integrative organization of training students to the formation of students' professional mobility on the basis of systemic, synergetic, competence and subjective approaches.*

*The author reveals the structure of future teachers' professional mobility formation in a pedagogical college. The components of the structure of the future teacher's professional mobility are described. The criteria, indicators and levels of students' professional mobility formation in the pedagogical college are defined and described*

**Keywords:** professional mobility, structure, conditions of formation of professional mobility, career guidance, adaptation, criteria

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**FORMATION AND DEVELOPMENT OF CIVIL AND SOCIAL COMPETENCES IN THE CONTEXT OF ADULT EDUCATION DEVELOPMENT IN COUNTRIES OF NORTHERN AMERICA: HISTORICAL ASPECT**

p. 9-13

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*Nowadays adult education is viewed as a means of fulfillment of educational needs of adults, their perfection and self-development and as a means of civil society formation, for it helps to form socially active citizens. Main concepts of active citizenship are "participation", "democratic society". Movement for civil rights is key social phenomenon in the USA and Canada.*

*Education for active citizenship is viewed as education, teaching, informative and practical activity, aimed at supplying those who study with knowledge, skills, understanding, formation of models of behavior and attitude in the sphere of democratic rights and duties protection as members of society. Key assignments of education for active citizenship are: provision of citizens with knowledge that are necessary for active participation in life of society, conducting of dialogue and conflict solving, finding of compromise, understanding of rights and duties of people, norms of behavior in society.*

*Development of informal adult education depends on several factors, but the main factor is efficacy and quality of professional teaching of andragogs.*

*There are different specialists such as teachers, psychologists, workers of centers of Adult education, social and rehabilitation centers, administrators, leaders of social organizations work with adults.*

*There is no single classification of andragogs among American and Canadian scientists, but all andragogs are subdivided into two groups: specialists who have diploma in adult education and specialists who have experience in adult education.*

*Key features of andragogs are independence, active position, ability to take risks, ability to work for long hours, respect, kindness and humanity to people, desire for self-perfection and self-criticism.*

*Key functions of anragogs are systematized. Functions of planning, organizing and providing education for adults that presupposes singling out of educational needs and opportunities of adults, proving necessity of program for adults, working out of an educational plan, selection and structuring of an educational content, selection of forms and methods of education, analysis of results, perfection of a program, planning of self-development and self-perfection*

**Keywords:** adult education, USA, Canada, active citizenship, andragogy, Hailander, function, property

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#### INFORMATION-COMMUNICATION TECHNOLOGIES AS THE INSTRUMENT FOR IMPROVING THE QUALITY OF THE EDUCATIONAL PROCESS

p. 14-17

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*Now, different innovative technologies are used to improve the educational process through the presentation of a modern learning content, the quality monitoring and evaluation of learning results at the various stages, and also the creation of new organizational forms of learning, educational and scientific resources and electronic systems and their implementation in the process of students' self-study and their classroom study. The transformation of the educational environment of the educational institutions by the use of special platforms is an important trend of the modern research. As the electronic educational resources supports different types of learning and research activities, such as theoretical material studies, the search for useful information, task solutions, testing, training, simulation, making experiments and others. Besides in the national strategy of education development takes place*

*a defined course to improve the competitiveness and quality of education to ensure public high-level professionals in the current socio-economic conditions, and integration into the European and world educational space and precisely for this reason one of the main strategic directions of the national education system is the widespread integration of information technologies and innovative educational programs. The article is devoted to an analysis of the problems of modernization of the educational environment in the context of improving and quality control of information and communication technologies and innovative tools adoption into the educational process. Based on analysis of scientific researches in this field and according to the definition of quality of an educational process by UNESCO criteria, there was affected the question concerning monitoring systems of functioning of a higher educational institution as a unit that is its economic, administrative and educational guide. An analysis of impacts that must be factored now into our educational system is made. The most important indicators of information educational environment are considered. The main factors of the level of formation of educational-research environment have been given. The perspectives of using the electronic resources in the system of higher education are revealed*

**Keywords:** educational environment, innovative tools, educational process quality, electronic resources, competences

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#### INTEGRATIVE APPROACH TO TEACHING ACADEMIC WRITING TO THE FIRST-YEAR STUDENTS OF THE FOREIGN LANGUAGE FACULTIES

p. 18-22

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*With the dominance of English as the international language communicating through writing in English is vital for any member of the society who wants to be successful, therefore developing students' writing skills has been of a current interest in teaching foreign languages at Universities. This article aims to discuss a teaching approach which can provide University students with enough support before they start writing something for academic purposes.*

*The paper begins with analyzing two approaches to teaching writing that have dominated over the recent years: writing process and writing product, with their advantages and disadvantages. The product approach is a traditional approach focusing on the final product of writing which is the result of students' mimicking a model text, that is usually analyzed at the initial stage. Emphasis is put on accuracy of produced*

texts, namely correct and diverse grammar, spelling and vocabulary usage. This approach is popular with teachers due to its easy application.

The process approach tends to focus more on the process of creating a text through the various stages of generating ideas, drafting, revising and editing. Vocabulary and grammar used are not the key factors in assessing the written text. Students are given considerable freedom within the task, so the outcome of writing is not preconceived. Though most of methodologists consider the process approach to be a more effective method of teaching writing teachers often avoid it because of its being time consuming.

Each approach still has some disadvantages that can only be compensated by the advantages of the other. So instead of using either of the approaches in isolation while teaching academic writing, paragraph writing in particular, the article suggests integrating them especially for working with students with a low competence in English. Such integration can facilitate students to generate ideas in a comprehensive manner and provide the students with appropriate support of grammar and vocabulary

**Keywords:** competence, product writing, process writing, academic writing, integration, paragraph

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#### ACTUAL PROBLEMS OF THE PEDAGOGICAL MASTERSHIP DEVELOPMENT OF THE MUSICAL ART TEACHER UNDER CONDITIONS OF POSTGRADUATE PEDAGOGICAL EDUCATION

p. 23-27

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The article is devoted to highlighting the current state of the development of pedagogical mastership of musical art teachers in the system of postgraduate pedagogical education. The modern experience of the development of pedagogical mastership in formal education is considered. The experience of using thematic, author's courses for teachers on the basis of special courses, master-classes, creative workshops, in-depth training, thematic training is described. The description of innovative forms of teacher training in the course period is given. The experience of the organization of non-formal education on the image problem is considered. The most common forms of training teachers in non-formal education as scientific and pedagogical conferences, workshops, trainings, master-classes, round tables, problem-oriented theoretical and practical seminars, methodical meetings, schools of pedagogical skills, participation of teachers in creative groups associations are described.

The experience of organizing professional self-development of musical art teachers in the conditions of informal education, which are based on the basis of modern networked, electronic forms of self-study of teachers, is described. The necessity of preparing individual programs of development of pedagogical skills for the effective training of teachers has been determined. The results of the research in the system of postgraduate pedagogical education, which demonstrate priorities in the types and forms of education among teachers of musical art are described. The ways of introducing new forms of teaching on the

*development of pedagogical mastership of musical art teachers in the system of postgraduate pedagogical education are defined. Among the prospects for the development of pedagogical skills of teachers in postgraduate education, the substantive content of distant, network, e-learning of teachers, selection of effective learning technologies, formation of a bank of innovative forms and methods, the need to prepare scientific and methodological support for training musical art teachers in postgraduate pedagogical education are determined*

**Keywords:** *pedagogical mastership, teachers of musical art, postgraduate pedagogical education, forms of education*

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