

ABSTRACT&REFERENCES

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LINGUO-DIDACTIC ASPECT OF FORMATION OF THE PROFESSIONALLY-ORIENTED LEXICAL COMPETENCE OF STUDENTS OF THE SPECIALTY “JURISPRUDENCE”

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The article notes that the generated lexical competence involves the mastery of the students with the values of a lexical unit, its spelling and pronunciation, knowledge of the grammatical forms of a word, synonyms and antonyms and by mastering the rules of compatibility with other lexical units. Exercises are an integral part of the formation and improvement of the professionally-oriented lexical competence. They are used at the stages of forming and developing lexical skills.

The foreign language professionally oriented vocabulary teaching is based on general didactic principles (availability; scientific content; consciousness; activity; systematic character; consistency and durability of mastering of knowledge, abilities and skills; use of visual methods) and methodological principles (stimulating and motivating a positive attitude to learning a foreign language for specific purposes; considering the individual characteristics of students; professional orientation of teaching foreign language vocabulary; taking into account the degree of professional training of students and the conformity of the content of foreign lexical material to needs of their future professional activities); the principle of systemic learning of a professionally-oriented lexical material on the basis of complex non-communicative and conditionally communicative exercises with an interrelated improvement of skills and abilities of reading, speaking and writing professional orientation, as the formation of the professionally oriented lexical competence should be arranged through the set of exercises, in which the basic principles and training content are implemented.

The formation of the professionally-oriented lexical competence has an impact on the improvement and development of the professionally oriented foreign language communicative competence as a whole. The ability to read and understand professionally-oriented literature and carry out professional communication depends on the level of lexical competence formation. In general, in the context of contemporary education the attention should be focused primarily on the new standards, the idea of which should be based on the competence approach, which includes the formation of general competences and needs of the labor market. To stop the outflow of future or practicing lawyers is possible only due to the quality of higher education, which is constantly growing,

and is aimed at the expectations of the labour market, as well as it is pursuing a preemptive tactic. Today it is necessary to conduct the mandatory formation of general competences, readiness for the challenges that may appear in the near future

Keywords: lexical skills, professionally-oriented lexical competence, foreign language vocabulary, education for life

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REFORMING OF THE UKRAINIAN EDUCATIONAL SYSTEM IN THE CONTEXT OF TRANSBORDER INTEGRATION INTO THE WORLD ACADEMIC SPACE

p. 8-13

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This article analyzes the experience of forming of the world educational space in the context of transborder integration. The world practice of solving educational problems is considered, essential characteristics of integration processes for further implementation in the educational process of the national educational system are revealed. The reports of the Davos Economic Forum, the INSEAD International Business School, Cornell University and the World Intellectual Property Organization, the Roman Club, the UN Human Development Indexes and Indicators, the World Education Forum, and the Cambridge Assessment non-governmental organization are analyzed. It is confirmed, that reforming of the Ukrainian educational system in the process of integration into the world academic space is due to the development and implementation of the legislative and regulatory documentation in the educational and scientific process of domestic educational institutions. The interim results of the national profile ministry on reforming Ukraine's education system into the academic world are characterized: priorities for 2019 in reforming of Ukraine's educational system in the context of transborder integration and current plans – «To do list» changes – that will be implemented in the fields of education, science and innovation theory. It is stated, that these tasks actualize the increase of HEA and STD teachers' professional and pedagogical competence. Thus, the Model educational program of organization and carrying out pedagogical workers' advanced training in postgraduate pedagogical education establishments in the profile of coaches' and primary school teachers' basic competences include the following: andragogic, vocational-pedagogical, socio-civic, linguistic and communicative information-digital. It is determined, that the conducted analysis actualized another important teacher' competence – scientific and methodical, its definition in the author's vision is formulated. The problems of human resources and labor migration in the context of contemporary globalization challenges and the cross-border integration of Ukraine into the world academic space are investigated and recommendations are given for their solution

Keywords: world educational space, transborder integration, reforming, teachers, professional-pedagogical, scientific and methodological competence

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THE ORGANIZATION OF MONITORING OF FUTURE TEACHERS' PSYCHOLOGICAL AND PEDAGOGICAL TRAINING IN ESTABLISHMENTS OF PROFESSIONAL AND TECHNICAL EDUCATION

p. 14-20

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In the article there have been theoretically grounded the process of organization of the monitoring of future teachers' psychological and pedagogical training in establishments of professional and technical education which consists of five stages: 1 stage – goals and planning of the research; 2 stage – tool development; 3 stage – conducting the research; 4 stage – processing of results; 5 stage – analysis and interpretation of the research results.

On the basis of the given components of psychological and pedagogical competence there have been defined three criteria: personal, content and procedural, evaluative and regulatory. Every criterion is a complex of some indexes which characterize the most important and necessary manifestations of components of the psychological and pedagogical competence of future teachers in establishments of professional and technical education. There have been taken the diagnostic tools which give an opportunity to evaluate the levels of formation of components of future teachers' psychological and pedagogical competence in establishments of professional and technical education according to definite criteria. Diagnostic tools of the cognitive component consist of testing methods: J. Raven test, R. Amthauer test (personal criterion: accordance of psychophysiological peculiarities to professional requirements (mental process: fillings, perception, memory, thinking, imagination and attention)); method of test control, analysis of written and oral answers (content and procedural criterion: theoretical knowledge of academic field (flexibility, strength, understanding); questionnaire of meta-cognitive involvement in the activity (evaluative and regulatory criterion: meta-cognitive knowledge (subject's knowledge about personal learning strategies), meta-cognitive evaluation (judgments about mental abilities and limitations, their need in a particular situations), meta-cognitive regulation (subject's modification of thinking).

There have been revealed the content of experimental implementation of the method of organizing the psychological and pedagogical training of professional and technical educational establishments' future teachers (on the example of checking the level of formation of cognitive and meta-cognitive skills, abilities, knowledge and understanding, which have a place in mastering the peculiarities of the psychological and pedagogical activity) and there have been proved the validity and adequacy of the research tools and reliability of the results.

The study addresses the problem of labor migration at the level of quality vocational education and training, in particular in the context of the acquisition of higher education qualifiers for personal and professional self-realization, career development throughout life

Keywords: teacher, professional and technical educational establishments, competence, method, monitoring, psychological and pedagogical training, organization

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CONTINUOUS EDUCATION AS THE BASIS OF SOCIOCULTURAL ADAPTATION

p. 21-26

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The relevance of the study is due to the demand for universal, heuristic over-professional skills that allow a person to be successful and competitive in today's labor market. Today, an important factor in the success of transformations is the ability to constantly adapt, which may be possible if the quality of the continuing education system is maintained. Therefore, we consider the content of education, bearing in mind a set of specially selected, socially significant and necessary knowledge, abilities and skills, the acquisition of which is necessary for the formation of an individual and the active inclusion of it in society. The purpose of our study is to determine the role of sociocultural adaptation in the continuing education of a person with the high competitive ability in today's society. It is in this, first of all, the value of a professional mobile person.

The study outlines the main functions of continuing education and highlights the three main super-professional skills that enable one to be successful and competitive in today's job market. The authors describe the experience of effective cooperation with representatives of various socio-economic professions, potential employers, specialists, parents, students, which allows not only practical skills in the chosen profession to students, but also to learn new technologies, knowledge of professional tools and methods, necessary for innovative activity of specialists. The result of the successful interconnection of sociocultural adaptation and socialization of the modern person is the willingness to constantly raise the educational level, the need to realize their personal potential, the ability to independently acquire new knowledge and skills. The most important task of continuous education is to create the conditions for personal and professional growth of a person, the development of his/her creative, creative abilities, professional competence in the conditions of modern society.

The proposed research contributes to the formation of a system of continuous education, which focuses on the continuous restoration and preservation of existing labor resources through the creation of a system of social elevators, the creation of a system of quality continuing education, which corresponds to the competencies of the modern advanced society, the expansion of a system of free continuous education with mandatory 100 % internet access to Ukraine at 4G and above, enhancing the pres-

tige of higher education and creating a much larger number of free places in SVR in each region of Ukraine

Keywords: continuing education, professional mobility, socio-cultural adaptation, self-realization, socialization, person, Homo Heuristicus

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PECULIARITIES OF TRAINING FUTURE FOOD INDUSTRY ENGINEERS FOR CREATIVE VOCATIONAL ACTIVITIES

p. 27-32

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The article theoretically substantiates the peculiarities of preparation of future engineers-educators of the food industry for the creative vocational activity and defines ways of this preparation. Modern requirements for engineers-educators of the food industry in the field of industry and education are the formation of the readiness for the creative vocational activity, which includes the ability of these specialists to meet the growing needs of the consumer and production; the appropriate level of knowledge in the disciplines of vocational and practical training, possessing vocational and practical skills, which in turn will become a good basis for the vocational solution of specific production situations that occur daily in enterprises of the food industry and educational process.

The potential opportunities of educational programs of the specialty 015 Vocational Education (Food technology) for ensuring the formation of the readiness of future engineers-educators of the food industry of the educational degree of a bachelor to the creative vocational activity are identified.

The ways of improving the preparation of future engineers-educators for the creative vocational activity are determined. In particular, the orientation of training on the optimal realization of the creative potential of future specialists and the creation of appropriate organizational and pedagogical conditions (activation of higher education candidates' motives for creative expression in future vocational activities, use of the didactic opportunities of the disciplines of the cycle of vocational and practical training in achieving the expected creative results; organization of psychological and pedagogical support with seekers of higher education on the formation of components of readiness for the creative vocational activity).

The offered research allows to decide the problems of the staff of labour migration at the level of providing the high-quality trade education and learning, in particular in the context of strengthening the skilled potential of the food industry on their readiness to be quickly oriented in the changing terms of labour in the field of industry and education

Keywords: engineer-educator, vocational training, vocational education, creative vocational activity, food industry

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PECULIARITIES OF INCLUSIVE EDUCATION ORGANIZATION IN EUROPE AND UKRAINE

p. 33-36

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Providing the necessary corrective assistance to children with special educational needs is the most important task of educational institutions in the system of inclusive education in Ukraine and in the world. The article describes the features of organization of inclusive education in the countries of the world and Ukraine. The basic literature on the problem is analyzed and features of organization of inclusive education in researches of scientists are revealed. On the basis of literature analysis, the essence of the concept of inclusion is investigated. The functioning of inclusive education institutions in the world is analyzed and a brief description of the features of the organization of inclusive education in the world is given. The basic tendencies of development of inclusion and principles of its realization are characterized. Analyzing the results of the research and scientific positions of scientists, we identified the main trends in the development of inclusive education. Inclusion, as an educational concept, is constantly evolving and is important for policy and strategies to address the causes and consequences of discrimination, inequality and exclusion. Inclusive education is based on a concept that eliminates any discrimination against students with disabilities and creates good conditions for quality education, upbringing and development for such children. Educators and scholars, who introduce the foundations of inclusive education into modern schools, recognize that every child can fully learn, and certain characteristics of people with disabilities are worthy of respect and should be a source of educational work for all participants in the educational process.

Inclusive education in the world has been developing very rapidly for many years, teaching children with psycho-physical development peculiarities is in accordance with the principles, established by scientists. For Ukraine, inclusive education is a pedagogical innovation and, at the same time, a requirement not only of time, but also since the ratification of the UN Convention on the Rights of Persons with Disabilities – one of the international obligations of the state

Keywords: inclusion, inclusive education, special educator, child with special educational needs

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MODERN PECULIARITIES OF LECTURES IN CLINIC DISCIPLINE FOR ENGLISH-SPEAKING STUDENTS

p. 37-41

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The aim of the study is the improvement of the modern lecture content in clinical discipline Pediatric Propaedeutics for the foreign students with English language of study. Bibliographic, descriptive methods are used in the research, students are anonymously questioned; processing of the obtained results is carried out by methods of mathematical statistics. Based on our own experience in teaching the discipline Pediatric Propaedeutics, we have created the lecture content for the English-speaking foreign students at the department. Well-structured, well-prepared multimedia lectures with a well-established audience feedback mechanism and extensive use of illustrative materials is in the base of this content. According to the standpoint about a student-centered teaching, the students' opinion of the quality of lectures and ways to improve them is a subject to careful study. According to the questionnaire, among 185 surveyed students, 84.9 % rate the quality of lectures on a five-point scale as "5" or "4", 13.5 % rate it as "3". 90.8 % of the respondents name the lectures as interesting and useful, but 27.6 % of the surveyed students say that they do not consider the lectures to be a necessary form of study. The most frequently interviewed students make suggestions to increase the amount of illustrative material, to give an opportunity to use lectures during independent preparation and to allow free attendance of lectures. Considering the previous positive experience of placing a text-based version of lectures on the site of the department, posting on the site a full package of multimedia lectures may be useful. Lectures are a well-studied methodical form of classes, but the issues of the organization of lectures remain relevant. The results of the questionnaire of students about the quality of lecture at the

department indicate a positive assessment of the majority of respondents. Ways to improve the lecture content are careful methodological and technical support of lectures, the use of innovative technologies. It is advisable to place multimedia lectures on the site of the department for independent work of students

Keywords: *multimedia lecture, questionnaire, students, English-speaking training, quality of teaching, Pediatric Propaedeutics*

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**RESEARCH METHOD OF THE SYNONYMY
PHENOMENON OF FAMILY LEXEMES ON THE
BASIS OF THE COMMUNICATIVE AND ACTIVITY
APPROACH**

p. 42-45

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The article is about the theoretical analysis of methodological, pedagogical, psychological, professional and other literature on the problem of the study of the phenomenon of synonymy of related lexemes and methods of teaching them on the basis of communicative-activity approach. There was determined the initial level of ownership of such concepts as «family vocabulary» and «synonymy of related lexemes», practical skills of constructing own utterances, the ability to use synonyms-correspondences in a creative context were clarified. A system of exercises has been developed that aims at developing empathy in the classroom, friendliness and ability to understand one another more deeply, to be able to pick up synonyms for these units, and explain their lexical meaning. There was introduced and realized a number of psychological and rehabilitation exercises in the class family, the skills of forgiving and asking for forgiveness.

Among the conditions that ensured the effectiveness of the communicative activity approach there was the creation of a favorable psychological microclimate of the team, comfort and acceptance of each of its members individually. It was shown the importance to support humanity and tolerance towards the participants of the educational process and for each individual personally. The system of intersubject links is implemented in the context of a certain algorithm of actions, namely: before, directly, and after the exercise. The self-reflection stage is closely linked to the language material in the lesson. There were discussed semantic shades of synonyms of family vocabulary and variants of their use in certain situations of associative experiments. The creative use of IT in the context of the study synonymy of family vocabulary, based on the communicative-activity approach, is proposed

Keywords: *communicative and lexical competence, communicative-activity approach; family vocabulary; related nominations, synonymy*

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**ANOMALIES OF SCHOOLCHILDREN'S
EDUCATIONAL ACTIVITIES AND WAYS OF THEIR
SURMOUNTING**

p. 46-53

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The deep historical roots of the problems in schoolchildren's educational activity normalizing and educational overloads

elimination, as well as standpoints of outstanding teachers of the past in these problems are revealed. On the basis of the modern pedagogical, medical-hygienic and criminological studies analysis, the long chain of dangerous consequences of the abnormal educational overload in schoolchildren is determined. The consequences of anomalies include: the loss of teachers' ability to implement the principle of training accessibility and other didactic principles; loss of students' desire to learn; mechanical learning of an educational material, which can even lead to torpidity; compulsory nature of pupils' learning activity and the authoritarianism of teachers, caused by it; zero (failure) level of mastering mathematics, physics, chemistry and other subjects; dramatically high morbidity of schoolchildren; lack of discipline, pedagogically neglected children, which in turn becomes the cause of juvenile delinquency and so on. The necessity and possibility of overloads elimination and normalizing the educational activity of schoolchildren at the government level is substantiated. Significant reserves have been considered for a practical solution to these problems, related to the domestic experience of the 1920s in the development of tightly scheduled curricula and manuals for trainees, with the current experience in reforming the content of education in Singapore. In this context, there is also evidence that in Ukraine in the 60–80's of the twentieth century the path to the standardized training implementation was laid by school pedagogical teams, headed by V. O. Sukhomlinsky and G. Ye. Hlushchenko. The article also identifies the priority measures for practical implementation of standardized educational activities of schoolchildren

Keywords: *consequences of abnormal educational overload in schoolchildren, morbidity, academic failure, delinquency, standardizing of educational process*

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COMPETENCE APPROACH AS METHODOLOGICAL GUIDELINES IN THE FORMATION OF THE DISCOURSE COMPETENCE OF FUTURE JOURNALISTS

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The article deals with the relevance and importance of introducing a competency approach in the process of forming the discourse competence of future journalists. Attention is drawn to the fact that the rapid development of the information society requires highly skilled competitive specialists in the media sphere, who would not only have the maximum amount of necessary knowledge, but also the ability to use them promptly and creatively. The essence of the concepts that make up the definition of «discourse competence» is considered. It is noted, that discourse is a process, related to language creation, and text is the end result of the language activity. When comparing the terms «competence» and «readiness», it is proved, that they are closely related, although significantly different. In general, readiness can be defined as the ability to act on the basis of competences (qualitative characteristics). It is noted, that the preparation of future journalists is currently giving a significant advantage to the theoretical study of the material and the lack of practical skills that would contribute to the formation of discourse competence of the future journalist, which, in turn, is a determining component of communicative competence. Its main components are the ability to perceive and analyze, as well as qualitatively formulate sound conclusions using linguistic means. The proper mastery of the state language by future journalists in the professional communication forms a conscious linguistic behavior, which is the basis for spiritual and intellectual development of the individual. The urgent need to train high level professionals with developed practical skills of the professional communication and today ineffective practice of teaching the Ukrainian language in the professional direction of future journalists in higher education institutions necessitate in-depth elaboration of appropriate methodological foundations. And it is important, that the most competent approach is the main guideline in the process

Keywords: *discourse, communication, competence, competence approach, discourse competence, future journalists, linguistics*

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