

## ABSTRACT&amp;REFERENCES

DOI: 10.15587/2519-4984.2017.91032

**CONTEMPORARY STATE OF TEACHING JAPANESE LANGUAGE FOR ACADEMIC PURPOSES IN HIGHER EDUCATIONAL INSTITUTIONS IN UKRAINE**

p. 4–8

**Oksana Asadchih**, PhD, Associate Professor, Department of Far East and Southeast Asia Languages and Literature in The Institute of Philology, Taras Shevchenko National University of Kyiv, Volodymyrska str., 60, Kyiv, Ukraine, 01033

E-mail: asadchih@gmail.com

ORCID: <http://orcid.org/0000-0002-1238-7180>

*The article considers the contemporary state of teaching Japanese academic speech for future philologists and also gives retrospective review of the process of Ukrainian Japanese studies formation. The role of pop-culture in the formation of motivational stimulus of mastering Japanese language in Europe and throughout the World is outlined. The problem of motivation of studying Japanese in Ukraine and European countries, some differences in approaches to education in the East and West are analyzed. The dependence of studying Japanese on the dwelling place of students and type of educational institution is grounded. The role of Japanese Foundation and Ukrainian Community of teachers of Japanese in favoring the teaching Japanese in Ukraine is underlined. The level of formation of Japanese communicative competence in academic sphere is determined on the base of analysis of questioning students of linguistic HEI of Ukraine. The article elucidates the causes of poor progress of the development of Japanese communicative competence in students of linguistic specialties in academic sphere to improve the process of teaching Japanese in academic sphere*

**Keywords:** Japanese language for academic purposes, West, East, communicative-pragmatic approach, pop-culture

**References**

1. The Japan Foundation. Available at: <http://www.jpf.go.jp/index.html>
2. Gans, H. J. (1985). American Popular Culture and High Culture in a Changing Class Structure. *Prospects*, 10, 17–37. doi: 10.1017/s0361233300004051
3. McQuail, D., Cmwyly, D., Mitehell, D. (1994). *Mass Communication and Public Interest: Towards Social Theory for Media Structure and Performance*. Communication Theory Today. Polity Press, 241–254.
4. Bondarenko, I. P. (Ed.) (2010). *Movni ta literaturni zv'yazky Ukrainy z krainamy Shodu*. Kyiv: Vydavnychi dim Dmytra Burago, 472.
5. Bondarchuk, T. O. (2004). Do pytannya pro typologiyu leksemno-semantichnyh odynyts yaponskoi movy. *Visnyk KNLU. Seriya: Pedagogika ta psykholohiya*, 7, 220–227.
6. Golubets, V. V. (1998). Kompleks testovyyh zavdan dlya formuvannya gramatychnykh navychok produktyvnykh vydiv movlennevoi diyalnosti yaponskoi movy. *Visnyk KDLU. Seriya: Pedagogika ta psykholohiya*, 1, 169–174.
7. Myhailiuk, G. V. (2010). Navchannya maibytynykh uchyteliv yaponskoi movy rozuminnya gramatychnykh zasobiv vyrakhennya modalnosti u protsesi chytannya. Kyiv, 25.
8. *Ukrayinsko-Yaponskyi tsentr NTUU "KPI"*. Available at: <http://uajc.kpi.ua/uk/pro-nas/pro-nas-in.html>
9. West and East: 5 Main Differences in Approach towards Education. Available at: <https://www.thepensters.com/blog/west-east-education/>

10. Nechaeva, L. T. (2000). *Nauchno-metodicheskie osnovy struktury i sodержaniya uchebnikov yaponskogo yazyka dlya russkogovoryaschih (vysshaya shkola)*. Moscow, 80.

DOI: 10.15587/2519-4984.2017.90902

**THE FEATURES OF PROBLEM-BASED METHOD IN TEACHING FOREIGN GRAMMAR TO TERTIARY STUDENTS**

p. 9–15

**Viktoriya Osidak**, PhD, Associate professor, Department of Methods of Teaching Ukrainian and Foreign Languages and Literatures, Taras Shevchenko National University of Kyiv, Volodymyrska str., 60, Kyiv, Ukraine, 01033

E-mail: viktoriya\_osidak@ukr.net

ORCID: <http://orcid.org/0000-0001-7304-3026>

*The article deals with the problem of teaching foreign grammar and features of formation of foreign grammar competence in higher educational institutions according to the modern needs and changes. In correspondence with linguistic and psychological studies, the guarantee of quality and proper level of foreign communicative competence under conditions of artificial bilingualism is a formation of explicit grammar knowledge and increase of role of active cognitive activity and independence of students. Thus, at teaching grammar of foreign languages it is important to favor the formation of student's ability to generalize information independently and form conclusions as to the use of grammar structures. The problem-based method effectively solves the question of conscious students' approach to the mastering of foreign language and independent collection of knowledge. In teaching foreign grammar with the help of problem-based approach, the great recognition and use were gotten by the methods of group work, consideration of preliminary experience (linguistic and learning) and also heuristic talks. The important achievement of group work is a distribution of responsibility for the results and successes of study between teacher and student, first of all, at the expanse of formation of self-control skill that allows students regulate the own studying activity. Heuristic talk motivates students to independent formulation of new knowledge or ways of their obtaining, opens the way and logic of search. Based on preliminary experience of studying the native language, student pays attention to the different methods of work with linguistic (grammar) material and to the strategies of mastering the foreign language. So, the study of foreign grammar using the problem-based method form the skills of cognitive, scientific work that favor the conscious and independent mastering of knowledge, develop cognitive activity and critical thinking of students, form the skills of independent work. The skills of independent work, in their turn, allow student control the process of studying foreign language effectively and are the one of most effective means of successful influence on learning process*

**Keywords:** group/independent work, explicit knowledge, heuristic talk, problem-based method

**References**

1. Corder, S.; Rutherford, W., Sharwood, M. (Eds.) (1988). *Pedagogic Grammar. Grammar and second language teaching*. New York: Harper & Row Publishers, 123–145.
2. Swan, M. (2006). Teaching grammar – does grammar teaching work. *Modern english teacher*, 15 (2). Available at: <http://www.mikeswan.co.uk/elt-applied-linguistics/teaching-grammar.htm>

3. Widodo, H. P. (2006). Approaches and procedures for teaching grammar. *English Teaching Practice and Critique*, 5 (1), 122–124. Available at: <https://education.waikato.ac.nz/research/files/etpc/2006v5n1nar1.pdf>

4. Noonan, E. (2004). Testing ESL students to “Notice” Grammar. *The Internet TESL Journal*, 10 (7). Available at: <http://iteslj.org/Techniques/Noonan-Noticing.html>

5. Passov, Ye. I. (1991). *Kommunikativnyi metod obucheniya inostrannomu govoreniyu* [Communicative approach to teaching foreign language speaking]. Moscow: Prosvescheniye, 223.

6. Zabavnikov, B. N. (1984). *Teoreticheskiye osnovy kommunikativno-opuyentirovanoi grammatiki* [Fundamentals of functional grammar]. Samara: Izd-vo Samarskogo un-ta, 160.

7. Brown, H. (2000). *Principles of language learning and teaching*. Vol. 4. New York: Addison-Wesley Longman, 352.

8. Passov, Ye. I. (1980). *Opredeleniye ponyatiya “Kommunikativnyi metod”* [Analysis of the communicative approach concept]. *Problems of communicative approach in foreign language teaching*, 280, 26–39.

9. Volovik, A. B. (1985). *Kommunikativnyi podchod k obucheniyu inostrannomu yazyku v metodicheskikh sistemakh Velikobritaniyi i SSHA* [Communicative approach to foreign language teaching in Great Britain and the USA]. *Foreign language methods in tertiary school*, 257, 14–28.

10. Cook, V. (2001). Using the First Language in the Classroom. *Canadian Modern Language Review*, 57 (3), 402–423. doi: 10.3138/cmlr.57.3.402

11. Vygotskii, L. S. (1936). *Izbrannyye psichologicheskyye isledovaniya* [Selected psychological studies]. Moscow: Akademija pedagogicheskikh nauk RSFSR, 319.

12. Thornbury, S., Underhill, A. (2001). *Uncovering grammar*. Oxford: Macmillan Heinemann English Language Teaching, 122.

13. Kavaliauskiene, G. (2009). Role of mother tongue in learning English for specific purposes. *ESP World*, 8 (1 (22)). Available at: [http://www.esp-world.info/Articles\\_22/PDF/ROLE%20OF%20MOTHER%20TONGUE%20IN%20LEARNING%20ENGLISH%20FOR%20SPECIFIC%20PURPOSES.pdf](http://www.esp-world.info/Articles_22/PDF/ROLE%20OF%20MOTHER%20TONGUE%20IN%20LEARNING%20ENGLISH%20FOR%20SPECIFIC%20PURPOSES.pdf)

14. Little, D. *Learner autonomy and second/foreign language learning*. Centre for Languages, Linguistics and Area Studies. Available at: <https://www.llas.ac.uk/resources/gpg/1409>

15. Chamot, A. U., Keatley, C., Meloni, C. F., Gonglewski, M., Bartoshek, A. *Developing Autonomy in Language Learners*. Learning Strategies Instruction in Higher Education. National Capital Language Resource Center. Available at: <http://www.nclrc.org/guides/HED/pdfs/cover.pdf>

16. Sklyarenko, N. K. (2008). *Principles of foreign communicative competence formation*. Language, culture, education in modern world. Kyiv: Center KNLU, 237–242.

17. Dooley, M. (2008). *Telecollaborative Language Learning*. Bern: Peter Lang, 21–45.

18. Slobodchikov, V. A. (Ed.) (1986). *Kontrol v obuchenii inostrannym yazykam v sredney shkole* [Assessment in foreign languages teaching in secondary school]. Moscow: Prosvescheniye, 110.

19. Shatilov, S. F. (1986). *Metodica obucheniya nemetskomu yazyku v sredney shkole* [Methods of teaching German in secondary school]. Moscow: Prosvescheniye, 223.

DOI: 10.15587/2519-4984.2017.91294

## THE PROBLEM OF RECOGNITION OF THE YOUNG TEACHER STATUS IN UKRAINE

p. 15–19

Elena Trinus, PhD, Institute of pedagogical education and adult education of the National academy of pedagogical

sciences of Ukraine, M. Berlynskogo str., 9, Kyiv, Ukraine, 04060

E-mail: [evtrinus@mail.ru](mailto:evtrinus@mail.ru)

ORCID: <http://orcid.org/0000-0003-2945-0796>

*Taking into account the needs of modern school, the question about the quality of pedagogical activity, recognition of status of the young teacher; able to replace the experienced educators, to be adequate to the new educational situation and new complicated conditions of professional activity, becomes topical. In the article the author aims to discover the essence of the notion “the young teacher” and outline the problems of its status recognition in Ukraine. It is determined, that the category “the young teacher” is connected with age period “the youth”, is used related to the profession but not age, and means social group with big labor potential. It was established, that the negative tendencies as to the young teacher status recognition are conditioned by insufficient readiness of the youth to pedagogical activity, large number of working teachers of pre-pension and pension age, low level of prestigiousness of pedagogical specialty.*

*As a result of the study of genesis of definition of the young teacher status it was discovered, that this term is accordant to the category “the young specialist”, which official use is a base for guaranteeing of social support for young people. The author proves that the recognition of young teacher status in Ukraine is worthy of the state support that will favor the inflow of young teachers, able to be adequate to the new educational situation and new complicated conditions of professional activity*

**Keywords:** youth, formation of youth, teaching profession, young teacher, young specialist status

## References

1. Zhernosek, I. P. (1998). *Naukovo-metodychna robota v zahalnoosvitnii shkoli* [Scientific-methodical work in a secondary school]. Kyiv: IZMN, 160.

2. Ziazun, I. A., Kramushchnko, L. V., Kryvonos, I. F., Myroshechko, O. G., Semychenko, V. A., Tarasevych, N. M.; Zjazjun, I. A. (Ed.) (2008). *Pedahohichna maisternist* [Pedagogical skills]. Kyiv: SPD Bogdanova A. M., 376.

3. Kokun, O. M. (Ed.) (2008). *Psykhofiziologichne zabezpechennia hotovnosti studentiv do pedahohichnoi diialnosti* [Psychophysiological preparedness of students for educational activities]. Kyiv: Pedagogical thought, 296.

4. Maksymets, M. (2007). *Holovni kontseptualni pidkhody do problemy profesiinoho stanovlennia molodoho vchytelia* [The main conceptual approaches to professional development of young teachers]. *Bulletin of Lviv University*, 22, 75–83.

5. Moroz, A. H. (1998). *Profesionalnaia adaptatsiia molodoho uchytelia* [Professional adaptation of the young teacher]. Kyiv: NPU im. M. P. Dragomanova, 326.

6. Petrusenko, S. Iu. (2009). *Pedahohichni umovy profesiinoho stanovlennia molodykh uchyteliv u zahalnoosvitnomu navchalnomu zakladi* [Pedagogical conditions of professional development of young teachers in secondary schools]. Odessa, 20.

7. Upatova, I. (2013). *Orhanizatsiia samoosvity molodoho vchytelia (1970–1980-kh rr.)* [Company self young teacher (1970–1980's.)]. *Teoriia i metodyka upravlinnia osvitoiu*, 10. Available at: <http://www.twirpx.com/file/1413411/>

8. Radul, V. V. (1997). *Sotsialna zrilist molodoho vchytelia* [Social maturity of a young teacher]. Kyiv: Vyshcha shkola, 269.

9. Shevchenko, O. A. (2014). *Profesiyni rozvytok molodoho vchytelia v systemi pisliadyplomnoi pedahohichnoi osvity*

[Professional development of young teachers in postgraduate education]. Zaporizhzhya, 20.

10. Chaikina, N. O. (1997). Psykhologichna struktura profesiinoi adaptatsii molodoho vchytelia [Psychological structure of professional adaptation of young teachers]. Kyiv, 24.

11. Dyatlenko, N. M. (2010). Vnutrishni ta zovnishni determinanty profesijnoi' adaptacii' molodogo vchytelja. Visnyk psykologii' i social'noi' pedagogiky, 2. Available at: [http://elibrary.kubg.edu.ua/2730/1/N\\_Dyatlenko\\_VPiSP\\_2\\_IPPO.pdf](http://elibrary.kubg.edu.ua/2730/1/N_Dyatlenko_VPiSP_2_IPPO.pdf)

12. Mukan, N. V., Havryliuk, M. V. (2009). Rozvytok profesiinykh yakosti vchyteliv-pochatkiivsiiv u systemi neperervnoi pedahohichnoi osvity Velykoi Brytani [Development of professional skills of teachers beginning in the system of continuous pedagogical education UK]. Visnyk NTUU«KPI». Filosofija. Psihologija. Pedagogika, 3 (27), 138–141. Available at: <http://ela.kpi.ua/handle/123456789/9904>

13. Poperechna, L. (2013). Profesiinyi rozvytok vchytelia-pochatkiivsia u systemi neperervnoi pedahohichnoi osvity Rosiiskoi Federatsii ta Ukrainy [Professional development of teachers novice in the system of continuous pedagogical education the Russian Federation and Ukraine]. Pedahohika i psykholohiia profesiinoi osvity, 3, 247–253.

14. Chuvakova, T. H. (2004). Profesiine stanovlennia molodoho vchytelia u SSHa [Professional growth of young teachers in the USA]. Kyiv, 20.

15. Zaichykova, T. V. (2005). Sotsialno-psykhologichni determinanty syndromu «profesiinoho vyhorannia» u vchyteliv [Socio-psychological determinants of the syndrome of “burnout” in the classroom]. Kyiv, 20.

16. Zenkovskiy, V. V. (1996). Pedahohyka [Pedagogika]. Moscow, 153.

17. Yaremenko, V., Slipushko, O. (2001). Novyi tlmachnyi slovnyk ukrainskoi movy [New Dictionary of Ukrainian language]. Kyiv: Akonit, 926.

18. Lysovskiy, V. T. (Ed.) (1996). Sotsyolohyia molodezhy [Sociology Youth]. Saint Petersburg: Publishing house of the University of St. Petersburg, 460.

19. Kon, Y. (1989). Psykhologhyia rannei yunosti [Psychology of early adolescence]. Moscow: Prosveshhenye, 254.

20. Teremko, V. H. (2005). Sotsiolohiia [Sociology]. Kyiv: Akademiia, 432.

21. Yung, K. G. (1995). Psihologicheskie tipy [Psychological Types]. Saint Petersburg: Juventa, 715.

22. Piletska, L. (2013). Stanovlennia osobystosti v umovakh profesiinoi mobilnosti [The formation of the individual in terms of professional mobility]. Teoretychni i prykladni problemy psykholohii, 3, 205–210. Available at: [http://nbuv.gov.ua/UJRN/Tipp\\_2013\\_3\\_35](http://nbuv.gov.ua/UJRN/Tipp_2013_3_35)

23. Klimov, E. A. (2004). Psihologhyia professional'nogo samoopredeleniya [Psychology of professional self-determination]. Moscow: Akademyja, 304.

24. Bolotova, E. L. (2010). Est ly pravovoi status u molodoho spetsyalysta? [Is there a legal status of a young professional?]. Narodnoe obrazovanie, 2, 132–138.

25. Koval, H. V. (2010). Sotsialna vrazlyvist molydykh spetsialistiv na rynku pratsi v Ukraini [Sotsialna vrazlyvist molodih spetsialistiv na market analysis pratsi in Ukraini]. Naukovi pratsi Chornomorskoho derzhavnoho universytetu imeni Petra Mohyly. Ser.: Politolohiia, 131 (118), 107–111. Available at: [http://nbuv.gov.ua/UJRN/Npchdupol\\_2010\\_131\\_118\\_24](http://nbuv.gov.ua/UJRN/Npchdupol_2010_131_118_24)

DOI: 10.15587/2519-4984.2017.91475

**SPECIAL COURSE OF STUDY “FUNDAMENTALS OF CONFLICTOLOGICAL CULTURE” AND ITS ROLE IN THE FORMATION OF CONFLICTOLOGICAL CULTURE OF FUTURE EXPERTS OF SOCIONOMIC PROFESSIONS**

p. 20-23

**Tetiana Branitska**, PhD, Associate professor, Department of Psychology and Social Work, M. Kotsiubynsky Vinnitsa State Pedagogical University, Ostrozshkogo str., 32, Vinnitsa, Ukraine, 21100

E-mail: [tatjana\\_rom@mail.ru](mailto:tatjana_rom@mail.ru)

ORCID: <http://orcid.org/0000-0001-7089-8299>

*Special course of study “Fundamentals of conflictological culture of future experts of socionomic professions” is a deep problem development of the formation of conflictological culture of future experts of socionomic professions according to the program, proposed by the author. The special course built on the methodological principles: the unity of consciousness and activity, the theory and practice, the integration of knowledge from related fields of sciences – Psychology, Pedagogy, Social Psychology, and Conflict Resolution Studies. A determinant between efficiency of knowledge technology and quality of the process of the formation of conflictological culture is based on a complex organization of competence, system, active, cultural, self-oriented, axiological, acmeological, synergic approaches.*

*Actual problem of formation of conflictological culture of experts in modern conflictogenic environment, the role of the special course of study as the final stage of solving a definite problem, on which (stage) systematized and generalized theoretical knowledge and practical abilities and skills of the students in the article are proved. The concept of “conflictological culture of experts” as a multifaceted quality of activity of an expert is determined. The qualitative internal changes in the character, the direction, the opportunities of students in the process of the formation of conflictological culture and the psychological mechanisms of realization these changes are revealed. The goal, the task of the special course, the system of conflictological competences and competencies and the ways of formation of conflictological culture of future experts of socionomic professions are determined:*

*a) the presence of highly skilled creative teachers able to create on their classes atmosphere of cooperation, the priority values of knowledge and skills; motivate and encourage students to scientific research of activities, self-reflection and self-improvement.*

*b) the use of psychological-pedagogical system technologies as a way of realization of the special course content to achieve the goal of the formation of conflictological culture of future experts of socionomic professions*

**Keywords:** special course, conflictological culture, experts of socionomic professions, vocational training

## References

1. Jiang, A. (2011). Special course «conflictological culture of future specialists in service» as a source of the conflict of culture Students. Modern information technologies and innovative teaching methods in training: methodology, theory, experience problems, 28, 290–295.

2. Korostelin, M. O. (2014). Tech formation of future specialists Commodity and commercial activities for conflict prevention in professional activities. Scientific notes Berdyansk State Pedagogical University, 3, 134–143.

3. Pidbuc'ka, N. V. (2008). Pedagogichni umovy formuvannja konfliktologichnoi' kul'tury majbutn'ogo inzhenera-mashynobudivnyka. Vinnycja, 254.

4. Pochekaeva, I. S. (2010). Vospitanie konfliktologicheskoy kul'tury starsheklassnikov. Perm', 215.

5. Samsonova, N. V. (2002). Konfliktologicheskaja kul'tura specialista i tehnologija ee formirovanija v sisteme vuzovskogo obrazovanija. Kaliningrad: Izd-vo KGU, 308.

6. Serebrovs'kaja, N. E. (2011). Stanovlenie i razvitie konfliktologicheskoy kul'tury budushhego specialista socio-nomicheskoy professii v vuzovskij period. Nizhnij Novgorod, 53.

7. Shherbakova, O. Y. (2011). Psihologija konfliktologicheskoy kul'tury lychnosti specyalysta: formirovanje v kontekstnoj obrazovatel'noj srede. Moscow, 34.

8. Shurihyna, A.V. (2012). The development of student personality culture konfliktologicheskoy. Nizhny Novgorod, 197.

9. Heigl, P. (2010). 30 Minuten fuer faires Streiten und gute Konflikt-Kultur. 2003 GAB AL. 4 Auflage. Offenbach: Verlag GmbH, 80.

10. Rosenberg, M. (2004). Konflikte lösen durch gewaltfreie Kommunikation. Freiburg im Breisgau: Verlag Herder GmbH, 160.

DOI: 10.15587/2519-4984.2017.91514

**THE REALIZATION OF PERSONALITY ORIENTED APPROACH TO LEARNING AND THE PERSONALITY FORMATION OF FUTURE NURSES IN HIGH SCHOOLS OF UKRAINE OF THE I-II ACCREDITATION LEVELS (THE END OF XX – THE BEGINNING OF XXI CENTURIES)**

p. 24-27

**Tetyana Kyryan**, PhD, Associate professor, Chairman of the cyclic Commission of Ukrainian language, Cherkasy medical Academy, Khreshchatyk str., 215, Cherkasy, Ukraine, 18000

E-mail: tatyankiryryan@ukr.net

ORCID: <http://orcid.org/0000-0002-0264-7196>

*The article contains the analysis of introduction of personality oriented learning in the process of training future nurses in medical HEI of the modern Ukraine. Such an approach is especially important for higher medical education that trains specialists, who work with people, that is why the personal aspect of training became crucial here.*

*The content of personality oriented learning is connected with competence, culturological and axiological ones. In the article are considered the forms and means of development of students' personality at learning process. There were analyzed such effective ways of student's development as problematization of learning content, technology of analysis of situations, interactive methods of learning in regime of dialog with human or intellectual system (computer), business games. The influence of practice in stationary medical institutions on personal development of future nurses was considered. The requirement of combination of theoretical knowledge, practical skills and moral convictions as the aspects of professionally oriented person of nurse was formulated. The influence of such learning on formation of future nurses personality, especially on national-patriotic, moral-ethical and legal education of student youth, was demonstrated.*

*The conclusion about the fact that personal development of future nurse that includes formation of her professional qualities, correspondent link of the modern medical education is also criterion of its efficacy was made. The crucial condition of realization of this aim is the ability of educational institution to rely on*

*student's personal experience at learning process, to widen and enrich it*

**Keywords:** *personality oriented learning, future nurses, higher medical educational institutions of Ukraine*

**References**

1. Podmazin, S. I. (2006). Osobystisno orietovana osvita (sotsialno-filosofskiy analiz) [Personality oriented education (socio-philosophical analyses)]. Dnipropetrovsk, 34.

2. Formuvannya natsionalnyh i zagalnodudskih tsinnostey u studentiv medychnyh i farmatsevtichnyh vyshchyyh navchalnyh zakladiv [The formation of national and universal values among students of medical and pharmaceutical higher educational institutions] (2014). Kyiv, 141.

3. Raufelder, D., Jagenow, D., Hoferichter, F., Drury, K. M. (2013). The Person-Oriented Approach in the Field of Educational Psychology. Problems of Psychology in the 21-st Century, 5, 79–88.

4. Bishop, J. J. An American Perspective on Person-Oriented Education. Available at: <http://www.philosopheducation.com/index.php/en/catalogue-of-publications/statistics/89-original-articles/229-an-american-perspective-on-person-oriented-education>

5. Heikkila, A., Niemivirta, M., Nieminen, J., Lonka, K. (2010). Interrelations among university students' approaches to learning, regulation of learning, and cognitive and attributional strategies: a person oriented approach. Higher Education, 61 (5), 513–529. doi: 10.1007/s10734-010-9346-2

6. Lisovyi, V. M., Ol'hovs'ka, L. P., Kapustnik, V. A. (2010). Osnovy sestrynstva [The foundations of nursing]. Kyiv: Medytsyna, 558.

7. Kravchenko, O. (2013). Formuvannya profesynoyi etyky maybutnih medychnyh sester u navchalno-vyhovnomu procesi medychnogo koledzhu: metodologichni pidhody [The formation of professional ethics of future nurses in the educational process in medical college: methodological approaches]. Pedagogika vyshchoyi ta serednyoyi shkoly, 38, 218–221.

8. Shegedyn, M. B., Mudrik, N. O. (2003). Istoriya medytsyny ta medsestrynstva [The history of medicine and nursing]. Ternopil: Ukrmedkniga, 328.

9. Komjunike konferencii' Jevropejs'kyh Mnistriv, vidpovidal'nyh za vyshhu osvitu «Bolons'kyj proces 2020 – Prostir jevropejs'koi' vyshhoi' osvity u novomu desjatyrichchi». L'ovens'ke Komjunike. Available at: <http://nau.edu.ua/ua/menu/navchannya/bolonskij-proczes/lovenske-komyun%D1%96ke.html>

10. Vykorystannja nashogo potencialuz najbil'shoju korystju: konsolidacija Jevropejs'kogo prostoru vyshhoi' osvity. Buharests'ke Komjunike. Available at: <http://nau.edu.ua/ua/menu/navchannya/bolonskij-proczes/buharestske-komyun%D1%96ke.html>

11. Goncharenko, S. U. (2011). Ukrayinskiy pedagogichniy encyklopedychnyi slovnyk [Ukrainian pedagogical encyclopedic dictionary]. Rivne: Volynski oberegy, 550.

12. Nedovodeeva, T. A. Sotsialno-pedagogicheskiye usloviya vospitaniya miloserdiya u budushchih meditsynskikh sester [Socio-pedagogical conditions of the mercifulness formation in future nurses]. Available at: [http://www.superinf.ru/view\\_helpstud.php?id=948](http://www.superinf.ru/view_helpstud.php?id=948)

13. Nedovodeeva, T. A. (2006). Vospitaniye miloserdiya u studentov meditsynskogo uchilishcha [Mercifulness upbringing in the medical college students]. The Candidate of Science's thesis for the degree of Candidate of Science in pedagogy. Kostroma, 253.

DOI: 10.15587/2519-4984.2017.91484

### THE RESEARCH OF DIDACTIC GAMES AS MEANS OF DEVELOPMENT OF COGNITIVE AND CREATIVE ACTIVITY OF YOUNGER SCHOOLBOYS AT LABOR LESSONS

p. 28-31

**Lesya Starovoi**, PhD, Associate professor, Department of artistic disciplines preschool and primary education, M. Kotsiubynsky Vinnitsa State Pedagogical University, Ostrozhskogo str., 32, Vinnitsa, Ukraine, 21100

E-mail: starovojt.vin@gmail.com

ORCID: <http://orcid.org/0000-0002-5888-1651>

*The article elucidates the problem of development of cognitive and creative activity of young schoolboys in the process of labor study. The recent scientific investigations on the problem of using didactic games in learning-upbringing process of elementary school and their influence on creative development of a child were analyzed. The place and role of labor lessons in the development of cognitive and creative activity of young schoolchildren were determined. The content and features of the development of cognitive and creative activity of children at labor study by the means of didactic game were discovered. The specificity of using didactic games in the process of labor study was considered. The definition of didactic game at labor lessons is offered taking into account the analyzed modern concepts. As a result of experimental study the modern state of using didactic games at labor lessons in elementary school was analyzed. The results of interrogation of elementary school teachers were summarized. The attention was paid to the importance of using didactic games at the labor lessons in elementary school. The main pedagogical conditions of development of creative and cognitive activity of young schoolboys at labor lessons by the means of didactic games were separated: pedagogical stimulation of creative and cognitive activity of a child at labor lessons on the base of personally oriented character of interaction between teacher and pupils; guaranteeing of complex approach in didactic games use at labor lessons; guaranteeing of emotional-sensual comfort at labor lessons by the means of didactic games; intensification of motivational component of creative activity by using didactic games at labor lessons; guaranteeing of differential approach in using didactic games in the process of labor study in elementary school. The necessity of searching rational ways and distinct concretization of mechanism of using didactic games at labor study is emphasized. The pedagogical expedience of using didactic games at labor lessons is considered*

**Keywords:** creative development, didactic game, work training, younger schoolchildren, Elementary School

#### References

1. Vasylenko, T. A. (2005). Otsinka pedagogichnoi systemy Fr. Frebelya vitchyznianymy dijachamy doshkilnogo vyhovannya [Assessment of educational system Fr. Froebel national figures preschool]. Naukovi zapysky Nizhyn'skogo derzhavnogo universytetu imeni Mykoly Gogolja. Psyhologo-pedagogichni nauky, 1, 186–190.
2. Amonashvili, Sh. A. (1983). Zdravstvujte, deti! [Hello children]. Moscow: Prosveshchenie, 208.
3. Lysenkova, S. N. (2007). Ja chytayu. Ja schytayu. Ja pyshu: Kak uchyat malenkyh [I am reading. I believe. I write: How to teach young]. Moscow: Dortranspechat', 78.
4. Makarenko, A. S. (1960). Vyhovannya v pratsi [Education for work]. Vol. 4. Moscow: APN RSFSR, 593.

5. Suhomlinskiy, V. A. (1979). Izbrannye proizvedeniya [Selected works]. Vol. 4. Kyiv: Rad. shkola, 669.

6. Shatskiy, S. T. (1980). Izbrannye pedagogicheskie sochinenia [Selected pedagogical works]. Vol. 2. Moscow: Pedagogika, 416.

7. Pidkasytiy, P. I. (1972). Samostojatel'naya dejatel'nost uchashchysya. Didakticheskiy analiz protsessa i struktura vosproizvedeniya i tvorchestva [Independent activities of students. Didactic analysis of the process and the structure of play and creativity]. Moscow: Pedagogika, 184.

8. Kudykina, N. V. (2003). Igrova diyalnist moldshyh shkolyariv u pozaurochnomu navchalno-vyhovnomu protsesi [Playing activity of younger students in extracurricular educational process]. Kyiv: KMPU, 272.

9. Bogojavlenskaya, D. B. (1981). Pyti k tvorchestvu [Ways to creativity]. Moscow: Znanie, 96.

10. Vygot'skiy, L. S. (1991). Tvorchestvo i voobrazenie v detskom vozraste [Creativity and imagination in childhood]. Moscow: Prosveshchenie, 93.

11. Molyako, V. A. (1991). Tvorcheskaya odaronnost i vospitaniye tvorcheskoy lichnosti [Creative talent and education of creative personality]. Kyiv: Znanie, 20.

12. Ponomarev, Ja. A. (1976). Psihologiya tvoschestva i pedagogika [Psychology of Creativity and Pedagogy]. Moscow: Nayka, 280.

13. Navchannya i vyhovannya uchniv 1 klasu [Training and education of students grade 1] (2002). Kyiv: Pochatkova shkola, 464.

14. Navolokova, N. P. (2012). Entsyklopediya pedagogichnykh tehnologiy ta innovatsiy [Encyclopedia of educational technology and innovation]. Kharkiv: Osnova, 176.

15. Jarmachenko, M. D. (Ed.) (2001). Pedagogichnyy slovnyk [Teaching Dictionary]. Kyiv: Pedagogichna dumka, 514.

16. Klarin, M. V. (1995). Innovatsii v mirovoy pedagogike: obuchenie na osnove issledovaniya, igry i diskussii [Innovations in the world pedagogy: learning through research, discussion and games]. Riga: Eksperiment, 176.

17. Vygot'skiy, L. S.; Davydov, V. V. (Ed.) (1997). Pedagogicheskaya psihologiya [Pedagogical psychology]. Moscow: Pedagogika, 480.

18. Kudykina, N. V. (2005). Vnesok vitchyznyanykh psyhologiv u formuvannya pedagogichnoi teorii igrovoi diyalnosti ditey [The contribution of local psychologists in educational theory formation of play children]. Practical Psychology and Social Work, 1, 7–9.

19. Makarenko, A. S. (1987). Sobranie sochineniy [Collected works]. Vol. 1. Moscow: Pravda, 575.

20. Starovoi, L. V. (2010). Pedagogichni umovy tvorchogo rozvytku molodshyh shkolyariv u protsesi trudovogo navchannya [Pedagogical conditions of creative development of younger students in the course of labor training]. Naukovi zapysky, 261–266.

DOI: 10.15587/2519-4984.2017.91515

### THE RESEARCH OF THEORETICAL PRINCIPLES OF PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF PROFESSIONAL JUDGES IN THE SYSTEM OF JUDICIAL EDUCATION

p. 32–36

**Larisa Zueva**, PhD, Judge, Odesa Administrative Court of Appeal, Sofiivs'ka str., 19, Odesa, Ukraine, 65082

E-mail: 378653@gmail.com

ORCID: <http://orcid.org/0000-0001-5092-3012>

The article studies the essence of theoretical principles of psychological-pedagogical principles of training of professional judges in the system of judicial education; it was proved, that in the context of professional training of judges the notion "pedagogical mastership of judge" is a system-creating function, directed on setting of effective pedagogical interaction within realization of tasks of judicial education. The author paid attention to the fact that since the beginning of formation of the Highest Justice Council the priority direction of its activity is a provision of formation of effective, modern system of professional selection and training of judges, oriented on the real needs of judge staff. However, evaluating the quality of judicial system of the country, it is impossible to get the objective indicator without taking into account the state of existing system of selection and training of judges, and the set system of functioning of these institutions is a node parameter at determination of justice quality. The conceptual principles of psychological-pedagogical training of judges were grounded. The main idea, main positions and psychological-pedagogical strategy of training judges for teaching activity were concretized that provided the phased realization of main conceptual theses

**Keywords:** professional training of judges, professional mastership of judge, psychological-pedagogical training of judges

#### References

1. Konceptija reformuvannja sudovoji systemy Ukrajinny (2014). Asociacija pravnykiv Ukrajinny. Available at: [http://uba.ua/ukr/project\\_ref\\_sud/](http://uba.ua/ukr/project_ref_sud/)
2. Rozdili VIII «Pravosuddja» (2016). Konstytucija Ukrajinny, 124. Available at: <http://www.president.gov.ua/ua/documents/constitution/konstituciya-ukrayini-rozdil-viii>
3. Tokarsjka, A. S. (2008). Pravova komunikacija v konteksti postklasynchnogho pravorozuminnja. Kyiv, 36.
4. Katajeva, E. V. (2016). Jurysdykcija administratyvnykh sudiv Ukrajinny shhodo vyrishennja administratyvnykh sprav. Kyiv, 235.
5. Bondarenko, O. F. (2000). Specyfika psykholohichnogho znannja ta jogho misce v dijalnosti suddiv. Centr suddiv'kyh studij. Available at: <http://judges.org.ua/Forum/img/europe/ua.glavred.info/archive/2008/article/seminar5-1.htm>
6. Kostycykij, M. V. (2009). Filosofsiki ta psykholohichni problemy jursprudenceji. Chernivci: Ruta, 576.
7. Pometun, O. (2005). Formuvannja ghromadjanskoi kompetentnosti: pohljad z pozycji suchasnoi pedaghoghichnoji nauky. Visnyk program shkilnykh obminiv, 23, 18–24.
8. Rubinshtejn, S. L. (2002). Osnovy obshhej psihologii. Saint Petersburg: Piter, 720.
9. Bandurka, A. M., Bocharova, S. P., Zemljanskaja, E. V. (2002). Juridicheskaja psihologija. Kharkiv: Izd-vo nac. un-ta vnutr. del, 596.
10. Bedj, V. V. (2007). Jurydychna psykholohija. Lviv: Novyj Svit-2000, 376.
11. Zjazjun, I. A. (2008). Filosofija pedaghoghichnoji diji. Cherkassy: ChNU im. B. Hmel'nic'kogo, 608.
12. Zjazjun, I. A. (Ed.) (2008). Pedaghoghichna majster-nistj. Kyiv: Boghdanova A. M., 376.
13. Zujeva, L. (2015). Rozvytok pedaghoghichnoji majster-nosti profesijnnykh suddiv u systemi suddivskoi osvity. Slovo Nacionalnoji shkoly suddiv Ukrajinny, 4 (13), 32–41.
14. Semenova, A. (2016). Cinnisnyj vymir dosvidu sub'ektiv pedaghoghichnoji diji. Odessa: Bondarenko M. O., 436.

DOI: 10.15587/2519-4984.2017.91519

#### THE ANALISIS OF ACTIVITY OF THE CLERGY UNIONS IN TRANSCARPATHIA (MID XIX – EARLY XX CENTURY)

p. 37–41

**Galina Rozlutska**, PhD, Associate Professor, Department of pedagogy and psychology, SHEE «Uzhgorod national University», Narodna sq., 3, Uzhhorod, Ukraine, 88000

E-mail: [g.rozlutska@rambler.ru](mailto:g.rozlutska@rambler.ru)

ORCID: <http://orcid.org/0000-0001-9062-5466>

The article analyzes historical experience of Ukrainian clergy's activity in Transcarpathia in mid XIX – early XIX century through the prism of pedagogical value. It was elucidated, that clergy's influence on formation and development of national education was crucial. On the base of studying products of Ukrainian clergy unions activity it was revealed, that the fight for spreading of native language was used as an instrument for Ukrainian culture development and national school creation. The edition of books, handbooks, calendars, prayer books, periodicals of Ukrainian direction widened the readers' worldview, formed the national world understanding and awaked the national self-consciousness.

The cultural activity under the influence of denationalization was directed on Christian-patriotic education, formation of respect to history, culture, traditions and customs of native people. The creative searches of clergy favored the evolution of native language of Transcarpathian dwellers to the united norms of Ukrainian language. The edition of books, handbooks, calendars, prayer books, periodicals of Ukrainian direction in native language widened the readers' worldview, formed the national world understanding and awaked the national self-consciousness. The spreading of information about historical unity of local dwellers with whole Ukrainian nation stated the self-identification of Transcarpathian Ukrainians as a part of Ukrainian nation. The education of people, national self-identification was realized by the means of native word: from love to Moscow through the blurred notion about Carpathian rusyn with its patois to the integral Ukrainian literary language with elements of local living speech

**Keywords:** pedagogical ideas, Ukrainian clergy, native language, national self-consciousness, Transcarpathian education

#### References

1. Beskyd, N. (1928). Dukhnovych. Karpatskii svit, 1, 51–56.
2. Habor, V. (2003). Ukrainski chasopysy Uzhhoroda (1867–1944 rr.): istoryko-bibliohrafichne doslidzhennia. Lviv: Lvivska oblasna knyzhkova drukarnia, 564.
3. Keretsman, V. U. (1995). Istorychne kraieznavstvo na Zakarpatti poch. XIX – 30-kh rr. XX st. Uzhhorod, 225.
4. Lisovyi, P. M. (1969). Zhurnalistyka Zakarpattia 50–70 rokiv XIX stolittia i yii zviazky z inshymy ukrainskymy zemliamy ta Rosiieiu. Uzhgorod: UzhNU, 51.
5. Senko, I. (1997). Hazety i hazetiari XIX stolittia. Karpatskyi kraj, 6 (10), 87–92.
6. Josyp Kobal': Chomu zakarpatci – ne okremyj narod, a Laborec', Korjatovych i budyteli – ne geroi' (2015). Available at: <http://zakarpattia.net.ua/News/139908-Iosyp-Kobal-Chomu-zakarpatci-%E2%80%93-ne-okremyi-narod-a-Laborets-Korjatovych-i-budyteli-%E2%80%93-ne-heroi>
7. Myshanych, O. (2009). Politychne rusynstvo: istoriia i suchasnist. Available at: <http://www.ukrcenter.com/Jlireparypa/>

Олекса-Мишанич/26266-2/Політичне-русинство-історія-і-сучасність

8. Pekar, A. (1997). *Narysy istorii tserkvy Zakarpattia*. Vol. 2. Lviv: Vydavnytstvo Ottiv Vasylian «Misioner», 492.

9. Beskyd, N. (1928). *Dukhnovych. Karpatskii svit*, 1, 51–56.

10. *Obshchestvo Sv. Vasyliia V.* (1866). *Misiatseslov na 1867 hody*, 1, 69–86.

11. Hadzheha, V. (1926). *Nashi kulturni i tserkovni spravy na epyskopskykh naradakh r. 1773 u Vidny. Podkarpatska Rus*, 3 (5), 107.

12. Kondratovych, M. (1927). *Korotka istoriia Obshchestva sv. Vasyliia Velykoho. Yuvyleinyi yliustrovanyi kalendar na perestupnyi rok 1928*. Uzhhorod: Unyo, 41–61.

13. Hnatiuk, V. (1897). *Uhroruski kalendari. Zhytie i slovo*. Lviv, 330.

14. Sabov, K. (Ed.) (1966). *Svit. Unhvar: Knyhopenchatnia O. O. Vasyliian*, 1.

15. Hadzheha, Yu. (1925). *Ystoriia «Obshchestva sv. Vasyliia Velykoho» y rech ko dnu 60-letii ot eho uchrezhdeniia*. Uzhhorod: Shkolnoi pomoshchy, 60.

16. Lelekach, M. (1942). *Ystoriia podkarpatskoi lyteratury*. Unhvar: Knyhopenchatnia O. O. Vasylian, 64.

17. Voloshyn, A. (1995). *Spomyny. Tvory*. Uzhhorod: Grazhda, 39–73.

18. Voloshyn, A. (1995). *Kulturna pratsia hreko-katolytskoi tserkvy. Tvory*. Uzhhorod: Grazhda, 102–106.

DOI: 10.15587/2519-4984.2017.

#### ANALYSIS OF THE MANAGEMENT OF ORGANIZATIONAL CULTURE AS POSITIVE IMAGE PREDICTION SUBSTRATE OF GENERAL EDUCATIONAL INSTITUTIONS

p. 41–45

**Vira Usatenko**, Director, Secondary School I-III degrees No. 6, Horishnioplavniivska's town council Poltava region, Dobrovolskoho str., 65, Horishni Plavni, Poltava region, 39800

E-mail: organizator1959@mail.ru

ORCID: <http://orcid.org/0000-0003-3125-1622>

*The article discovers the features of development of organizational culture of general educational institution as a base of its positive image prediction.*

*The retrospective analysis of the essence of notions “culture”, “organizational culture”, “positive image of educational institution” and other was carried out.*

*During the study the most influential factors of OC development were grounded:*

– external ones that take into account the features of political and economic situation in the state; general culture of society, region, micro-society;

– internal ones that take into account the terms of existence of general educational institution (GEI), character of traditional organizational culture (OC), success of GEI activity.

*From our point of view, the main principles of management of development of organizational culture of modern educational institutions are the following: the principle of generality – organizational culture must be assimilated by all or most members of organization; the principle of validity – GEI mission, traditions and specificity of activity must be the base; the principle of accessibility – provides clearness and acceptability of organizational culture to guarantee the importance of its understanding by all workers – from managerial team to pedagogical workers;*

*the principle of respect to individual personal culture and general school culture.*

*The main carriers of organizational culture of educational institution are its director, managerial team and pedagogical, pupils' and parents' collectives. That is why the main components of positive GEI image are the image of director, managerial team, teacher, pedagogical and service staff of school.*

*During the study we made the conclusions that general educational institution is an open socio-pedagogical system, connected with many social institutions that has formed organizational culture as a substrate of own unique image – positive image of educational institution that provides the priority of educational services among other GEI*

**Keywords:** *organizational culture, prognosis of development, positive image of school, structure of school image*

#### References

1. Tymoshko, G. M. (2012). Analysis of «Organizational culture» in educational theory and practice. *Bulletin of the Chernihiv National Pedagogical University*, 96, 148–153.

2. Serkis, J. V. (1999). *Organizational Culture*. New school teacher thought, 2, 24–28.

3. Spitsyna, L. V. (2016). The study of organizational culture as a factor in the effective management of higher educational institution. *Practical Psychology and Social Work, scientific and practical, educational and methodical*, 12, 14–18.

4. Karamushka, L. M. (1996). Creating the image of the institution as an important area of management education. *Management of modern educational institutions in the education system*, 11–15.

5. Volovych, V. I. (Ed.) (1998). *Sotsiologiya: Short Encyclopedic Dictionary*. Kyiv: Eng. Center spirit. Culture, 736.

6. *Sovetskyy Encyclopedic Dictionary* (1981). Moscow: Sovetskaya Encyclopedia.

7. Shepel, V. M. (1994). *Ymydzhelohyya: Secrets personally obayannya*. Moscow, 320.

8. Yermakov, I. H. (Ed.) (1998). *Imidzh school on the eve of the XXI Century*. Kyiv, 382.

9. Tymoshko, G. M. (2016). Cultural imperatives organizational activities the head of an educational institution. *Bulletin of Chernihiv National Pedagogical University named after Taras Shevchenko*, 133, 216–220.

10. Tymoshko, G. M. (2014). The modern tendencies of development the organizational culture of the head of general educational institution on the basis of imagology. *Bulletin of Chernihiv National Pedagogical University named after Taras Shevchenko*, 122, 276–279.

DOI: 10.15587/2519-4984.2017.91627

#### INFORMATIZATION AS THE FACTOR OF OPTIMIZATION OF THE IDEOLOGY OF THE INFORMATION SOCIETY IN TERMS OF NETWORK-COMMUNICATIVE SPACE

p. 46–50

**Kyrychenko Mykola**, Doctor of philosophical science, professor, corresponding member of the Academy of Sciences of Higher School of Ukraine, the First Vice-Rector, Department of Civil Service and Educational Management, SHEI “University of Educational Management” NAPS of Ukraine, Sichovyh Striltsiv str., 52-A, Kyiv, Ukraine, 04053

E-mail: kmumo@i.ua

ORCID: <http://orcid.org/0000-0003-1756-9140>

*Analyzes, processes information as a factor of optimizing the ideology of the information society and ensuring its sustainable development carried out in the ontologizacii, the gnoseologizacii and the sociologizacii of social life. Each of the information society in its own way and decides in the course of their specific problems, taking into account the features of the type of society and its ideology, when priority is given or the technologies that promote informatization, or the solution of optimization problems of public relations.*

*Today, there are certain system of indicators of the information society, ie the list of indicators of the development of the information society in different sections: news, economic, social. We see iformatsiyu ideology as a factor in optimizing the information society and ensure its sustainable development. Information Society now provides entry into well-defined features:*

*– Globalized information environment as a basis for a new quality of life;*

*– Hiperznachusnist information and knowledge;*

*– Globalized information environment;*

*– Increasing the share of information technology products and services;*

*– Bridging the digital divide, meet human needs in education, information, IT products and services.*

**Keywords:** *the concept of informatization, the factor of optimization, the ideology of the information society, sustainable development*

#### References

1. Voronkova, V. G.; Bazaluk, O. A. (Ed.) (2012). Formirovanie novogo mirovozzreniya, novogo cheloveka, novogo obshchestva budushchego: Kogo i kak vospityvat' v podrastayushchih pokoleniyah. T. 2. Kyiv: Izdatel'skij dom «Skif», 134–152.
2. Voronkova, V. H., Sosnin, O. V. (2015). Formation of information society in Ukraine: a challenge or need time? Humanities bulletin of zaporizhzhе state engineering academy, 60, 13–24.
3. Voronkova, V. H., Nikitenko, V. O. (2013). Suchasna heokul'tura yak sotsiokul'turnyy fenomen kul'turnoyi hlobalizatsiyi. Hileya: naukovyy visnyk, 72, 487–492.
4. Dubov, D. V., Ozhevan, O. A., Hnatyuk, S. L. (2010). Informatsiyne suspil'stvo v Ukrayini: hlobal'ni vyklyky ta natsional'ni mozhlyvosti. Kyiv: NISD, 64.
5. Ozhevan, M. A., Hnatyuk, S. L., Isakova, T. O.; Dubov, D. V. (Ed.) (2011). Informatsiyne tekhnolohiyi yak faktor suspil'nykh peretvoren' v Ukrayini. Kyiv: NISD, 96 s.
6. Sosnin, O. V., Voronkova, V. H., Azhazha, M. A. (2011). Investytsiyi v lyuds'kyy kapital v umovakh hlobal'noyi transformatsiyi. L'viv: «Mahnoliya: 2006», 610.
7. Sosnin, O. V., Dz'oban', O. P. (2015). Dz'oban' Information security: new dimensions threats related information and communication sphere. Humanities bulletin of zaporizhzhе state engineering academy, 61, 24–34.
8. Sosnin, O. V., Voronkova, V. H.; Ivakin, O. A., Yakovlev, D. V. (Eds.) (2016). Informatsiyne suspil'stvo yak vyklyk hlobalizatsiyi. Chas vyboru: vyklyky informatsiyanoi epokhy. Odesa: Vydavnychyy dim «Hel'vetyka», 472.
9. Kyrychenko, M. O. (2016). Epistemolohichni vymiry informatsiynoho suspil'stva u humanitarno-naukovomu dyskursi. Teoretychni ta praktychni zasady rozvytku menedzhmentu orhanizatsiyi ta administruvannya v umovakh nezalezhnosti Ukrayiny, 274.
10. Lazarevich, A. A.; Levyash, I. Ya. (Ed.) (2015). Stanovlenie informacionnogo obshchestva: kommunikacionno-ehpistemologicheskie i kul'turno-civilizacionnye osnovaniya. Minsk: Belaruskaya navuka, 537.