

ABSTRACT&REFERENCES

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THE EXPERIMENTAL TESTING OF METHODOLOGICAL SYSTEM OF INTEGRATED TEACHING OF FUTURE ACADEMIC JAPANESE PHILOLOGISTS WITHIN MASTER COURSE

p. 4-10

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The research considers different aspects of the experimental probation of the methodological system of the integrated study of future philologists of Japanese academic speech within the master course. The criteria and parameters of the academic literacy formation within the master course were offered. For realization of the experimental verification of the effectiveness of the integrated system of Japanese academic speech teaching was chosen the classic three-stage experiment organization, according to which it is realized at the ascertaining, formation and control (statistic) stages. Each of them was introduced to the experiment program. As a result of the experiment were confirmed the theoretical grounds of the conception of the integrated system of Japanese academic speech teaching according to the content criteria. It was proved that practical results and recommendations are actual, essential and still be unpublished according to the results of other didactic studies. As a result of the experiment: results of the methodological system introduction into the educational process were described and evaluated, conditions of the experimental results were characterized, data about participants, means and methods of the experiment were presented; limits of the experimental method use were outlined

Keywords: students-japonists, organization and realization of experiment, ascertaining experiment, academic literacy of Japanese speech

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THE METACOGNITIVE TRAINING OF FUTURE PROFESSIONALS IN HIGHER EDUCATION: THE EXPERIENCE OF IMPLEMENTATION AND PECULIARITIES

p. 10-13

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In the research was realized the analysis of metacognitive training programs, realized in the process of professional training of future specialists in higher educational institutions. There were determined scientific-methodological grounds of the successful formation of metacognitions as complicated, multi-level and system-organized psychical formations that have the procedural and autonomously developed form, are directed on the organization, regulation and coordination of primary cognitive processes and provide the general regulation of the training and professional activity of future specialists. In the paper is noted that effective metacognitive training programs for future specialists in HEIs:

– *must be supported by the motivation, students' interest; must include the theoretical part that provides the mastering of metacognitive knowledge by students and the practical one that provides metacognitive skills formation;*

– *must provide the reflection and students' reflexive skills development;*

– *be realized with the support on regulative processes; Must take into account unevenness and heterogeneity of the mastering, fixation and generalization of different metacognitive skills;*

– *must be grounded on the specificity of an individual and collective activity;*

– *must provide the use of written supports, schemes that give a possibility to visualize the process of a task solution*

Keywords: future professional, metacognitions, metacognitive training, reflection, higher educational institution, verbalization

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THE FORMATION OF SECONDARY LINGUISTIC IDENTITY IN THE PROCESS OF FUTURE PHARMACISTS' INDIVIDUAL WORK

p. 14-18

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Considered in the article are the language identity formation parameters of professionally-directed teaching as the key approach to didactic potential autonomy pharmacists' learning; the conceptual sphere of the notion secondary linguistic ego determination is specified; special attention on exploring the contemporary basic theories of the ESL researchers concerning the most productive a learner-centered technology is focused; the development and implementation rationality of the partial functional model incorporated the lexical, contextual and procedural components aimed at obtaining knowledge through individualization, improving skills, enhancing creative nature aptitudes is substantiated; the cognitive duomodular program in terms of the interrelated dominant format of individual work within and outside the auditorium through the complex of the traditional and interactive forms training for approximating teaching to real professionally-oriented situations of pharmaceutical practice involving three main parts: Searching for Information, Reading and Context-based Talk Experience, Formative – Summative Evaluation Tests included meaningful material drilling is suggested; it is analyzed the possibility of the educational guide arrangement due to the ways of raising students' intercultural competence as principal target to guarantee effective communication with other environment speakers to ensure students' abil-

ity for their own action style choice in the professional English mastering are emphasized

Keywords: *autonomy, secondary language identity, individual work, self-evaluation, self-regulation, professional learning, pharmacy*

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ANALYSIS OF THE EDUCATIONAL AND PROFESSIONAL PROGRAMS OF TRAINING OF SPECIALISTS IN THE SPECIALTY 231 SOCIAL WORK

p. 18-22

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The results of analysis present educationally professional programs of training of future social workers in the institute of higher education in Ukraine in accordance with criteria: subject area; feature of the program; content and/or components of professional competence; predicted training results. The specific feature of the theoretical approaches to the training of specialists in the specialty 231 Social work is justified. The results of studying foreign experience of higher social education are presented

It is well-proved that the sphere of professional training of future social workers needs specialization depending on the categories of clients of future professional activity. Expansion of fields of professional activity of the future social workers are directed on the increase of employment opportunities, however negatively represented on quality of professional training through super-saturating of content.

It is proved that the most educational and professional programs require additions naturally scientific disciplines, which directly determine the future ability of graduating students for system thinking taking into account the state of environment.

In comparing to the foreign programs of training of the social workers (USA, Great Britain, France), Ukrainian educational programs are not practice oriented; volume of educational time for practice is most often 10 %, which is not sufficient for the formation of the competences

Keywords: professional training, social worker, social work, training of future social workers

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PECULIARITIES OF ESL LEARNING BY ADULTS IN NON-FORMAL AND INFORMAL EDUCATION

p. 23-29

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The article deals with the problem of adults' non-formal and informal education in Ukraine. It examines peculiarities such as: common features and distinctions of ESL acquisition by adult learners of different ages ranging from 18 to 55 (students of the higher educational establishment and researchers).

There have been revealed common and different features in the way of acquiring ESL in non-formal and informal learning environments. Gender, age, level of education, ESL learning experience of the respondents of the two categories have been examined and analysed. Choice peculiarities of the non-formal education ways have been studied (language training courses, lessons with a tutor, self-studying with printed textbooks, self-studying with on-line resources). Some common ways of ESL acquisition for both groups of adults in non-formal education have been revealed. 100 % of junior and senior adult respondents named self-studying with Internet-resources the most popular one. In addition, differences in the ways of learning ESL have also been defined. Unlike young adults, who consider lessons with a tutor to be the most effective way, senior adults prefer to study ESL attending language courses. As to the frequency of ESL studying a definite distinction has been noticed. Junior adults using online resources mainly study ESL 2–3 times oftener than senior adults. But the latter preferably use printed resources while learning ESL.

The authors of the article not only analyse common and different features of ESL acquisition but also specify some proposals given by the adults how to make their studying more effective and fruitful. One of them is to study ESL on the regular basis

Keywords: English language, adults' learning, non-formal, informal learning environment, age category

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ANALYSIS OF USING SOFTWARE WHILE TRAINING STUDENTS OF COMPUTER SPECIALTIES

p. 29-35

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The study pays attention to the use of licensable and non-licensable software, the understanding of responsibility for using non-licensable software as copyright violation and a cause of amenability according to the Civil code of Ukraine about "Copyright objects" was studied.

We presented the generalized analysis of the use of non-licensable software in HEIs at training students of computer specialties. It is obvious that students of technical HEIs use software means as an object and subject of the study.

To study the state of using non-licensable software the interrogation was realized among students of several HEIs. The data of it testified that practically each third student observed non-licensable graphic redactor Adobe Photoshop, Corel Draw, AutoCAD, ArchiCAD and Artlantis, installed on learning computers.

The interrogation results allowed to make the conclusions and to outline the prospects of further using software products in HEIs; the alternative use of licensable software means was offered. The possibilities of HEI cooperation with Microsoft, namely Office 365 for Education were described on the own example

Keywords: non-licensable software, software means, software product, study, copyright

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FORMATION OF FUTURE DOCTORS' RESEARCH COMPETENCE ON THE BASIS OF THEIR COGNITIVE ACTIVITY

p. 36-39

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Organization of cognitive activity of medical students at different levels of research work is described. It is contributed to the formation of future doctors' research competence at various levels of research. Such work includes the following components:

– search for scientific information (tasks aimed at recording and correlating information data, determination of their consistency and inconsistency, correlation of the stages of scientific research, bringing each conclusion, finding of direct and indirect links and justification of the conclusions, checking the effectiveness of the search, etc.);

– Discussion of the patient problem during consultations (technologies that provide for work in groups);

– writing of abstracts and articles and other scientific works as a result of their participation in the work of problem groups, scientific groups, problem student laboratories, work on projects.

The effectiveness of various training technologies in the process of organizing such activities, in particular, work in small groups and the project method is actively used in the study of the disciplines of the natural-science cycle

Keywords: research competence, teaching technologies, cognitive activity, project method, group technology

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METHOD OF FORMING THE CHEMICAL COMPONENTS OF THE PROFESSIONAL COMPETENCE OF THE FUTURE BACHELOR OF LABORATORY DIAGNOSTICS

p. 40-42

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The methodological foundations for formation of the chemical component of the professional competence of bachelors in laboratory diagnostics are substantiated in the article. The appropriate conditions for its formation are established, namely, the unification of the requirements for the results of training in chemistry, the study of chemical disciplines in the context of the credit-modular system of organization of the educational process in higher education institutions, the creation of a professionally oriented educational environment in the teaching of chemistry, and the systematic diagnosis of the levels of the chemical component. The essence of the stages of the forming process is determined - motivational, objective, cognitive, activity and integration. The maintenance of education of bachelors of laboratory diagnostics as a component of the developed technique by professionally oriented chemical concepts is updated. The methods for the training of chemistry (chemical equipment and reagents, natural objects, etc.), the types of training for chemical disciplines, the methods of modeling the imaginary professional situations, case studies, etc. are identified as priority for the formation of the chemical component of the professional competence of bachelors of laboratory diagnostics. (Lectures-visualizations, problem and binary lectures, practical exercises with application of group educational activity of students, active methods of training, etc.). The model of forming the chemical component of the professional competence of bachelors of laboratory diagnostics is presented. The criteria for diagnosing levels of the chemical component are given

Keywords: methodology, formation, model, chemical component of professional competence, bachelor, laboratory diagnostics

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DEVELOPMENT FEATURES OF MODERN PEDAGOGUE IN POSTGRADUATE EDUCATION

p. 43–45

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In the article was analyzed the state of the problem study by Ukrainian scientists. Approaches of a pedagogue of a postgraduate educational institution to a modern pedagogue development taking into account changes and interactions between its subjects, strengthening of the role of information and communication that condition the features and character of the modern education and education environment development were presented.

There were characterized the essential characteristics of the notions «soft skills» and «hard skills». There were revealed a necessity in their development in a modern pedagogue in the postgraduate education. Soft skills of a person allow a specialist to be successful, not depending on the specificity and direction of his/her professional activity realization.

The systematization of soft skills development features in pedagogues with the great experience of pedagogical activity was realized. Three components of a pedagogue's soft skills development were separated: informativity, communicability, reflexiveness and their parameters.

The positive dynamics in the soft skills development as a result of introduction of a learning course, directed on the development, into the elaborated educational-developing e-environment was presented

Keywords: pedagogue, development, postgraduate education, educational environment, mobility, learning, communication, technologies

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THE DETERMINATION OF CONCEPTS «PERSON – INDIVIDUAL–PERSONALITY» IN SOVIET PERIOD

p. 46-49

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From the middle of the twentieth century, a new period of pedagogical concepts development begins. This period caused

the intensification of researches in this area and, consequently, increased the number pedagogic encyclopaedias dictionary publications. During small period have been significant changes to distinguish the main pedagogical categories. Traditionally, scientists' attention was focused on logical and meaningful clarify pedagogical concepts. While the issue of forming global thesaurus of various fields of science, formation and development of concepts as the concentrated expression of the historically achieved pedagogical knowledge and determination of concepts «person–individual–personality» in the Soviet period in pedagogy weren't decided on a conceptual level. In our research, we qualify pedagogic scientific thesaurus as a scientific and cultural phenomenon that provides an understanding of scientists and practitioners in the global educational space and coherence of methodological principles of research problems. It is also a system of concepts, which is designed for people assimilation and mainstreaming the successful orientation in the sphere of scientific knowledge subject

Keywords: *system of concepts, scientific thesaurus, person, individual, personality, conceptual and categorical apparatus, triad of concepts*

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