

ABSTRACT&REFERENCES

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THE IMPACT OF THE COMMON EUROPEAN FRAMEWORK OF REFERENCE ON TEACHING AND TESTING IN THE SLOVAK REPUBLIC

p. 4–8

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The article examines the influence of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) on teaching and testing foreign languages in the Slovak Republic. The CEFR defines six reference levels of the language proficiency, which allows the learners' progress to be measured at each stage of learning. Many training sessions were organized aimed at familiarization with the scales, levels and descriptors. The goal of foreign language teaching became communicative ability. Competence-based teaching, learning and assessment became popular with foreign language teachers. The attention is focused on the need to reform school final exams. The implementation of the CEFR fostered the interest of the Slovak language professionals to relate curricula and syllabi to the CEFR levels to achieve educational goals in the process of learning foreign languages. The CEFR set out the range of options for learning objectives, about syllabus design, classroom methodology and testing. Also the new Slovak curricular documents are based on the CEFR. The article considers the school-leaving examination reform in Slovakia as part of a research project, conducted in 2008, and the first attempts to relate the national examination in English to the CEFR levels. This procedure is not very easy and needs a lot of effort and a serious approach to validate the claim. The CEFR is mentioned in foreign language training at universities

Keywords: Common European Framework of Reference, a national reform, school-leaving examinations

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ORGANIZATION OF PRODUCTION TRAINING FOR FUTURE COOKS IN PROFESSIONAL COMMERCIAL-CULINARY SCHOOLS OF UKRAINE (60-80s OF THE TWENTIETH CENTURY)

p. 9–13

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The study accents attention on the importance of studying historical experience as to the organization of the professional training of qualified workers in the specialty “Cook” in professional commercial-culinary schools of Ukraine in 60–80 years of XX century, because it allows to reveal study specific forms and methods and to avoid negative factors that decreases the effectiveness of this training.

There were analyzed the views of scientists as to organizational-pedagogical questions of the organization of epy professional training of working staff of different specialties at certain historical stages. It was noted, that the key role in qualified workers training belonged and belongs to the professional study, at which bases of the professional competence are formed.

It was noted, that the main feature of the production training of future cooks in commercial-culinary schools of Ukraine in 60–80 years of XX was that it alternated with the theoretical one each two weeks and took place not at learning workshops, but at active learning-production enterprises of public food, where pupils worked independently in all processes, connected with dishes preparation and service. Attention is concentrated on the production practice, planned at the end of the production learning program and was carried out in Crimea at the resort season at organizations and enterprises of the system of Ukrainian resort trade. The content of the professional-practical training of future cooks was determined, its main tendencies in the studied period were characterized.

It is stated, that the retrospective analysis (60–80 years of XX century) of approaches to the organization of the production training of future cooks at professional commercial-culinary training schools of Ukraine allows to understand the best pedagogical experience and to systematize organization forms, methods and technologies of the production training of future qualified workers of the restaurant economy branch, to transform the idea of duality of the professional training of cooks under modern conditions of the evolution of the professional education system in Ukraine

Keywords: cook, historical experience, professional-practical training, production training, professional culinary-commercial schools

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THEORETICAL SUBSTANTIATION OF THE NECESSITY OF FORMATION OF SCIENTIFIC-METHODOLOGICAL COMPETENCE OF TEACHERS IN THE SYSTEM OF POSTGRADUATE PEDAGOGICAL EDUCATION

p. 14–19

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During the study we determined contradictions that influence the development of postgraduate pedagogical education in Ukraine. The notions “methodical competence”, “learning-methodical competence” and “scientific methodical competence” were concretized. This research favors the theoretical-methodological analysis of the predominant paradigm of interpretation of pedagogical education, able to correspond to challenges of full-life activity and self-perfection for the personal formation, the necessity of teachers' scientific-methodical competence formation. The structure of the scientific-methodical competence, formed in the process of increasing base knowledge, abilities and competences of a scientific-pedagogical worker and favors his/her personal style and own staff-technology and consists of the scientific, scientific-research work, learning-scientific-innovative activity, using modern informational learning technologies, scientific diagnostic, expertise was determined

Keywords: post-graduate pedagogical education, learning-methodical and scientific-methodical competence of teachers, scientific-research activity of a teacher

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FORMATION OF THE CREATIVE PERSONALITY OF A CHILD OF PRESCHOOL AGE BY MEANS OF ARTISTIC WORD

p. 19–23

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The topicality of the chosen topic of the research is proved by the important role of fiction in the formation of the creatively directed personality of a preschool child, his/her creative abilities. There were elucidated the features of formation of the creative personality of a preschool child by means of artistic word. There were created creative tasks for the formation of the creative personality of a pre-school child by means of artistic word. In the study was proved that the development of artistic activity, directed on the formation of the creative personality of a child is provided due to the creation of favorable conditions: organized purposeful work in the given direction that includes a series of creative tasks with an element of novelty; interested attitude of an educator to the child creativity.

The conclusion was made about the fact that the use of diverse creative tasks in the learning-upbringing process favors the development of the creative potential of preschool children. Making acquainted with fiction, a teacher leads children to the analysis of a work, teaches to understand its content, familiarizes them with genre, compositional, speech features of different works. Children use obtained literature knowledge in own creativity, at composing stories. As a result of the realized

work, most children form schemes independently, select symbolic signs, and author stories, tales, verses were created on their base

Keywords: artistic word, creativity, creative personality, artistic-speech competence, artistic literature, creative tasks

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DEVELOPMENT OF THE CONCEPT OF RESEARCH OF FORMATION OF THE PROFESSIONALISM BASES OF FUTURE TEACHERS OF TECHNOLOGIES

p. 24–29

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In the study is presented the elaboration of the concept of formation of professionalism bases of future teachers of technologies. It was established, that professionalism formation of future teachers essentially grows because of needs for improvement of the Ukrainian educational system. The analysis of the notion “professional training of a future teacher of technologies” was carried out, its structure was described, components of the con-

tent of professional training and its aim were elucidated. Views of scientists as to the improvement of professional training of future teachers were analyzed, further prospects of the study of this problem were determined. Theoretical grounds of construction of the pedagogical system of professionalism formation of a teacher of technologies were substantiated and professionalism levels of a teacher of technologies were elaborated.

It was established, that educational innovations characterize the essential connection of the theory and practice of the educational activity, determine its norms, typical for innovative transformations, organically combine processes of formation and introduction of innovations in practice.

In the work was accented, that the main factor of teacher's professionalism attainment is the process of self-perfection. Professionalism allows a teacher, having achieved the state of understanding, to begin the movement to the state of awareness, that is the accumulation of concrete knowledge and achievements in the profession, and at the final stage to realize a transfer into the state of skillfulness, realization of understood things. At the elaboration and generalization of main principles of the concept of formation of professionalism bases of a future teacher of technologies at higher educational institutions will be effective, if to combine complexly innovative and traditional forms of the study and also to pay the special attention to the research work.

Conceptual theses and the model of professional renewal of pedagogical training of a future teacher of technologies are presented as a system of scientific-methodological support that includes the following components: conception of renewal, structural-content, technological and organizational-didactic components. In the conception is grounded the totality of methodological theses that form its base, main tendencies, principles and prospects of the process of renewal were revealed, structures of renewal and ways of realization of the offered model were determined.

The essence of the elaborated concept of formation of professionalism of future teachers of technology is in the necessity to improve the system, personally oriented, autonomous approaches to the professionalism development of a future teacher of technologies allows to provide main personal demands of future teachers, acmeologic and synergetic needs for self-affirmation and self-development

Keywords: research concept, professionalism, teacher of technologies, methodology, principles, acmeology, competences

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SCIENTIFIC APPROACHES AS A METHODOLOGICAL BASIS FOR FORMING CULTURE OF MANAGING THE PERSONNEL OF FUTURE MANAGERS

p. 30–33

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In the article the scientific approaches have been analyzed, and the methodological basis for the formation of culture of personnel management in the process of professional training of future managers has been developed. It is proved that effectiveness of forming culture of managing the personnel of future managers is achieved through the introduction of the complex of pedagogical conditions in the professional training: enrichment of the content of training on personnel management with additional cultural-oriented topics; diversification of the process of professional training of future managers by active and interactive forms and methods of educational activities; promotion of the development of professionalism of the teaching staff in order to ensure the effectiveness of the process of forming culture of managing the personnel of future managers. It is established that the methodological foundations of the first pedagogical condition create cultural and competence approaches. For the second pedagogical condition, the methodological background is provided by the personality-activity approach. For the third pedagogical condition, the acmeological approach is methodologically grounded. It is proved that the scientific approaches form a unified methodological basis for the holistic process of forming culture of the personnel management through the implementation in the professional training of future managers of the complex of pedagogical conditions

Keywords: scientific approach, culture of personnel management, manager, pedagogical conditions, professional preparation

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FORMATION OF COMPETENCY OF HEALTH PROTECTION AT THE SANITARY AND HYGIENIC CULTURE MASTERING BY STUDENTS OF AGROECOLOGICAL COLLEGES

p. 34–37

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The attitude to health as to the value forms especially actively at the adolescent and young age and is a result of the influence of education and surrounding social environment. Especially, the importance of the problem of formation of the value attitude to health in students of an agroecological college is conditioned by their age features and mastering of the future profession.

Pupils' entrance to a college is a crucial moment of their socialization. This moment coincides in time with their age crisis of development, it brings serious test of their adaptive possibilities. A new collective, new regime, new character of interrelations needs from students new forms of the study and behavior. Adapting to new conditions, an organism mobilizes the system of adaptive reactions for this aim.

During the study in an agroecological college a student must form such professional dynamic stereotype and lifestyle that favors keeping and strengthening of his/her health and others' one. The results of the research determined the problems that need further elaboration:

– the role of a collective of an educational institution in the sanitary-hygienic upbringing of students;

– the activity and interaction of social institutions as to the formation of the competence of bases of health protection of the sanitary-hygienic culture of future specialists of the agroecological branch;

– the substantiation of the professionally directed special course as to health protection in the system of training of future specialists of the agroecological branch

Keywords: youth, sanitary-hygienic culture, healthy lifestyle, special course, agroecological college, health, students

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DEVELOPMENT OF PEDAGOGICAL CONDITIONS OF A FUTURE EDUCATOR'S TRAINING TO ART AND SPEECH ACTIVITIES OF PRESCHOOLERS

p. 38–43

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Pedagogical conditions of realization of the technology of training of a future educator to the organization of art-speech activity of preschool children were determined in this research, according to the culturological, activity, hermeneutic and creative scientific approaches:

- a) creation of the emotional-creative context of students' training to the organization of art-speech children's activity;
- b) students' dipping into the active-creative art-speech activity;
- c) support of integration of types of art-speech activity in the professional training of a future educator;
- d) introduction of pedagogical practices of tasks on the development of art-speech activity of preschoolers into curriculums;

e) use of text-centrism in the training of a future educator to the art-speech activity of preschoolers.

The following methods of the technology realization were characterized:

- a) empathy (self-association);
- b) solution of pedagogical situations;
- c) staging and dramatization;
- d) business game;
- e) projects;
- f) ETT methods (method of tests and mistakes, methods of morphological analysis, synectics method, method of control tasks, method of focal objects);
- g) activity research;
- h) pedagogical diary
- i) intervision;
- j) work with texts.

It was accented on the fact that the technology realization becomes possible due to the introduction of such forms of the work with students as an interactive lecture and training. Future educators study at them:

- a) to formulate pedagogical maxims;
- b) to compose papers by different bases;
- c) to create child fairy tales, sink vanes, verses;
- d) to realize observations and recording of child dialogues;
- e) to perform interactive plays for children, to organize literature projects;
- f) to solve pedagogical situations and methodological tasks;
- g) to develop and to carry out integrated activities on the base of art synthesis.

There was substantiated the necessity of observing separated pedagogical conditions at each stage of the developed technology (conceptual, content, procedural)

Keywords: technology of training of a future educator, art and speech activity, preschoolers

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SOCIAL NETWORKS AS AN INTEGRAL AND URGENT MEAN OF MODERN TEACHING AT A HIGHER EDUCATIONAL ESTABLISHMENT

p. 43–47

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Nowadays it is impossible to find a young person who has nothing to do with the Internet. It has inevitably burst in our lives. The global process of informational technologies development leads to total social networks usage. With different devices (smartphones, PCs, laptops, tablets etc.) young people can check in anytime and anywhere. That's why to stay in touch with students a teacher has to provide innovative methods and means of teaching. Social networks are good examples of accessibility, moderateness, simplicity in communication and usage. They also provide wide range of opportunities not only to communicate with ease but to study, to be engaged in discussions, investigations, estimations, critical analysis provided by a teacher.

According to the newest research Facebook appeared to be one of the most used and popular social network in the world. Recently in Ukraine it is also getting more widespread. The communities formed in the web service help students to incorporate by their interests, skills or even educational subjects, get in touch with the problem raised by a teacher, to discuss it, to solve the given tasks
Keywords: media education, social network, students, informative and communicative technologies, studying process

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ALTERNATIVE RATING SYSTEM OF SCIENTIFIC ACTIVITY OF UKRAINIAN HIGHER EDUCATIONAL INSTITUTIONS: METHODOLOGICAL BASES AND RESULTS

p. 48–57

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Higher school conditions the direction of the social development by introducing scientific ideas, developing innovative technologies, studying and promoting effective socio-economic mechanisms of the country development, supports the cultural level, intellect and spirituality of the society. That is why the creation of conditions for strengthening main directions of the higher educational institutions (HEI) activity, especially, their scientific-research, scientific-technical and innovative potential it is a key task of the higher educational system modernization by the Ministry of education and science (MES) of Ukraine. On the background of diverse factors of such motivations, the one of importance is the factor of comparative collations that is the rating base.

The article is devoted to the further development of methodological principles, methodical and information-model support of the construction of the rating system of the assessment of the Ukrainian

higher educational institutions potential. The special feature of the offered rating system is the formation of the multi-component system of the quality monitoring of the HEI scientific activity by the four main factors: international activity, scientific activity, citing and commercialization of scientific results. Local indicative systems that allow to assess the HEI scientific activity from system positions were formed for each factor, based on the comparative analysis of the list of parameters of the well-known world ratings and features of the Ukrainian higher system modernization. The pilot calculations of the scientific activity of Kharkiv HEI were realized to probate the offered rating assessment system

Keywords: HEI, scientific activity, rating, indicative space, integral parameters, cluster analysis

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