

ABSTRACT&REFERENCES

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SUBJECT CHARACTERISTIC OF SCENIC-IMAGE CULTURE OF FUTURE TEACHERS OF MUSIC ART IN THE VOCAL TRAINING PROCESS

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The topicality of the problem of formation of scenic-image culture in future teachers of music art is determined by modern requirements to the professional training of future teachers-musicians that orient them on professional mastership, spiritual growth, formation of creative qualities by modern means of music education.

The specializations “voice training” and “vocal” gain the special popularity among students of art faculties; these specialties form the vocal preparation of future teachers of music art. The base of the successful vocal activity of a future teacher of music art is scenic-image culture, determined by a high-artistic representation of a music composition, elucidation of an artistic image, executor’s aesthetic taste, scenic behavior, translation of aesthetic values to an audience.

The article elucidates the subject characteristic of scenic-image culture of future teachers of music art in the vocal training process. There is analyzed the state of the studied problem in the pedagogical theory, determined the aim and tasks, elucidated the essence and varieties of the “culture” phenomenon.

Subject characteristics of scenic-image culture, determined in the article, widen the methodological apparatus of the research in the process of professional training of future teachers of music art and may be a base for renewing the content of academic courses of higher art educational institutions

Keywords: subject characteristic, culture, vocal training, future teacher of music art

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INTRODUCTION OF TRAINING OF TUTORS FOR JOB PLACEMENT OF PERSONS WITH AUTISM SPECTRUM DISORDERS: MEDICAL-THEORETICAL AND PRACTICAL ASPECTS

p. 9–12

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Job placement of persons with special needs is a problem in Ukraine, because of absence of qualified tutors for accompaniment at a workplace. The aim of the article is presentation and development of the institute of tutorship, necessary for the effective job placement of persons with autism spectrum disorders (ASD). Tutors must solve two important tasks:

1) the diagnostics of professional competences of persons with ASD;

2) the support of persons with ASD at job placement and at the primary stage of their work.

Using the method "Adolescent and Adult Psychoeducational Profile" (AAPEP) there were studied professional competences of 30 teenagers with ASD from Lviv workshop "Kolping business". The results demonstrated the high level of independence, satisfactory behavior at a workplace, middle level of professional mastership and low level of social interaction in teenagers with ASD. The obtained data indicate the necessity of introduction of the post of a tutor for supporting persons with ASD at a workplace. There was elaborated the curriculum for training tutors for job placement of persons with invalidism. The educational program includes 22 credits of theoretical and practical courses and also probations that must be introduced by the development of dual education

Keywords: professional education, competences, teenagers, autism spectrum disorders, tutor for job placement

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ESTIMATION OF THE ADAPTIVE POTENTIAL OF CARDIOVASCULAR SYSTEM OF 1 YEAR STUDENTS

p. 13–17

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The article determines the state of the adaptive potential of the cardiovascular system and health status of student youth. It was established, that there is observed the general regularity of the increase of cardiovascular diseases, worsening of functional reserves of the organism, decrease of the physical preparation level. It was noted, that according to WHO data, the absence of physical activity is considered today as the forth main risk factor as to the mortality level throughout the world. It is indicated,

that up to 90 % of pupils and students have deviations in health status, 30–50 % of them – unsatisfactory physical preparation. There is studied the adaptive potential of the cardiovascular system of students of 1 year at the beginning and at the end of the academic year. There was established the high dependence of the adaptive potential of the cardiovascular system on the systolic arterial pressure ($r=0,77$). The essential dependence of the adaptive potential of the cardiovascular system on the diastolic arterial pressure ($r=0,69$) and heart rate is traced ($r=0,40$). The changes of the adaptive potential of the cardiovascular system are studied. The number of persons with the satisfactory adaptation level increased from 58,75 % to 86,25 %. The number of female students with the observed strain of adaptation mechanisms at the end of the academic year became 13,75 % compared with 17,5 % at the beginning of the academic year. Male students with the unsatisfactory adaptation and adaptation disturbance were not observed for the end of the academic compared with its beginning (13,75 % and 10 % respectively). The practical recommendations as to independent activities were given: 50–60 minutes, 3–5 times a week must be devoted to walking, running, slaps on a skipping rope, bicycling, movable games (football, basketball, tennis, volleyball, badminton), movement with a rhythmic music, aerobics

Keywords: adaptive potential, estimation, cardiovascular system, students of a high educational institution

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COORDINATION OF THE PROCESS OF DEVELOPMENT OF PROFESSIONAL COMPETENCE OF TEACHERS OF BIOLOGY OF AGRICULTURAL SCHOOLS IN THE CONDITIONS OF THE REGIONAL METHODOLOGICAL ASSOCIATIONS BASED ON THE TECHNOLOGY «DDI» (DISCLOSURE, DEVELOPMENT, AND IMPLEMENTATION)

p. 17–22

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The article substantiates one of the scientific pedagogical conditions of professional competence of teachers of biology rural school district in terms of teaching unions – the coordination of development of professional competence of teachers of biology rural school district in terms of methodological associations based on technology “DDI” (disclosure, development, and implementation).

Technology “DDI” (disclosure, development, and implementation) is a gradient for the development of professional competence of teachers of biology of rural schools in the conditions of district methodological associations, which depends on the fulfillment of three conditions: the disclosure of the personal potential of the teacher of biology, its development and implementation for the successful organization of educational process in the school of the countryside, as well as for the good of society and ourselves.

The components of the personal potential of the teacher of biology of rural schools are determined: value, intellectual, spiritual-moral, aesthetic, emotional, communicative, creative potential.

The components of the innovative environment of the district methodological association of teachers are determined: the subject-resource component; material and technical component; ideological and technological component

Keywords: teacher, biology, coordination, disclosure, development, implementation, competence, technology, innovation environment

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FEATURES OF IMPLEMENTATION OF THE PEDAGOGICAL MODEL OF OVERCOMING MASS MEDIA NEGATIVE INFLUENCE ON THE PROCESS OF ADOLESCENTS' SOCIALIZATION

p. 23–28

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The aim of the study is the theoretical substantiation of the pedagogical model of overcoming the mass media negative influence on socialization. The main task of the scientific search is a separation of social-pedagogic conditions of its minimization, determination of main principles of organization of the social pedagogic work with adolescents, description of main structural elements of the model. The work substantiates the value of critical attitude to adolescents to mass media as a factor of overcoming its negative influence on adolescents' socialization. Social-pedagogical conditions were determined as: informing adolescents, their parents and teachers about negative results of mass media influence; formation of adolescents' critical attitude of mass media; actualization of common human values in the adolescents' value system and favoring the development of their communicative abilities and skills. There are separated the criteria of formation of critical attitude to mass media (intellectual, assessment-value and practical-activity). The elaborated model reflects the interconnection of such components of the program of formation of critical attitude to mass media as purposeful, organizational, content and technological

Keywords: mass media, socialization, adolescents, critical attitude, pedagogical model, components

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PECULIARITIES OF PEDAGOGICAL EXPERIMENT ON REALIZATION OF THE PROJECT OF STIMULATION OF PROFESSIONAL SELF-DEVELOPMENT OF FUTURE MASTERS OF INDUSTRIAL TRAINING

p. 28–32

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The article is devoted to the disclosure of the peculiarities of the pedagogical experiment concerning the implementation of the project for the promotion of professional self-development of future masters of industrial training by means of self-education. The developed system allows to activate the professional self-development of the future master of production training by means of self-education. The development of the level of professional self-education affects the level of professional self-development. The pedagogical experiment, the purpose of which was to study the state and movement of professional self-development of future masters of production training, allows us to state the effective influence on the professional self-development of a future specialist, which is a more important task for an educational institution. The system of stimulation of professional self-development of masters of industrial training is an integral set of interconnected components: purposeful, informative, techno-methodical and productive

Keywords: professional self-development, professional self-education, pedagogical experiment, industrial training, educational environment

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PERIODIZATION OF FORMATION AND DEVELOPMENT OF MILITARY-NAVAL EDUCATION IN UKRAINE (early XVIII – 50-90-ies of XX century)

p. 33–37

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The article substantiates the very notion of the term “periodization”. Based on analyzed sources, there was formed the periodization of formation and development of military-naval education in Ukraine from the beginning of XVIII century to 50–90-ies of XX century. The description of historical events that took place in the connection with the studied problem is given for each of these stages.

The first stage – is pre-Peter epoch (from the beginning of navigation to 1701). In this time interval the acquirement of knowledge, skills and experience by sailors took place in the process of practical activity that corresponded to the trade level by content.

The beginning of the second stage, generation of the net of educational institutions for training specialists for fleet, is considered by most scientists as 1701 – the year of signing the “Highest Order”, that founded military-naval education (opening of the first military-naval school together with creation of the regular Russian fleet at the “Northern war”).

The third stage of the development of military-naval education (1798–1877) is connected with specialization of training of fleet officers at the expanse of differentiation of military-naval educational institutions.

The beginning of the fourth stage (1877–1917) – formation of the system of multi-level military-naval and naval technical education is considered as the rise of additional professional education for re-training and increasing the staff qualification.

The beginning of the fifth stage of the military-naval education development – reproduction of the system of military-naval education (1918 – early 1950-ies) is connected by historians with the opening of the Courses of fleet commanding staff – the first military-naval educational institution of the Soviet time in 1918. The sixth stage – is creation of the net of specialized educational institutions of the Navy (50–90-ies of XX century) is characterized by historians as the deepening of engineer education of fleet staff of all categories and specialties, conditioned by the rise of the atomic nuclear-missile fleet

Keywords: *periodization, military-naval education, historical events, development stages, educational institutions*

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ART EDUCATION IN UKRAINE FROM 1920s TO 1991: EXAMPLE OF FORMAL AND NON-FORMAL LITERARY EDUCATION

p. 38–41

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The article presents the results of the retrospective analysis of the art education development on the Ukrainian territory in the period from 20-s of XX century to the independence time – 1991 year on examples of literary education. There is offered the new approach to the study of the process of functioning of the native art education that is in separation of its formal and informal signs. Taking them into account allowed to characterize literary education of the aforesaid period as notable for convergence of formal and informal types. There was noted, that the net of educational institutions, where the controlled formal education, acknowledged by the state was given, was widened in the Ukrainian Soviet Socialistic Republic for attaining political tasks by means of literary art. It was indicated, that the wide net of libraries was created for proletarian propaganda among the population, and temporal and permanent educational-cultural communities, sections, characterized by informal sings, were created. It was underlined that literary associations, unions, underground groups, that realized national-directed art-educational activity by literary meetings, distribution of prohibited literature and critical papers functioned at the Ukrainian territory as opposite to organizations, created by the state. It was determined, that in the period of 20-s of XX century to 1991 the tendency of interconnection and mutual penetration of formal and informal literary education can be traced

Keywords: art education, formal education, informal education, literary education, art

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INSTRUCTIONAL DESIGN OF FUTURE VOCATIONAL TEACHERS TRAINING IN THE CONTEXT OF COMPETENCE APPROACH (FOREIGN EXPERIENCE)

p. 42–48

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Specialists training at the University should be aimed at the constant growth of the quality of future teacher vocational and pedagogical training, to create the necessary conditions for suc-

successful pedagogical activities. It is the informational and educational environment that can contribute to the effective solution of this problem, implementing the basic principles of modern education: continuity, openness, accessibility.

The competence of future vocational teachers is formed, first of all, in the process of vocational training and specialization in a certain field of knowledge, as well as in the family, cultural and educational activities and in the information and educational environment, which is now seen as one of the sources of activation of modern educational process.

In our opinion, applying to the motivational sphere of a person, taking into account person's motives and needs together with the instructional design of the lesson, in which the teacher is engaged and innovative means of his/her work, are decisive factors in the student's attitude towards discipline, and therefore in the efficiency of their activities.

We believe that teachers, focused on the use of opportunities for the information and education environment and interactive learning in their activities, is the basis for the formation of students, future teachers, motivation for active participation in the educational process.

In general, interactivity should be the goal of any educational process, the feedback between the teacher and the student, which is necessary for the learning process to evolve and improve. Therefore, at the present stage of the development of pedagogical theory, «interactive learning» is generally regarded as an organization of joint activities, which acquire such forms and methods: presentations, discussions, «brainstorming», «round table», «business games», heuristic conversation, contests of practical work with their defense and discussion, role games, training sessions, collective and group creative tasks, individual and pair exercises, simulation of a particular type of activity or situations, writing conceptual maps, review and discussion of video recording, participation in webinars, etc.

The use of interactive technology in the educational process contributes to the formation of an active «learning environment», which is precisely the main purpose of pedagogical design, considered as a field of science and practice, based on the theoretical positions of pedagogy, psychology and engaged in the development of educational material, based on information technology, providing the most effective educational process.

One of the models that will contribute to the pedagogical design function is the motivational model of J. Keller, which can be used in the work of design teachers. This approach, with only a little attention to technology, tells us that it is necessary to analyze the need and goals first, and then, based on these data, to pick up methods of knowledge «delivery»

Keywords: pedagogical design, informational and educational environment, professional competence, motivation, interactive learning

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PSYCHOLOGICAL AND PEDAGOGICAL BASIC OF DEVELOPMENT OF READINESS PEDAGOGICAL STAFF TO PROFESSIONAL CERTIFICATION

p. 48–51

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Today the demand for certification of pedagogical staff is the priority issue. It is related to rebranding teaching and educators' competitiveness. The research purpose was to investigate psychological and pedagogical features of forming readiness of educators to certification.

The results of the accomplished questionnaire of respondents of Zaporizhzhia region in 2016–2017 about their attitude toward certification show that 85 % of respondents refer critically. It speaks to the absence of readiness of respondents to educational reform, changes in the system of postgraduate pedagogical education in general and implementation of procedure of certification in particular.

According to the investigation, 62 % of respondents are engaged systematically in self-education. The third of respondents (31 %) pay attention to self-education with the frequency of several times a year. Among basic barriers of professional self-education, respondents name external factors (lack of time (56 %), large academic load (38 %)), and personal factors (emotional fatigue (33 %), lack of motivation to self-education (34 %)). Basic motivators of the professional development are the personal interest in professional activity (60 %) and internal satisfied of the necessity of professional development (48 %). Financial stimulation is the main reason of professional development for 45 % respondents.

Forming of readiness of pedagogical staff to the certification requires learning not only the standard professional knowledge and skills but also the development of professionally meaningful qualities. It is possible due to the implementation of the technology of psychological and pedagogical support of the professional development of pedagogical staff into the process of continuous formation

Keywords: professional self-development, certification, teachers' professional competence, readiness to the professional certification

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ANALYSIS OF TEACHERS' MULTICULTURAL EDUCATION IN FRANCE

p. 52–55

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The author makes a review of scientific works by native and foreign researchers, pointing out that teachers' multicultural education in France has not been yet studied deeply and thoroughly, though principles of teachers' training are enlightened in many works of modern scientists. It was found that pedagogical education in France is diverse and is provided by different types of educational establishments. Further the author analyses programmes of professional education in University Teachers' Training Institutes and finds that they contain modules which combine teachers' training with the concepts of multicultural education as well as diversity in education, such as modules of the course Philosophy of Education «Cultural Diversity» and «Rights of Minorities». The author analyses the given courses, gives her understanding of the themes that are included into the courses of studies and explains how they might facilitate teachers' multicultural training. Further the author analyses master's programmes of some French universities that provide specialized courses of International prospects of teachers' training which enable students learn the principles of cultural diversity, intercultural communication and intercultural management. The author draws the conclusion that multicultural education in the system of teachers' education in France is organized at the levels of bachelor and master training but it covers only certain aspects of multicultural training and is mostly theoretical. The prospects of the research are seen as further analysis of practical teachers' training and practical teaching materials which are used in the classroom with respect to multicultural education

Keywords: multicultural education, multicultural environment, pedagogical education, intercultural communication, university institute of teachers' training.

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TECHNOLOGY OF MANAGEMENT OF THE QUALITY OF TRAINING OF FUTURE ENGINEERS-TEACHERS UNDER CONDITIONS OF MASTER COURSE OF TECHNICAL UNIVERSITY

p. 56–61

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The article deals with the technology of the management of the quality of training of future engineers-teachers under conditions of the master course of the technical university. The essential advantage of indices of students from experimental groups is statistically important by criteria of formation of separate components of professional reflection and by this ability in whole. The qualitative analysis of obtained data gives a possibility to state that as a result of introduction of the management of the quality of training of future engineers-teachers under conditions of the master course of the technical university, essential changes in knowledge of its participants about aims and content of the process of managerial training, first of

all, its psychological-pedagogical component take place. It is proved, that the dynamics of the results of the formation experiment confirms the initial hypothesis and proves the effectiveness of such management of means of psychological-pedagogical disciplines that gives their managerial training personal importance, consciousness, directionality on the continuous self development, both personal social and managerial one. The content and effectiveness of the technology of the management of the quality of training of future engineers-teachers under conditions of the master course of the technical university can be determined only in the process of the experimental work, because its formation presupposes introduction of purposeful and essential changes in the existing system of professional training. That is why the important object of our attention at this stage was the research formation. The elaboration of its method was realized taking into account the research task, according to which the proper level of the management of education quality can be achieved under condition of full mastering (knowledge – understanding – use) of all components of a phenomenon. The formation of professional competences of a future engineer-teacher must be realized on the base of: statements of system, activity, personal and integrative approaches; ideas of developing study; step-by-step realization of intellectual and practical actions, pedagogical theory of a creative personality at learning-cognitive activity; principles of pedagogics and laws of production process

Keywords: management, quality, monitoring, training, engineer-teacher, master course, technology, experiment, system

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