

## ABSTRACT&amp;REFERENCES

DOI: 10.15587/2519-4984.2018.126193

**PEDAGOGICAL CONDITIONS OF IMPLEMENTATION OF THE MODEL FOR FORMATION OF THE ART CULTURE OF FUTURE ARTISTS-DESIGNERS IN THE PROCESS OF PROFESSIONAL TRAINING**

p. 4-7

**Anton Semenyuk**, Lecturer, Private higher education institution «Odessa College of Computer Technologies «Server», Polskyi descent, 1, Odessa, Ukraine, 65026

E-mail: aus\_od@meta.ua

ORCID: <http://orcid.org/0000-0002-9148-827X>

*The article determines and substantiates main pedagogical conditions of realizing the model of art culture formation of future artists-designers in the process of professional training. There was considered the essence of art culture of future artists-designers, presented as a complicated construction of a person that includes the totality of artistic abilities in the art sphere, conscious feelings, motives of artistic activity, readiness to realization of the creative potential through the harmonic transformation of reality and internal world for productive realization of educational and professional functions. There were grounded scientific approaches as to art culture formation in future specialists: competence, personal, culturological, axiological, integral. There were outlined components of the studied phenomenon: Gnostic, motivational, emotional-value, creative-operational, activity ones. There was characterized the model of art culture formation of future artists-designers in the process of professional training that includes the target block (represents the aim, task of formation), methodological block (provides the methodological strategy of formation), content block (reflects the content, structure, methodology of art culture formation), activity block (characterizes pedagogical conditions of formation), resulting block (demonstrate the dynamics of art culture formation. There are presented statements that are the base of the model of art culture formation of future artists-designers: formation of the studied phenomenon – the main aim; the competence approach favors formation; the model is based on principles, forms of professional formation, criteria, parameters, art culture formation levels; methodology of formation includes interactive learning methods; learning content corresponds to requirements of professional activity and so on. There was formulated the role of pedagogical conditions in realizing the model of art culture formation of future artists-designers in the process of professional training, namely elaboration of the program of activities of the special course “Art culture” using training technologies; stage formation of skills to produce art works from the theoretical comprehension of the essence of art culture to the practical realization of an artistic project; involvement of future artists-designers to creative art activity of the professional direction using computer technologies*

**Keywords:** culture, designers, methodology, model, component, training, process, condition, structure, artists

## References

1. Karpova, S. M. (2012). Kryterii ta pokaznyky sformovanosti khudozhno-profesiinoi kultury maibutnikh arkhitektoziv [Criteria and indicators of the formation of artistic and professional culture of future architects]. *Naukovyi visnyk Pivdenoukrajinskoho natsionalnoho pedahohichnoho universytetu imeni K. D. Ushynskoho*, 7-8, 8–13.
2. Kryts'ka, A. M. (2012). Psykholoho-pedahohichni umovy rozvytku profesiinoi kompetentnosti maibutnikh dyzaineriv [Psychological-pedagogical conditions of development of professional competence of future designers]. *Kyiv*, 289.
3. Makar, Z. Yu. (2014). Vymohy do profesiinykh znan i vmin suchasnykh fakhivtsiv sfery dyzainu [Requirements for professional knowledge and skills of modern specialists in the sphere of design]. *Naukovyi visnyk Chernivetskoho universytetu*, 713, 108–116.
4. Radkevych, V. O. (2010). Teoretychni i metodychni zasady profesiinoho navchannia u zakladakh proftekhosvity khudozhnoho profilu [Theoretical and methodical principles of professional training in the institutions of vocational education of artistic profile]. *Kyiv*, 420.
5. Fursa, O. (2011). Rozvytok dyzain-osvity v Ukraini i zarubizhzi: istoryko-porivnialnyi aspekt [Development of design education in Ukraine and abroad: historical and comparative aspect]. *Porivnialna profesiina pedahohika*, 2, 112–124.
6. Bohatyrova, H. A. (2007). Formuvannia khudozhnoi kultury maibutnikh uchyteliv pratsi zasobamy narodnoho mystetstva [Formation of artistic culture of future teachers of labor by means of folk art]. *Krivoy Rog*, 326.
7. Chistyuhina, E. V. (2016). Formirovanie khudozhestvennoy kul'tury obuchayushheysya molodezhi v deyatelnosti dosugovykh tsentrov vuzov [Formation of artistic culture of students in the activity of leisure centers of universities]. *Orel*, 120.
8. Lazarev, M. A. (2013). Osvoenie khudozhestvennoy kul'tury v professional'nom stanovlenii sovremennogo uchytelya [Mastering of artistic culture in professional formation of modern teacher]. *Moscow*. 25.
9. Boychuk, V. M. (2016). Teoretychni i metodychni osnovy khudozhno-hrafichnoi pidhotovky maibutnoho vchytelia tekhnolohii [Theoretical and methodological foundations of artistic and graphic preparation of the future teacher of technologies]. *Kyiv*, 873.
10. Yahupov, V. V., Svystun, V. I. (2007). Kompetentnisnyi pidkhid do pidhotovky fakhivtsiv u systemi vyshchoi osvity [Competency Approach to the Training of Specialists in the Higher Education System]. *Naukovi zapysky. Pedahohichni, psykholohichni nauky ta sotsial'na robota*, 71, 3–8.
11. Heval, V. Y. (2011). Rozvytok vykonavskykh umin u studentiv muzychno-pedahohichnykh fakultetiv pedahohichnykh vuziv v protsesi individualnoho fortepiannoho navchannia [Development of executive skills of students of music-pedagogical faculties of pedagogical institutes in the process of individual piano learning]. *Aktualni pytannia mystetskoj pedahohiky*, 1, 139–143.

DOI: 10.15587/2519-4984.2018.126004

## PROFESSIONAL AND PEDAGOGICAL TRAINING OF FUTURE ENGLISH- AND CHINESE-LANGUAGE TRANSLATORS IN UKRAINE'S UNIVERSITIES

p. 7-13

**Oleksandra Popova**, Doctor of Pedagogical Sciences, Department of Translation, Theoretical and Applied Linguistics, State Institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”, Staroportofrankivska str., 26, Odessa, Ukraine, 65020

E-mail: alex-popova@ukr.net

ORCID: <http://orcid.org/0000-0002-6244-5473>

*The article is devoted to the problem of professional and pedagogical training targeted to the future translators of English and Chinese in Ukraine's universities.*

*The author's interpretation of the terms “readiness”, “training”, “professional training”, “preparedness” is represented in the paper. The term “training” covers these constituents: a stock of knowledge, skills, experience acquired in the process of training, practical activities. “Students' readiness for translation activity” is considered as a set of interrelated personal and functional properties of the subject (a student – future translator of the Chinese and English languages), necessary for the effective implementation of professional translation activities in accordance with regulatory requirements, put forward by the end of professional training. A complex model structuring the readiness of the future Chinese- and English-languages translator (taking into account the qualification specifics) for professional (translation- and pedagogy-oriented) activities is described in the research; the designated model includes a set of motivational and evaluative qualities of an individual, his/her professional and pedagogical knowledge and skills, skills and experience required for successful translation activity in the professional environment and pedagogical activity under conditions of the person- and competence-oriented approaches to students' training and up-bringing.*

*The components of the future English- and Chinese-languages translator's readiness for translation activities are specified: linguistic-motivational, communicative-informational, operational and activity-centred.*

*The vector of professional training targeted to the future translators of English and Chinese in the context of diplomatic relations between China and Ukraine is seen as a perspective of further research*

**Keywords:** *readiness, training, professional training, preparedness, translator of the English and Chinese languages*

## Reference

1. Akademichnyy tлумachnyy slovnyk ukrayins'koyi movy v 11 tomakh [Academic explanatory dictionary of the Ukrainian language in 11 volumes] (1970–1980). Vol. 1–4. Kyiv: Naukova dumka.
2. Platonov, K. K. (1962). Voprosy psikhologii truda [Issues on Psychology of Labour]. Moscow: Medgiz, 218.
3. Levitov, N. D. (1963). Psihologiya truda [Psychology of Labour]. Moscow: Uchpedgiz, 340.
4. Puni, A. Ts. (1993). Psihologicheskaya podgotovka k sorevnovaniyu v sporte [Psychological training in sport competing]. Moscow, 274.
5. Uznadze, D. N. (1966). Psihologicheskie issledovaniya [Psychological Research]. Moscow: Nauka, 452.
6. Alatorsev, V. A. (1969). Gotovnost sportsmenov k sorevnovaniyam: opyt psihologicheskogo issledovaniya [Sportsmen's readiness for competitions: experience of psychological research]. Moscow: Fizkultura i sport, 31.
7. D'yachenko, M. I., Kandybovich, L. A. (1998). Kratkiy psikhologicheskii slovar': Lichnost', obrazovanie, samoobrazovanie, professiya [Brief Psychological Dictionary: Personality, Education, Self-Education, Profession]. Minsk: Helton, 399.
8. Nersesyan, L. S., Pushkin, V. N. (1969). Psihologicheskaya struktura gotovnosti operatora k ehkstreml'nym deistviyam [Psychological structure of operator's readiness for extreme actions]. Voprosy psikhologii [Psychological Issues], 5, 24–31.
9. Lezhnina, L. V. (2009). Gotovnost psikhologa k professionalnoy deyatelnosti: etapy, mekhanizmy, tekhnologii formirovaniya [Psychologist's readiness for professional activity: stages, mechanisms, formation technologies]. Moscow, 47.
10. Samoilik, A. V. (2003). Formirovanie psihologicheskoi gotovnosti sotrudnikov organov vnutrennih del k professional'noi deyatelnosti v usloviyah presecheniya prestuplenii terroristicheskogo haraktera [Formation of psychological readiness of law-enforcement bodies employees' for professional activity under conditions of suppression of crimes having a terrorist nature]. Tver, 210.
11. Durai-Novakova, K. M. (1983). Formirovanie professional'noi gotovnosti studentov k pedagogicheskoi deyatelnosti [Formation of students' professional readiness for pedagogical activity]. Moscow, 72.
12. Korablina, E. P. (1990). Stanovlenie gotovnosti k inzhenernoi deyatelnosti u studentov tekhnicheskogo vuza [Readiness development of technical university students for engineering activity]. Leningrad, 21.
13. Sosnovskii, B. A. (1992). Motivacionno-smyslovye obrazovaniya v psihologicheskoi strukture lichnosti [Motivation and sense formation in the psychological structure of personality]. Moscow, 30.
14. Korobkova, V. V. (1999). Formirovanie gotovnosti podrostkov k razvitiyu svoego tvorcheskogo potentsiala v processe prepodavaniya kursa «Mir i Chelovek» [Formation of adolescents' readiness to develop their creative potential while conducting the course “World and Human being”]. Perm: PGPU, 51.
15. Hutorskoi, A. V. (2001). Sovremennaya didaktika [Modern Didactics]. Saint Petersburg: Piter, 544.
16. Derkach, A. A. (2004). Akmeologicheskie osnovy razvitiya professional [Acmeological basis of professional development]. Moscow: Izdatel'stvo Moskovskogo psihologo-social'nogo institute, Voronezh: NPO MODEK, 752.

DOI: 10.15587/2519-4984.2018.126045

**COMPARATIVE ANALYSIS OF STUDENT SELF-GOVERNANCE PARTICIPATION IN GOVERNMENTAL STRUCTURE IN CANADA AND UKRAINE**

p. 13-18

**Anna Pidhaietska**, Postgraduate student, Department of Pedagogy and Educational Management, Pavlo Tychyna Uman State Pedagogical University, Sadova str., 2, Uman, Cherkassy region, Ukraine, 20300

E-mail: annapidhaietska@gmail.com

ORCID: <http://orcid.org/0000-0002-3647-9880>

*Based on the analysis of scientific sources and the results of the empirical research, in this article a comparative analysis of student self-governance participation in governmental structure in Canada and Ukraine has been done. The peculiarities of university governmental structure of Canada and Ukraine have been found out. The positions and functions of the administration members have been characterized. It has been determined and compared the percentage of students' involvement in the main governing bodies of the universities in Ukraine and Canada.*

*The governing bodies of Ukrainian universities the author associates with the Academic Council of the University (as well as the Academic Councils of the faculties/institutes) and the labor collective conference. The percentage of students – members of the Academic Council in Ukrainian universities is no less than 10 %, while at Canadian University the figure is 16 %. In this article, the author compares the highest governing body of Canadian Universities – the Board of Directors (8 % of the delegates are students) with the highest collegiate body of public self-government in Ukrainian universities – labor collective conference (where no less than 15 % of delegates are student representatives)*

**Keywords:** student government, governmental structure, university, higher education, administration, academic senate

**References**

- Zabolotna, O. (2016). Non-formal education in Ukraine in early 20th century: aspiring for better life or learning to live in crisis? *History of Education & Children's Literature*, XI (1), 237–248.
- Demchenko, Yu. (2015). Osoblyvosti orhanizatsii studentskoho samovriaduvannia u VNZ. Osoblyvosti formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh, 42 (95), 544–550.
- Vasylychenko, Ya., Yezhova, O. (2014). Normatyvno-pravovi zasady samovriaduvannia u vyshchikh navchalnykh zakladakh Ukrainy. *Nauka i osvita*, 8, 64–67.
- Kazlakova, H. (2011). Vyshcha osvita v Kanadi: deiaki vrazhennia pro universytety Ottavy i Toronto. *Vyshcha osvita Ukrainy*, 1, 114–116.
- Shpak, O. (2010). Osoblyvosti upravlinnia v suchasni systemi vyshchoi osvity. *Molod i rynek*, 12 (77), 11–13.

6. Rusnak, I. (2012). Studentske samovriaduvannia yak zasib formuvannia upravlinskykh umin maibutnikh fakhivtsiv. *Pedahohichniy kurs*, 12, 275–277.

7. Council of Ministers of Education. Available at: <https://www.cmec.ca/> Last accessed: 26.02.2018

8. Jones, G. A., Skolnik, M. L. (1995). *Governing board at Canadian Universities: Characteristics, Role, Function, Accountability, and Representativeness*. Toronto, 30. Available at: <https://files.eric.ed.gov/fulltext/ED391413.pdf> Last accessed: 26.02.2018

9. Lider tekhnichnoi osvity Ukrainy. Available at: [http://kpi.ua/kpi\\_about](http://kpi.ua/kpi_about) Last accessed: 26.02.2018

10. Jones, G. A., Shanahan, T., Goyan, P. (2001). University governance in Canadian higher education. *Tertiary Education and Management*, 7 (2), 135–148. doi: 10.1080/13583883.2001.9967047

11. Jones, G. A., Shanahan, T., Goyan, P. (2004). The academic senate and university governance in Canada. *Canadian Journal of Higher Education*, 34 (2), 35–68. Available at: <http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/183456/183409>

12. McGill University Organization Chart (Administration and Governance). Available at: <https://www.mcgill.ca/orgchart/> Last accessed: 26.02.2018

13. What Exactly Is A Provost? Available at: <https://www.nmu.edu/academicaffairs/whatisaprovost> Last accessed: 26.02.2018

14. Struktura upravlinnia KPI. Available at: <http://kpi.ua/structure> Last accessed: 26.02.2018

15. Statut Natsionalnoho tekhnichnoho universytetu Ukrainy «Kyivskiy politekhnichnyi instytut imeni Ihoria Sikorskoho» (Nova redaktsiia). Available at: <http://kpi.ua/regulation> Last accessed: 26.02.2018

DOI: 10.15587/2519-4984.2018.126411

**STATE PROGRAMS FOR ORGANIZING THE TRAINING OF FUTURE DOCTORS IN HIGHER MEDICAL EDUCATION INSTITUTIONS OF GREAT BRITAIN**

p. 19-22

**Kamilla Magrlamova**, PhD, Lecturer, Department of language training, State institution «Dnipropetrovsk Medical Academy of the Ministry of Health of Ukraine», Volodymyra Vernadskoho str., 24, Ukraine, Dnipro, 49044

E-mail: kamilla040582@gmail.com

ORCID: <http://orcid.org/0000-0001-6404-6399>

*The article analyzes state programs for organizing the professional training of future doctors in higher education institutions in the UK. During the last years, vocational education and training have become one of the fastest developed sectors of the economy of western countries. The dynamic process of social development is closely linked to the rapid changes in the quantitative parameters of national education systems and the updating of public training periods for future employees. For the UK there is a*

characteristic advanced qualification system. Youth education is carried out in accordance with the state program «Professional Youth Training», designed for high school graduates aged 16–17 years. The purpose of the program is the in-depth training of young people. Graduates are tested on four indicators: compliance with the requirements of narrow specialization and qualification requirements of the profession, the ability to apply knowledge in new conditions, business qualities. In the UK, internships at enterprises within the framework of the state «Youth Assistance Program» are supplemented by theoretical seminars at special courses.

The modern approach to training and retraining of labor potential, which is used in British education, is characterized by a variety of content, forms and methods of work, an increase in the professional level of specialists in human resources management services, an increase in the proportion of funds spent on these goals using the latest technologies. Economic, administrative and moral factors are used to encourage employees to study in the studied country

**Keywords:** higher medical education, organization of doctor's training, state programs, professional training

#### References

1. General Medical Council of Great Britain. Available at: [https://www.gmc-uk.org/about/devolved\\_offices.asp](https://www.gmc-uk.org/about/devolved_offices.asp)
2. Qualifications in Great Britain (2008, November). The frame work for higher education qualifications in England, Wales and Northern Ireland Report. Available at: <http://www.enic-naric.net/framework-of-qualifications-in-the-europe-and-north-america-region.aspx>
3. Peile, E., Buckle, G., Gallen, D. (2003). Higher professional Education for General Practitioners. Abingdon: Radcliff Medical Press Ltd, 179.
4. Babushko, S. R.; Lukianova, L. B. (Ed.) (2015). Profesiyni rozvytok fakhivtsiv sfery turyzmu v SSHa ta Kanadi. Kyiv-Nizhyn: Vydavets PP Lysenko M. M., 424.
5. Bidiuk, N. M. (2009). Teoriia i praktyka profesiinoho navchannia bezrobotnykh u SSHA. Kyiv, 544.
6. Zdravookhranenie v Velikobritanii, Frantsii, SSHA. Available at: <https://www.kaktam.info/2014/02/12/zdravookhranenie-v-velikobritanii/>
7. GMC Our role in education and training. Available at: <https://www.gmc-uk.org/education/27007.asp>
8. Helping to raise standards through revalidation. Available at: <https://www.gmc-uk.org/about/role.asp>
9. Investigating and acting on concerns about doctors. Available at: <https://www.gmc-uk.org/about/role.asp>
10. Tretko, V. V. (2013). Profesiina pidhotovka mahistriv mizhnarodnykh vidnosyn u Velykii Brytanii: teoriia i praktyka. Khmelnytskyi: KhNU, 414.
11. Department for Education. Available at: <http://www.dfes.gov.uk>
12. Education Reform Act. A decade of reforms act compulsory education level (1984–1994) (1997). Brussels-Luxemburg: Office for Official Publications of the European Communities, 316.

13. Overseeing doctors' education and training. Available at: <https://www.gmc-uk.org/about/role.asp>

DOI: 10.15587/2519-4984.2018.127120

#### EXPERIMENTAL STUDY OF THE FORMATION OF THE PROFESSIONAL COMPETENCE OF FIREFIGHTERS-RESCUERS IN THE COURSE OF COURSE PREPARATION

p. 23-30

**Inna Krasutskaya**, Postgraduate student, Department of Pedagogy, Khmelnytsky Humanitarian Pedagogical Academy, Proskurivskoho pidpillia str., 139, Khmelnytsky, Ukraine, 29013

**E-mail:** korolov.r.ldubgd@gmail.com

**ORCID:** <http://orcid.org/0000-0002-9200-2331>

*In Ukraine, the State Emergency Service of Ukraine (hereinafter - SES of Ukraine) ensures and protects population and territories from emergencies of anthropogenic and natural character. The article presents the methodology and results of an experimental study of the formation and development of professional competence of future firefighters-rescuers at the initial and final stages of the course (primary) training. Primary vocational training of fire-rescuers is organized in the network of educational-methodical centers of civil protection (subordination of SES of Ukraine) and safety of life (subordination of local or regional levels of executive bodies), as well as in higher educational institutions (subordinate to Ministry of Education and Science and / or SES of Ukraine). Conducting an analytical and experimental study of the system of vocational training of the fireman and rescuer as the basic profession of specialists in the field of civil protection, which realize the function and tasks of the state in carrying out fire and rescue works and liquidation of emergency situations. The problems of theoretical and practical components of their professional training are considered in order to approximate the national standards of vocational training of specialists in the field of civil protection to the European, increase their professional competence, the effectiveness of fire and rescue and fire fighting. Applied a developed methodology, which gave an opportunity to determine the dynamics of the acquisition of cadets of the training center of basic, basic and high indicators of professional competence*

**Keywords:** professional competence, testing, ascertaining stage, experimental group, firefighter-rescuer, working capacity

#### References

1. Klyueva, N. V. (2000). Tekhnologiya raboty psikhologa s uchitelem [The technology of work of the psychologist with the teacher]. Moscow: TTs „Sfera”, 176.
2. A Brief Dictionary of Sociology. Rubricon. Available at: [http://www.rubricon.com/isoc\\_1.asp](http://www.rubricon.com/isoc_1.asp)
3. Uotson, D. (1926). Psikhologiya kak nauka o povedenii [Psychology as a science of behavior]. Moscow-Kharkiv, 314.



4. Natsionalna doktryna rozvytku osvity Ukrainy u XXI stolitti [The National Doctrine of the Development of Ukraine's Education in the 21st Century] (2004). Osvita Ukrainy, 33, 4–6.

5. Kurliand, Z. N. (1992). Formyrovanye y razvytye professyonalnoi ustoichyvosty uchytelia [Formation and development of teacher's professional stability]. Odessa, 39.

6. Savchenko, S. V. (2004). Naukovo-teoretychni zasady sotsializatsii studentskoi molodi u pozanavchalnii diialnosti v umovakh rehionalnoho osvitnoho prostoru [Theoretical and theoretical bases of socialization of student youth in extracurricular activities in the conditions of the regional educational space]. Luhansk, 43.

7. Kurliand, Z. N.; Kurliand, Z. N. (Ed.) (1993). Metodyka diahnozyky i formuvannia profesiinoi ustalenyosti maibutnykh uchyteliv [Methodology of diagnostics and formation of professional fitness of future teachers]. Odessa, 242.

8. Bull, S., Kay, J. (2007). Student Models that Invite the Learner In: The SMILI: Open Learner Modelling Framework. International Journal of Artificial Intelligence in Education, 17 (2), 89–120.

9. Ulyatovskaya, E. A. (1998). Podgotovka budushchikh uchiteley po aktivizatsii samostoyatel'noy poznavatel'noy deyatel'nosti mladshikh shkol'nikov [Preparation of future teachers for the activation of independent cognitive activity of junior schoolchildren]. Izmail, 21.

10. Holzinger, A., Pasi, G. (Eds.) (2013). Human-Computer Interaction and Knowledge Discovery in Complex, Unstructured, Big Data. Berlin-Heidelberg: Springer-Verlag, 442. doi: 10.1007/978-3-642-39146-0

11. Le Deist, F. D., Winterton, J. (2005). What Is Competence? Human Resource Development International, 8 (1), 27–46. doi: 10.1080/1367886042000338227

12. Bull, S., Wasson, B., Kickmeier-Rust, M., Johnson, M. D., Moe, E., Hansen, C. et. al. (2012). Assessing English as a Second Language: From Classroom Data to a Competence-Based Open Learner Model. ICCE. Singapore, 618–622. Available at: <http://www.apsce.net/uploaded/file-manager/31fec10b-54f9-45c9-992d-b97834deb457.pdf>

13. Bull, S., Wasson, B. (2016). Competence visualisation: Making sense of data from 21st-century technologies in language learning. ReCALL, 28 (2), 147–165. doi: 10.1017/s0958344015000282

14. Babanskiy, Yu. K. (1982). Problemy povysheniya effektivnosti pedagogicheskikh issledovaniy: Didakticheskiy aspekt [Problems of increasing the efficiency of pedagogical research: Didactic aspect]. Moscow: Pedahohyka, 192.

15. Baskin, Yu. G. (2004). Formirovaniye sotsial'no-psikhologicheskikh otnosheniy v kollektive sotrudnikov GPS MCHS Rossii [Formation of socio-psychological relations in the staff of the Ministry of Emergencies of Russia]. Saint Petersburg: SPbY HPS MChS.

16. Lerner, I. Ya. (1999). Razvivayushhee obuchenie s didakticheskikh pozitsiy [Developing Learning from Didactic Positions]. Pedagogika, 2, 7–11.

17. Yaroshchuk, L. D. (2012). Statystychni metody – 1. Teoriia otsiniuvannia ta statystychni hipotezy. Otsiniuvannia parametriv vpadkovykh velychyn ta koreliatsiinoho zv'iazku [Statistical methods – 1. The theory of evaluation

and statistical hypotheses. Estimation of parameters of random variables and correlation communication]. Kyiv: NTUU „KPI”, 64.

18. Divizhna, S. O., Sova, M. O. (2016). Psykhologichna pidhotovka pratsivnykiv pravookhoronnykh orhaniv dlia profesiina diialnist u ekstremalnykh sytuatsiiakh [Psychological training of law enforcement officers for professional activities in extreme situations]. Problemy suchasnoi psykholohii, 32, 99–115.

19. Verbyn, N. B. (2017). Professional endurance as an important factor in the preparation of future Masters of Military Management for activities in extreme conditions. Personality in extreme conditions. Lviv: FOP Korpan B. I., 62–64.

20. Kolesnichenko, O. S. (2014). Rozrobka metodyky «Psykhologichna hotovnist osobystosti fakhivtsia ekstremalnoho vydu diialnosti» [Principles development «psychological readiness personalities specialist of extreme kind of activity».] Scientific Works of Kharkiv National Air Force University, 1 (38), 252–258.

DOI: 10.15587/2519-4984.2018.127290

**PLACE OF THE SPECIAL COURSE “ANALYTIC STUDIES IN ECOLOGY” IN FORMATION OF PROFESSIONAL COMPETENCES OF FUTURE ECOLOGISTS OF “MASTER” EDUCATIONAL LEVEL**

p. 31-33

**Olga Zablotska**, Doctor of Pedagogical Sciences, Professor, Head of Department, Department of Laboratory Diagnostics, Communal Higher Educational Institution «Zhytomyr Medical Institute», Velyka Berdychivska str., 46/15, Zhytomyr, Ukraine, 10002

E-mail: [olgazabl55@gmail.com](mailto:olgazabl55@gmail.com)

ORCID: <http://orcid.org/0000-0002-0850-5754>

**Nadezhda Gorbunova**, PhD, Senior Lecturer, Department of Chemistry, Zhytomyr National Agroecological University, Staryi bulvar str., 7, Zhytomyr, Ukraine, 10008

E-mail: [nadezhgor@ukr.net](mailto:nadezhgor@ukr.net)

ORCID: <http://orcid.org/0000-0002-1187-7436>

*The study substantiates the expedience of implementing the special course of the chemical direction “Analytic studies in ecology” to the variational part of the curriculum of specialists’ training for the specialty “Ecology” of the “master” educational level in Zhitomir national agroecological university. It was proved, that studying this special course by future ecologists widens possibilities for forming their special competences. There was determined the system of special competences of future ecologists, formed at studying the special course “Analytic studies in ecology”. There was elaborated the program of the special course, determined themes of practical and laboratory works and their content. There were grounded the possibilities of the content of this special course for forming groups of organizational, research, technical, prognostic and controlling special competences*

of future ecologists that provide their ability to realize the qualitative and quantitative determination of the content of environment objects and to interpret obtained data as to the harmful influence of chemical substances on the environment correctly, favor the improvement of the effectiveness of solving ecological problems of society in their further professional activity

**Keywords:** special course, analytic studies, future ecologists, "master" educational level, special competences

## References

1. Alegria, H. A., Nei, L. (2014). Chemistry in college-level Environmental science curricula. *European Scientific Journal*, 10 (22), 89–94.
2. Kofanova, O. V. (2011). Dosvid yevropeiskoi vyshchoi tekhnichnoi shkoly shchodo khimichnoi pidhotovky maibutnikh fakhivtsiv-ekolohiv. *Enerhetyka: ekonomika, tekhnolohii, ekolohiia*, 1, 89–97.
3. Bahadir, A. M., Duca, Gh. (Eds.) (2009). *The Role of Ecological Chemistry in Pollution Research and Sustainable Development. Environmental Security*. Heidelberg: Springer Science, Series C, 308.
4. Duca, Gh. (2017). Ecological and environmental chemistry. *Chemistry journal of Moldova. General, Industrial and Ecological Chemistry*, 12 (1), 9–19. doi: 10.19261/cjm.2017.427
5. Biletska, H. A. (2014). Zahalnonaukovi kompetentsii u strukturi profesiinnoi kompetentnosti fakhivtsia-ekoloha [General scientific competencies in the structure of professional competence of a specialist-ecologist]. *Science and education*, 1, 70–75.
6. Petruk, V. H., Bondarchuk, O. V., Petruk, R. V. (2011). Modernizatsiia profesiinykh kompetentsii z khimii dlia maibutnikh fakhivtsiv-ekolohiv ta staloho rozvytku [Modernization of professional competences for chemistry for future specialists in ecology and sustainable development]. *New pedagogical thought. Rivne, Special issue*, 110–111.
7. Seminar on «Chemistry Studies in the European Higher Education Area» (2004). Dresden. Available at: <http://www.ehea.info/cid102115/chemistry-studies-2004.html> Last accessed: 13.02.2018
8. Zablotska, O. S. (2011). Formuvannia predmetnykh kompetentsii z khimii u studentiv ekolohichnykh spetsialnosti [Formation of chemistry subject competences for students of environmental specialties]. *Zhytomyr: ZhNAEU*, 428.
9. Zablotska, O. S., Horbunova, N. O., Khandryka, N. P. (2016). Stvorennia khimiko-analitychnoi laboratorii kafedry khimii ZhNAEU ta perspektyvy yii vykorystannia dlia formuvannia profesiinnoi kompetentnosti maibutnikh fakhivtsiv-ekolohiv [Creation of the chemical-analytical laboratory of the ZNIEU chemistry department and prospects of its use for formation of professional competence of future ecologists]. *Scientific Readings. Zhytomyr: ZhNAEU*, 53–58.
10. Zablotska, O. S. (2012). Metodyka formuvannia predmetnykh kompetentsii z khimii v protsesi vykladannia temy «Osnovy khimichnoho analizu» [Methodology of forming the subject competences in chemistry in the process of teaching the theme «Fundamentals of chemical analysis»]. *Journal of ZHDU name of Ivan Franko*, 61, 41–44.
11. Zhuk, T. A., Sych, Yu. R., Buzynna, O. M., Chernyk, D. V., Voitenko, L. V. (2014). *Praktychna pidhotovka ekolohiv pry vyvchenni khimichnykh dystsyplin* [Practical preparation of ecologists in the study of chemical disciplines]. *Problems of modern ecological education*. Kyiv, 98–99.
12. Zakharchenko, V. M., Kalashnikova, S. A., Luho-vyi, V. I., Stavytskyi, A. V., Rashkevych, Yu. M., Talanova, Zh. V.; Kremen, V. H. (Ed.) (2014). *Natsionalnyi osvittii hlosarii: vyshcha osvita* [National Educational Glossary: Higher Education]. Kyiv: Publishing House» Pleiades «Ltd., 100.

DOI: 10.15587/2519-4984.2018.127309

## THE BASIC PRINCIPLES AND CONTENT OF THE TECHNOLOGY OF FORMING THE READINESS OF FUTURE TEACHERS OF MUSICAL ART FOR PROFESSIONAL ACTIVITIES IN CREATIVE ARTISTIC GROUPS

p. 34-37

**Svetlana Chirkina**, Lecturer, Concertmaster Of Highest Category, Kanev College of Culture and Arts, Yurii Illienka str., 28, Kanev, Cherkasy region, Ukraine, 19003  
E-mail: schirkina@mail.ua

*The article reveals the basic principles of formation of professional activity of future teachers in creative artistic groups. The content of the technology of forming the readiness of future teachers is determined. The leading directions of competence and creative development, principles of forming the readiness of a future teacher of music are highlighted. The scientific and pedagogical principles of formation of professional competences of future music teachers in the process of professional training are also covered. The necessity of using the musical-didactic principles in the educational process aimed at developing the artistic competence of future music teachers and music managers is argued; the content of these principles is revealed. The system of professional training of future music teachers as the final result of this process considers the professional competence as an important new formation of the personality, integrating various qualities and properties of a person. The professional competence of a music teacher is a characteristic of a teacher, in which the leading quality is the practical readiness to implement professional musical and pedagogical activity based on the integration of pedagogical and special abilities, acquired knowledge, and formed skills. In modern conditions, the lack of spirituality was particularly acute in the problem of improving the work of pedagogical universities in raising the level of teacher training. Their professional activity requires rapid orientation in the new social environment, the development of creative abilities, subtle sensitivity, tolerance, readiness for future teacher work. The musical and aesthetic activity of a teacher includes great opportunities for revealing his creative potential, enriches the aesthetic experience, develops emotional and sensual expression, activates the formation of performing skills. All this requires from a future specialist not only the mastering of*

*theoretical knowledge, practical skills, but also the ability to implement them in specific pedagogical situations.*

*In today's conditions of integration of Ukraine into the world and European cultural space a significant role belongs to education, which is intended to orient young people on their comprehensive self-development and creative self-realization*

**Keywords:** formation, readiness, teachers, future teachers, music, art, musical art, professional activity

#### References

1. Rostovsky, O. Ya. (2000). Music education in Ukraine at the turn of the millennium: state, problems, perspectives Arts and education, 4 (18), 9–13.
2. Rudnitskaya, O. P. (2002). Pedagogy: general and artistic: Teaching. manual. Kyiv, 270.
3. Bondar, V. (2008). Competitiveness of the teacher as a component of his professional competence. Primary school, 7, 22–23.
4. Padalka, H. M. (1982). Teacher, music, children. Kyiv: Musical Ukraine, 144.
5. Barenboim, L. A. (1973). The path to music. Leningrad: Sovetskiy kompozitor, 270.
6. Tsypin, G. M. (1975). Development of a student-musician in the process of learning the game on the piano. Moscow: MGPI, 106.
7. Shchapov, A. P. (2000). Piano Pedagogy. Moscow: Sovetskaya Rossiya, 180.
8. Mutsmacher, V. I. (1989). About the development of professionally significant cinema teacher-musician. Music in school, 4, 24–27.
9. Tsypin, G. M. (1984). Learning the Piano Game. Moscow: Enlightenment, 176.
10. Shatskaya, V. I. (1975). Musical-aesthetic education of children and youth. Moscow: Education, 200.
11. Dokshitser, T. (1999). The Way to Creativity. Moscow: Murave, 216.
12. Dokshitser, T. (2008). Trubach on the horse. Moscow: Composer, 232.
13. Zavalko, K. (2013). Utilizing the Dalcroze method to improve teaching children to play violin. Dalcroze Studies. Coventry, 56.
14. Zavalko, K. (2011). Improvisation as a form of primary musical and creative activity of the child. European Network of Music Educators and Researchers of Young Children. Helsinki, 375–383.

DOI: 10.15587/2519-4984.2018.127406

**EXPERIMENTAL VERIFICATION OF THE EFFECTIVENESS OF THE METHODOLOGICAL SYSTEM OF FORMATION OF CHEMISTRY COMPETENCE OF FUTURE BACHELORS OF THE MEDICAL DIAGNOSTICS AND TREATMENT TECHNOLOGY AT HIGHER MEDICAL INSTITUTIONS OF UKRAINE**

p. 38-40

**Iryna Nikolayeva**, Assistant, Department of Laboratory Diagnostics, Communal Higher Educational Institution “Zhy-

tomyr Medical Institute”, Velyka Berdychivska str., 46/15, Zhytomyr, Ukraine, 10002

**E-mail:** irinaniknik5@gmail.com

**ORCID:** <http://orcid.org/0000-0002-9692-726X>

*The research presents the interpretations of the notions “chemistry competence of future bachelors of medical diagnostics and treatment technologies” and “program results of studying chemistry”. There were determined the formation criteria of chemistry competence of such specialists (“depth of professionally oriented knowledge”, “formation of professionally oriented abilities and skills in chemistry”, “motivation level of studying chemistry”, “mastering of professionally oriented personal qualities, necessary for conducting a chemical experiment”), their indices (correspondent coefficients) and levels (high, sufficient, primary). There were counted the research methods (questionnaire, testing, observation, filling forms of students’ self-estimation and so on). The effectiveness of the experimental methodical system was established by mean values of coefficients of formation of chemistry competence of students that exceeded the limit of 70 % and increment of these indices. Based on the calculation of the empirical value of t-criterion and its comparison with the table one, it was proved, that the level of chemistry competence formation of students increases, if to realize the educational process by the elaborated methodical system, directly oriented on achieving program results of studying chemistry by students*

**Keywords:** experimental verification, methodical system, chemistry competence, bachelors, medical diagnostics

#### References

1. Nikolaeva, I. M. (2017). Method of forming the chemical components of the professional competence of the future bachelor of laboratory diagnostics. ScienceRise: Pedagogical Education, 6 (14), 40–42. doi: 10.15587/2519-4984.2017.105522
2. Birta, H. O., Burhu, Yu. H. (2014). Metodolohiia i orhanizatsiia naukovykh doslidzhen. Kyiv: Tsentri uchbovoi literatury, 142.
3. Walliman, N. (2011). Research methods the basics. London-New York: Routledge, Taylor & Francis Group, 190.
4. Hesse-Biber, S. (2015). The problems and prospects in the teaching of mixed methods research. International Journal of Social Research Methodology, 18 (5), 463–477. doi: 10.1080/13645579.2015.1062622
5. Panasenko, E. (2011). Zmist i struktura eksperymentu yak metodu naukovooho doslidzhennia u teorii ta praktytsi vitchyznianoï pedahohiky (1945–1991 rr.). Ridna shkola, 11, 28–35.
6. Horakova, T., Houska, M. (2014). On Improving the Experiment Methodology in Pedagogical Research. International Education Studies, 7 (9), 84–98. doi: 10.5539/ies.v7n9p84
7. Avramenko, O. V. (Ed.) (2011). Vymiriuvannia v osviti. Kirovohrad: Lysenko V. F., 360.
8. Pro osvitu. Zakon Ukrainy vid 05.09.2017. No. 2145-VIII (2017). Verkhovna Rada Ukrainy. Available at: <http://zakon3.rada.gov.ua/laws/show/2145-19> Last accessed: 05.09.2017



9. Hrabovyi, A. K. (2012). Teoretyko-metodychni zasady navchalnoho khimichnoho eksperymentu v zahalnoosvitnikh navchalnykh zakladakh. Cherkasy: ChNU imeni Bohdana Khmelnytskoho, 376.

10. Tyshchenko, S. I., Volovyk, P. M. (2013). Metody teorii ymovirnosti i matematychnoi statystyky u pidhotovtsi maibutnoho vchytelia do naukovo-doslidnoi roboty. Mykolayiv, 240.

DOI: 10.15587/2519-4984.2018.126847

**DEVELOPMENT OF MODEL OF COOPERATION OF GENERAL AND OUT-OF-SCHOOL EDUCATIONAL INSTITUTIONS IN THE AESTHETIC EDUCATION OF TEENAGERS**

p. 41-44

**Larisa Sierykh**, PhD, Associate Professor, Department of the theory and methodology of the content of education, Sumy Regional Institute of Postgraduate Pedagogical Education, Rymskogo-Korsakova str., 5, Sumy, Ukraine, 40035  
E-mail: Su181260SLV@ukr.net

*One of the most important tasks of education is to prepare a child for successful self-realization in life. The modern pupils today are focused on getting a certain amount of knowledge, so school is in need of a fundamental reform.*

*A teacher is the foreground personality in the development of the model of interaction of secondary and out-of-school education in the aesthetic education of teenagers. In our understanding, the basis for the development of the methodical provision of interaction of secondary and out-of-school education in the aesthetic education of adolescents depends on the ability of a teacher to transform the inclinations and abilities of the pupils. A teacher understands, assumes and uses the age and psychological characteristics of teenagers. Every teacher knows the classification of basic personality traits and can influence their formation.*

*Organization of interaction of secondary and out-of-schools education in the aesthetic education of teenagers is based on the results of the analysis of their practical and aesthetic activities and takes into account the components of aesthetic education: emotional, informational, communicative.*

*In the interaction of secondary and out-of-school education in the aesthetic education of teenagers the methodological basis is the integration of knowledge in the field of aesthetics, pedagogy, ethics, psychology, theories of aesthetic education*

**Keywords:** aesthetic education, interaction, interaction of adolescents, interaction model, mesolevel, microlevel

**References**

1. Komarowska, O. A. (2015). Teoretiko-metodychni zasady rozvitku hudozhno obdarovanoYi osobistosti u shkolah estetichnogo vihovannya. Kyiv, 42.

2. Rudnitska, O. P. (2005). Pedagogika: zagalna ta mistetska. Ternopil: Navchalna kniga – Bogdan, 360.1. Semenov, M. R. (Ed.) (1991). Aesthetic education in school. Kazan: Publishing KSU, 184.

3. Lavrish, I. M. (2008). Metodika formuvannya estetichnih orientatsiy pidlitkiv zasobami dityachogo muzychno-go teatru-studiyi. Kyiv, 178.

4. Pustovit, G. P., Tihenko, L. V. (2008). Pozashkilna osvita: didaktychni osnovi metodiv navchalno-vihovnoyi roboti. Book 2. Sumi: Universitetska kniga, 272.

5. Semenov, M. R. (Ed.) (1991). Aesthetic education in school. Kazan: Publishing KSU, 184.

6. Kwiatkowski, E. V.; Gerasimov, S. A. (Ed.) (1983). Metodologicheskie problemy sovershtnstvovaniya systemy esteticheskogo vospitaniya. Systema esteticheskogo vospitaniya. Moscow: Pedagogika, 9–12.

7. Levchuk, L. T. (1997). Istoriya mirovoy kulturyi. Leningrad: Iskusstvo, 336.

8. Stuparik, B. M. (1994). Shkilnitstvo Galychyna. Ivano-Frankivsk, 144.

9. Florenskaya, G. A. (1978). Katarsis kak osoznanie. Bessoznatelnoe: priroda, funktsii, metody issledovaniya. Vol. 2. Tbilisi, 548.

10. Moyseyuk, N. E. (2001). Pedagogika. Kyiv: VAT «KDNK», 608.

11. Nor, K. F. (2003). Viktoristannya amerikansko-go dosvidu formuvannya komunikativnih umin maybutnih uchiteliv. Naukovi pratsi. Pedagogichni nauki, 28 (15), 54–58.

12. Korotaeva, E. V. (2000). Direktor-uchitel-uchenik: puti vzaimodeystviya. Moscow: September, 144.