PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF HUMANIZATION TRAINING AND EDUCATIONAL PROCESS IN SCHOOL AND UNIVERSITY

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The formation of patriotic feelings in the future generation is urgent in every historic epoch. Despite the processes of globalization and European integration that have occurred in recent decades, every ethnic group have to preserve its authenticity, in particular, national mentality, to increase achievements of its own people, to respect established traditions and customs.
Particularly the issue of fostering patriotic feelings in children was rather keen in current conditions of the crisis of Ukrainian statehood and conducting military operations in the East of Ukraine in order to preserve its integrity.

Education Law dated September 5, 2017, № 2145-VIII reads that «Education is the basis of intellectual, spiritual, physical and cultural development of an individual, his successful socialization, economic well-being; it is the key to the development of society, united by common values and culture, and a state» [1].

The main aspects of education of the modern future generation are also reflected in the «Concept of upbringing children and youth in the system of national education». The above-mentioned document says that «the specificity of the modern Ukrainian national and patriotic idea is in a definite advantage in the system of education and development of children of the Ukrainian language, folklore, fiction, fine arts, music, folk customs, forms of behavior. It will make up a national culture of the world, form national psychology; self-consciousness and national pride for them and these are the obligatory components of the spiritual person» [2].

The specificity of the psychological and pedagogical aspects of patriotic education of pre-school children has been studied in the scientific works of O. Vyshnevskyi, T. Demianiuk, I. Yermakova, A. Kaps’ka, A. Pohribnoy, Y. Rudenko, M. Stelmakhovych, B. Stuparyk, K. Chorna, P. Scherban’ and others.

The compiler of the «Ukrainian Pedagogical Encyclopedic Dictionary» S. Honcharenko pointed out that patriotism «includes love of Fatherland, the land where you were born and grew up, pride for the historical accomplishments of your people; ... one of the deepest civic feelings, the essence of which is love of homeland, devotion to his people, pride for the achievements of national culture» [3, p. 72]. The same above-mentioned encyclopedic reads «education is a process of purposeful, systematic formation of personality, determined by the laws of social development, by many objective and subjective factors; it is the effects on the human psyche, aimed at preparing him for active participation in the industrial, social and cultural life of society» [3, p. 71].

However, current social and political problems in our country require further, more in-depth study of above-mentioned issue.

The purpose of the article is to study the ideas of patriotic education of children in the works of famous Ukrainian teachers such as K. Ushyns’kyi, S. Rusova, V. Sukhomlyns’kyi and to prove the ways of using their experience in modern educational institutions.

The peculiarities of fostering the main features of patriotism in the child and future generation are revealed in the scientific researches of scientists, teachers, educators, philosophers, sociologists from different countries and epochs. Even in the works of the philosophers of antiquity, patriotism meant protection of the interests of the homeland and readiness to serve the nation; for
example, according to Socrates, «love of fatherland is respect for the mother, father and all ancestors» [4, p. 63].

The specificity of fostering a child's love for the nation is demonstrated in the works of the well-known Ukrainian educators. The ideas of formation of the national character in the future generation are reflected in K. Ushyns’kyi's pedagogical concept, namely in his works «Native Word» and «Children's World».

The scientist proved that the purpose of educating young people is inseparably linked with historical development and culture of the nation, who laid its foundations: «The basis of education, its purpose, and its main tendency are different in each nation and are determined by national character» [5, p. 151].

The educator advanced the following theses concerning patriotic education:

– general education system is not peculiar to any ethnic group;
– every nation has its own, specific system of education; borrowing it from other nationalities is impossible, but it is allowed to adopt some educational dogmas;
– pedagogical experience of upbringing children in a patriotic way is a precious heritage as much as the experience of achievements of world history belongs to all peoples.

The research of K. Ushynskyi's works has shown that the thinker urged educators and parents to focus on national education in shaping the outlook of a Ukrainian citizen: «How one can follow the model of another nation, no matter how attractive this model is, so it is impossible to educate someone else using other pedagogical system no matter how it is orderly and well-thought out; every nation should try its own forces in this regard» [5, p. 161].

The issue of patriotic education of pre-school children is a vital issue in pedagogical heritage of S. Rusova. According to S. Rusova the essence of education is in the formation of a nationally conscious, spiritually rich, moral, highly intellectual personality. In one of her works she mentions: «Education must be aimed at shaping a person with a broad understanding of his duties, with an independent, highly developed mind, brotherly feelings for all people, a person capable of work, a person who will not die morally and physically nowhere, under no circumstances and will bring to life his independent thought» [6, p. 161].

The well-known educator pointed out that education of the child begins with the first days of her life, and folk lullabies, fairy tales, amusements, poems, tongue-twisters are an important means of joining her to the national culture and ethnization of a personality. S. Rusova thinks child’s belonging to a certain nation is formed at an early age: «A nation is born around the child’s cradle, only on the native ground; a nationally conscious child can grow up among a native word and song» [6, p. 206].

According to S. Rusova the kindergarten was a «bridge», which connected a school and a family. In her opinion, these three institutions should ensure the development of the national mentality and self-consciousness of a personality of
a child. The teacher explained that educational institutions should be filled with «the idea of the Ukrainians».

Experimental results of S. Rusova’s pedagogical treatises demonstrated that these features should be formed gradually, since patriotic education is constantly enriched with new content, methods, and forms according to child's age.

In patriotic education it is advisable to base oneself on the idea of national self-consciousness. «The idea of national self-awareness plays an important role in the national education process. Pedagogy should base itself on the national outlook and on the national philosophy that an educator needs to master in order to successfully shape spirituality in children», – S. Rusova mentioned [6, p. 96]. She distinguished several components of the spiritual world of personality:

1) national psychology;
2) national disposition and temperament;
3) national way of thinking;
4) folk ethics and etiquette;
5) folk aesthetics;
6) mother tongue;
7) family and domestic culture;
8) folk calendar;
9) folklore education;
10) national art.

According to S. Rusova Ukrainian language, mythology, history of Ukraine, ethnography, folk art, folklore, family and domestic culture, folk festivals and national symbols should be considered the main means of patriotic education.

The basic principles of patriotic education of preschool children are reflected in the works of V. Sukhomlyns’kyi, namely, in his pedagogical treatise «Birth of a Citizen» [7, p. 96]. The teacher proved that the child would not be able to do something useful without deep understanding of the idea of fatherland.

In his pedagogical works, the scholar pointed out that «the attitude towards the idea of motherland, as a sacred and the dearest thing, ennobles all human feelings, brings people together, purifies the soul of all that demeans dignity» [7, p. 52].

O. Sukhomlyns’kyi suggested his own classification of the process of patriotic education, which includes such components as:

1) deep patriotic feelings and convictions; moral ideal;
2) moral velour;
3) patriotic worries and anxieties for one’s people’s fate;
4) patriotic irreconcilability;
5) patriotic pride.

In the article «To educate the patriots from childhood» L. Lyaschuk pointed out that V. Sukhomlinsky considered organization of an emotionally rich, active life of an institution, development of civic activity and patriotism of every child personality to be the most important condition for the formation of a citizen [8, p. 513].
It should be noted that in future the ideas of patriotic education of preschool children were worked out in the works of O. Zaporozhets’, H. Kostiuk, and O. Usova. They mentioned that the combination of patriotic, national, and moral ideals of education provides the opportunity to educate a conscious representative of the Ukrainian nation, a holder of folk morality and culture, the future creator of democracy, a citizen of a sovereign, democratic state.

Nowadays, teachers and educators should adopt practices of patriotic education of future generation following such steps: a) fostering a respectful attitude towards state symbols; b) keeping and enhancement of national customs and traditions; c) conducting moral-building activities involving the well-known Ukrainian activists, ATO soldiers.

**Patriotic education** is an important part of shaping the outlook and mentality of a child's personality. Well-known Ukrainian educators have developed their own concepts related to spreading the national ideals. The works of K. Ushynskyi, S. Rusova and V. Sukhomlyns’kyi prove that such qualities are formed in a child under the influence of a family, educational institutions and social environment. They believe teachers and educators should be nationally conscious and spiritually rich. The above-mentioned analysis of their pedagogical treatises illustrated that patriotic education of preschool children is understood as the purposeful pedagogical influence on the consciousness and feeling of children, which is aimed at shaping patriotic qualities, orientation of personality and national activity; fostering such qualities is the main task of modern educators.


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AQUAAEROBIC EFFECT ON SOMATIC HEALTH OF WOMEN

Анотація. В статті розглянуто питання підвищення рівня соматичного здоров’я жінок зрілого віку засобами аеробних субмаксимальних навантажень – занять акваеробікою. Визначено вплив методики занять акваеробіки на динаміку основних показників соматичного здоров’я жінок. Проведено порівняльний аналіз основних компонентів соматичного здоров’я: індекс маси тіла, частота серцевих скорочень, концентрації молочної кислоти, вегетативного компоненту. Наведено висновки щодо отриманих результатів.

Ключові слова: жінки зрілого віку, соматичне здоров’я, методика занять акваеробікою, субмаксимальне навантаження.

Annotation. The article deals with raising the level of somatic health of women of mature age by means of aerobic submaximal loads – exercises with aqua-aerobics. The influence of methods of aqua aerobic exercises on the dynamics of the main indicators of somatic health of women is determined. A comparative analysis of the main components of somatic health was carried out: BMI, heart rate, lactic acid concentration, vegetative component. Conclusions regarding the received data are given.

Key words: women of mature age, somatic health, methodology of aqua aerobic exercises, submaximal loading.
In recent years, the tendency of deterioration of the population’s health has increased. According to official statistics, the healthy population of Ukraine today is about 5–10 %. A particular threat to the country's future is the present state of health and lifestyle of the most promising and able-bodied in the age aspect of the population categories – young and middle-aged people [1; 2; 3].

In Ukraine, over half (52 %) of the population is not engaged in physical activity at all; about 28 % is engaged in physical activity less than 150 minutes per week, however, physical activity is not regular, mainly due to walks and morning gymnastics. Only 20 % of the country's population has a regular pattern of exercising activity realized in attending sports sections, sports studios and fitness centers [4; 5; 6]. At the same time, 43 % of European residents have exercising activity of high intensity, 39 % – of moderate intensity. Among Americans 69 % have motor activity, among them moderate intensity – 41 %, high intensity – 28 % [7].

All this leads to the fact that in Ukraine from 50 to 75 % of the able-bodied population are in poor physical fit, low functional indicators, accelerated rates of biological aging. 65 % of the able-bodied population of Ukraine, due to their health status, cannot fully carry out their labor activities. Moreover, we are increasingly observing cases of sudden death, not only among professional athletes, but also among mature people during exercising. There is an increase in disability after suffering diseases and injuries [2; 3; 7].

A number of events and factors that occur in the country significantly increase the requirements for the functional and physical state of the able-bodied population. Nowadays the problem of preserving and strengthening the health of the population, including women of mature age, increasing their ability to work and active longevity is one of the topical issues not only in Ukraine but also in the whole world.

According to many studies, the average life expectancy of women in adulthood in Ukraine is 10–15 years lower than in the USA, Japan, France and other economically developed countries, and in recent decades the life expectancy of Ukrainian women has decreased by 2.5 years [1; 7; 8].

Studies show that in Ukraine, 19.15 % of mature women have a low level of physical condition, 29.79 % are below average, 31.91 % are average and 19.15 % above average, while in Europe this figure is: 2.3, 43.9 and 23.8 % respectively, 30 % of women have a high level of physical condition of the body. In the United States and Japan, mature women with a lower average level of physical condition make up 7.6 %, with an average level – 27.8 %, with a level above the average – 47.4 % and 17.2 % of women attributed to a high level of physical body state [7].

This is connected to the fact that during the mature age there are natural age-related changes in the body of women. Career growth, increasing social status and daily occupation of this category of people leads to a reduction in the amount of time on their own physical improvement. This contributes to the
development of hypodynamia and the loss of psychological balance by increasing mental and physical fatigue. Therefore, optimal physical activity is a leading factor in maintaining the health of women in adulthood. Its deficit, in turn, provokes disturbances in the work of the cardiovascular, respiratory, digestive systems, musculoskeletal system, and, first of all, in the work of the endocrine system, which manifests itself in the formation of excess body weight, depression, and neuropsychiatric disorders [3; 4; 5; 8].

In the second mature age (36–55 years) of women there is a slow but steady decrease in a number of indicators of physical development and level of physical capacity. Moreover, body weight, respiration rate, systolic pressure increase, and indicators of physical preparedness are reduced. The same thing happens in the muscular system: although the muscles of women generally retain their functional properties, regressive changes in the morphological characteristics of the motor apparatus are noticeable after 30–35 years. Along with this, the productivity of mental activity is substantially reduced, due to quantitative parameters, which leads to more fatigue.

To correct the resulting changes, different means and methods can be used – from the right diet, work and rest to physical activity. In this case, physical activity should be optimal, taking into account the individual features of the organism in order to prevent a number of diseases (coronary heart disease, type 2 diabetes, etc.), pathological metabolic and hormonal changes in the body of an adult woman.

Aqua aerobics classes is a particular instrument of motor activity, which combines an aerobic load that helps eliminate excess weight, and raises the overall emotional background of a woman.

At aqua aerobics classes more calories are burnt in comparison with the same time duration of step aerobics activity. In water, the caloric intake is 1.5 times higher due to the resistance of denser medium and the need to maintain a normal body temperature in cool water. Thus, a person while normal walking burns 360 kcal/h., while at the classes of aqua aerobics – 720 kcal/h. Also, one of the main arguments of aqua aerobics, as one of the main means of rehabilitation is a superficial massage in the water of the whole body, which is an excellent prevention of both cellulite and weight loss in general.

Thus, classes of aqua aerobics contribute to: the formation of good posture, the reduction of tension in the spine with osteochondrosis, positive effects on the cardiovascular system, lowering high blood pressure, strengthening the muscles of the entire skeleton, increasing the body's defenses, reducing stress, nervous excitability, improvement psycho-emotional state.

However, the impact of aqua aerobics on the level of somatic health of women today in the scientific and methodological literature is not sufficiently studied, which led to the main direction and relevance of our research.

The purpose of the study is to assess the dynamics of indicators of physical health of women aged 36–55 with aerobic stress.
The main task of the study was to determine the impact of aqua aerobic exercises on the main components of women's physical health. The study involved 11 healthy women aged 36–55 years, body weight 75.14 ± 5.32 kg and height 165.0 ± 4.75 cm, as well as body mass index (BMI) in the range of 27.6 ± 2.37. Women who participated in the study did not engage in any types of physical activity, therefore they were offered an aqua-aerobic exercise three times a week.

Body mass and height measurements of all subjects were performed, and BMI was determined. Estimation of physiological value of physical exercise during the session was based on the registration of heart rate. The contribution of an anaerobic component of energy during physical exercise was evaluated by the indicators of lactic acid concentration (MK). To evaluate the state of the cardiovascular system and the autonomic nervous system, an electron cardiogram (ECG) of the rest of the study and a spectral analysis of the cardiac rhythm (SARS) were performed using the computerized electrocardiograph Cardiolab-2000 (KhAI-Medica, Ukraine). To estimate the psychological component of somatic health, the coefficient of vegetative component (according to the unified Luscher method) was used, which allowed to judge the psychological component of the functioning of the organism and the coherence of its basic systems.

These estimates were re-evaluated in 3 months in order to evaluate the retired training effect. All experimental data received were processed by the method of mathematical statistics using the computer program STATISTIKA 6.0.

In order to determine the impact of aqua aerobics on the somatic health of women, an appropriate methodology was proposed. All exercises included in the complex of aqua aerobics were based on the availability of their implementation, the number of complex elements in the complexes increased gradually (Table 1).

According to modern principles and requirements of physical fitness, aqua aerobics classes were markedly aerobic: moderate, low intensity exercises in water (general exercises, running, jumps) were performed at a pulse rate in the range of 120–160 beats per minute by the method of uniformly-metered load.

To increase the level of aerobic endurance in the classes of aqua aerobics uniform method of exercise was used, as well as various options for repeated and alternate methods.

Basic provisions and principles of load planning and selection of exercises:
1. The load should be selected in such a way that the pulse rate to the end of the work is equal to the training;
2. The time of work should not exceed 1–2 minutes, and intervals of rest – 3–4 minutes;
3. The nature of the rest should be active, and exercises of low activity;

Table 1

Approximate complex of aqua-aerobics exercises
<table>
<thead>
<tr>
<th>№</th>
<th>Exercise contents</th>
<th>Methodical instructions for performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Walking and running on the spot</td>
<td>It is required to start a class walking or running on spot, moving vigorously with your hands for 2–3 minutes. Running can be performed in two ways: either to raise the hip high or bending the shin back.</td>
</tr>
<tr>
<td>2</td>
<td>Ski step</td>
<td>Standing straight in the water, you need to move half-inclined legs, imitating skiing. The trunk above the thighs should be fixed in one position.</td>
</tr>
<tr>
<td>3</td>
<td>Float</td>
<td>It is necessary to stand up straight so that the water covers the body to the neck. Hands should be placed along the body and slowly bend the legs and pull the knees to the chest. At the same time, palms in the water should be pressed down to maintain balance. At the same time, it is necessary to ensure that the whole body is in a straight line.</td>
</tr>
<tr>
<td>4</td>
<td>Jumps</td>
<td>You need to make jumps to the left and to the right.</td>
</tr>
<tr>
<td>5</td>
<td>Jumping on the legs</td>
<td>You should jump in one place first on one leg, then on the other and at the end on both legs simultaneously, without jumping out of the water.</td>
</tr>
<tr>
<td>6</td>
<td>Jumping on the legs</td>
<td>It is necessary to jump: for one – legs together, for two – differently, at the same time it is necessary to jump up, carrying out energetic movements up and down.</td>
</tr>
<tr>
<td>7</td>
<td>Group jumps</td>
<td>You need to group together by bouncing and lowering the feet to the bottom, putting them apart.</td>
</tr>
<tr>
<td>8</td>
<td>Lunges</td>
<td>It is necessary to perform exercises with arms movements bent in elbows and then with straight arms.</td>
</tr>
<tr>
<td>9</td>
<td>Cast out</td>
<td>It is necessary to perform exercises forward with straight and bent legs.</td>
</tr>
<tr>
<td>10</td>
<td>Water massage</td>
<td>It is necessary to massage a shin with fast movements, then a thigh and an abdomen.</td>
</tr>
</tbody>
</table>

4. Exercises should be repeated to the expressed fatigue, which manifested itself in the form of a drop in speed;
5. It is necessary to adhere to the principle of coincidence of step-by-step movements of the instructor with jump movements;
6. It is necessary to adhere to the principle of continuity of exercises in water for 45 minutes and more.
7. It is necessary to adhere to the principle of regulating the load due to stress-relaxation of the muscles, changes in the amplitude and the pace of exercises in water.

The duration of our classes was from 40 minutes to one hour. Classes were held 3 times a week. Each complex consisted of 10 exercises. The approximate complex of aqua-aerobics exercises is given in Table 1.

At the end of three months of aqua-aerobic exercises a comparative analysis of the indicators of the physical health of the examined women was conducted. All women did not make complaints about health deterioration for 3 months. At ECG in a state of rest, pathological changes were not detected.

In all cases there was a decrease in body weight from 0.7 to 2.1 kg in comparison with the initial indexes (the average indicator was 1.4 kg). This is primarily due to the dehydration of the organism, due to sweat, which in turn is due to the processes of thermoregulation, and with the aerobic effect of physical activity on the metabolism of adipose tissue. In the comparative analysis of the body mass index, the tendency towards its decrease was determined.

The heart rate index during one hour of physical exercise aerobic direction corresponded to the effort of submaximal loading, since in each case the heart rate did not reach the maximum numbers, and on average about 70 % of the maximum pulse, which corresponded to the consumption of oxygen 60 % of its maximum consumption. However, efforts have led to a significant increase in the concentration of lactic acid from $1.3 + 0.38$ to $5.5 + 1.25$ mmol / liter. This indicated a low level of physical state of women.

In the evaluation of the spectral analysis of the cardiac rhythm (SARS) in the examined women before and after 3 months of aqua aerobics classes, a significant decrease in sympathonia from 63.6 to 27.2 % and a rise in normotonia from 27.2 to 54.4 % were found.

The analysis of changes in the vegetative component allowed to state positive changes in the psychological component of the somatic health of women in adulthood. Thus, at the beginning of the study, this ratio in 72.7 % of women ranged from 0.72 to 0.94, which indicated an emotional fatigue and the presence of interpersonal conflicts, a violation of the trophotropic response of the body to any load. At the end of the 3rd month of exercises, this indicator in all 11 women (100 %) was within the normal range and ranged from 1.1 to 1.4.

Due to conducted research it can be concluded that aqua aerobic exercise was facilitated by modifications in the energy profile of metabolism, increased functional capacity, improvement of the state of cardiovascular and autonomic nervous systems, psychological state, and, consequently, an increase in the level of somatic health of women in adulthood.

1. Ermakov S. S. Systema fyzycheskoj podhotovky liudei zreloho y pozhyloho vozrasta / S. S. Ermakov, Zh. L. Kozyna, K. Prusyk, Mahdalena Kahaner-Derhovksa // Pedahohyka,

Reviewer: Candidate of Pedagogical Sciences, Associated Professor Leonova V. A.
THE MODEL FOR FORMING THE FUTURE EDUCATORS’ OF PRE-SCHOOL EDUCATIONAL INSTITUTIONS READYNESS TO USE INNOVATIVE TECHNOLOGIES

Annotation. The article describes a model for forming the readiness of future educators of pre-school educational institutions to use innovative technologies. The views of scientists on the interpretation of the concept "model" in pedagogical literature are highlighted. The stages of the process of forming the readiness of future educators of pre-school educational institutions to the use of innovative technologies are revealed. The specifics of the study of the special course «Formation of Readiness of Future Educators for the Use of Innovative Technologies» are substantiated.

Keyword: model, formation of readiness, educators of pre-school establishments, innovative technologies.

Social and economic changes provoke to modernization of the education system in the direction of determination of optimal conditions for formation of the future specialist’s personality, able to orientate in the cultural space
independently and freely. Professional training of future educators in Ukraine consists of elements, some of which are non-systemic, but affecting the process of their preparation. Essence and interconnections of these elements testify to vocational training depends on development and uniqueness of all spheres of society – political, economic, social and cultural, spiritual. Their constant influence needs to be adequately responsive to educational practice. Elements of professional training, undergoing external influence, are transformed. Readiness of the future educator to use innovative technologies as an element of vocational training is at the same time an imperative, a compulsory derivative from the a priori formulated model of a graduate.

The problem of usage of innovative technologies in the system of preschool education was studied by such well-known scientists as G. Altshuller, Sh. Amonashvili, G. Doman, M. Yefymenko, M. Zaitsev, V. Ilchenko, K. Krutii, M. Montessori, B. Nikitin, O. Nikitina, T. Pirozhenko, S. Rusova, V. Sukhomlynskyi, T. Tkachenko, R. Shteiner and others.

The purpose of our article is to substantiate the model of formation of the future educators of pre-school institutions readiness for usage of innovative technologies.

The actual and significant task is to substantiate the model of formation of the future educators’ readiness for usage of innovative technologies, and it will allow constructing the content, structure, organization and pedagogical conditions at the stage of modernization changes in professional training. Taking account the above-mentioned, it is worth to focus on description of the principles of developing the internal-system elements of the model. The model, directed to formation of the future specialists’ readiness for usage of innovative technologies has been developed in the context of our study and conducted analysis of the higher educational institutions educational process. The term «model» comes from the Latin «modulus» – a measure, a standard, a model. There are a lot of interpretations of this term in pedagogies. Thus, K. Bataroiev thinks that the «model as the system created or selected by the subject, which reproduces essential knowledge of the party (elements, properties, relations, parameters) for this purpose of the object of definition and therefore it is with him in this relation of replacement and similarity, that its research serves as an indirect method of obtaining knowledge about this object» [1]. Yu. Tarskyi offers this definition of the model – «it is an object that replaces the original and reflects the most important features and properties of the original for this study, this purpose of study according to the chosen system of hypotheses» [2]. Yu. Surmin notes that the model in the broadest sense is «an image (including conditional or imaginary – an image, a description, a scheme, a drawing, a graph, a plan, a map, etc.) or a prototype (model) of any object or system of objects (original model), used under certain conditions as a substitute or representative» [3].
In general, the model in pedagogic serves as a conceptual tool, analogous to a certain fragment of social reality. The model is used to preserve and expand knowledge about the features and structure of simulated processes, focused primarily on their management. One can conditionally divide these models into three types: physical (which have nature, similar to the original); mathematical (their physical nature differs from the prototype, but a possible mathematical description of behavior of the original); logical-semiotic (they are constructed from special characters, symbols, and structural schemes). There are no strict boundaries among these types of models. Pedagogical models are mainly included in to the second and third groups of the listed types.

Modeling in pedagogic, according to V. Mikheiev, has several aspects of application: epistemological, where the model plays the role of the intermediate object in the process of knowledge of pedagogical phenomenon; general methodological, which allows to evaluate connections and relations between characteristics of the state of various elements of educational process at different levels of their description and study; psychological, which allows to describe the various aspects of educational and pedagogical activities, to identify psychological and pedagogical regularities on this basis. Each aspect of modeling is able to formalize investigated pedagogical process or phenomena for the purpose of studying, its content, technological interpretation, as well as development of mechanisms for management of an object or process [4].

In accordance with the nature of the models creation it is accepted to distinguish two main methods of modeling: 1) subject modeling, when the study is carried out on the base of the material model that reproduces certain geometric, physical, dynamic or functional characteristics of the object; 2) character (information) modeling, while realizing ideal models are schemes, drawings, graphs and formulas proposed in some alphabet. The main stages of constructing a pedagogical model include: The first stage: stating of the problem. This stage is considered to be the most important, since the solution of the pedagogical problem depends on the clear stating of the problem. The second stage: construction of the model. After the task stating, determination of the structural elements of the model and its construction are happened. The third stage: checking the model for authenticity. After constructing the model it is necessary to check the degree of conformity of the model to the real conditions. The fourth stage: usage of the model. The degree of success of the constructed model is determined with the help of this stage. This stage allows modifying the model according to the conditions of the real world. This is due to the fact that the weaknesses of the model are shown in the practice or other indicators that need to be taken into account when solving the problem are appeared.

In the model of forming the future educators of pre-school establishment’s readiness for the usage of innovative technologies, it is necessary to take into
account the epistemological, general methodological and psychological aspects of the model development process.

Therefore, describing the model, we considered it appropriate to draw attention to essence of each component.

The target component foresees the following:

1) to stimulate students' interest in acquiring knowledge, skills and abilities to use innovative technologies; 2) to prepare young specialists for future professional activity; 3) to develop aspiration to self-improvement of professional and personal qualities of future teachers.

The content component foresees the following:

1) to stimulate students' interest in educational process in various educational systems; 2) to assist to formation of a harmoniously developed and socially active personality with a scientific outlook; 3) to develop students’ aspiration to high moral potential, which raves for and able to work for the welfare of Ukraine.

The process component includes the following objectives:

1) to be able to optimize the pedagogical interaction of students with children on the basis of an appropriate innovation culture; 2) to make the necessary material support for the process of using innovative technologies in educational environment of the pre-school educational institution; 3) to train future teachers to use variably the methods and forms of professional training for operation of innovative technologies in the process of studying normative and special courses.

The future specialist’s training for usage of innovative technologies should be based on a number of principles governing the main components of training, determining the content of students’ studying, forms, methods and technologies. All above mentioned include the principles: systematicity; scientific quality; simplicity; optimization; purposefulness – require the teacher to know the main purpose; interaction; activity [5, p. 56].

The stages of the process of forming the future educators’ of pre-school establishment’s readiness for the usage of innovative technologies are initial, principal and final. At the initial stage, there should be: formation of the students’ positive attitude towards their future professional activity in general and stimulation of their interest in usage of innovative technologies in professional activity; motivating the need for self-improvement, reaching the level of a competitive specialist.

The tasks of the initial stage in the system of formation of the future educators’ readiness to use innovative technologies one can determine that: formation of the students’ positive attitude to professional activity; education of their firm interest in mastering the knowledge and methods of using innovative technologies in their professional activity; students’ consciousness of significance of the subject interaction, atmosphere of mutual respect and the situation of success in educational process of higher educational institution and in teaching the children of preschool age; their mastering of the system of general pedagogical knowledge.
as the theoretical and methodological basis of the teachers’ of pre-school establishments readiness to use of innovative technologies.


In order to realize the certain goals and tasks of the initial stage of the experimental verification of the future educator’s training, it was foresaw a complex of actions: diagnostics of the future educators’ readiness for usage of innovative technologies; introduction in to the course of psychological and pedagogical disciplines of the material of theoretical and practical content on the use of innovative technologies in professional activity; introduction of a special course «Formation of the Future Educators’ Readiness for Usage of Innovative Technologies»; attraction of students to active subject interaction during lectures, practical classes, independent work and pedagogical practice.

The purpose of the main stage of the experimental program of the future educators’ training for usage of innovative technologies is to consolidate and further formation of the motivation component of readiness for using innovative technologies, as well as carrying out of theoretical and practical students’ training for professional activity. Theoretical training includes actualization and generalization of basic knowledge and mastering new theoretical and methodological knowledge about the usage of innovative technologies. Practical training is directed at the gradual formation of the future educators’ readiness to use innovative technologies in practical activity.

The tasks of the main stage of formation of the future educators’ of pre-school educational institutions readiness to use innovative technologies are: actualization of knowledge gained from the disciplines of pedagogical cycle and knowledge about implementation of innovative technologies in educational process; mastering knowledge about essence, significance, tasks, classification and specificity of usage of innovative technologies in educational process with children of preschool age; formation of ability to select innovative technologies independently in accordance with the content of classes, evaluate their appropriateness and effectiveness; ensuring a high level of generalization of acquired knowledge and skills of students [6, p. 25].
The lectures and practical classes of the developed special course became the organizational forms of the future educators’ of pre-school educational institutions training to usage of innovative technologies at the main stage in conditions of experimental teaching. In order to provide optimal organizational and pedagogical conditions for realization of the goals and tasks of the main stage of experimental studying, the program foresees introduction of the following set of measures:

1. Making the subject-subject interaction, atmosphere of mutual respect between the teacher and students, educator and children;
2. Making a situation of success;
3. Ensuring the playing space during educational process;
4. Ensuring educational and up-bringing interaction with appropriate equipment and literature;
5. Orientation on self-government learning, giving students the opportunity to plan independently their time for mastering a particular studying material;
6. Demonstration of the opportunity to use the acquired knowledge in practice, focusing on own experience;
7. Introduction of the special course “Formation of the Future Educators’ Readiness to Use Innovative Technologies” in to educational process of institutions of higher education;
8. Usage of innovative technologies in practice;
9. Formation of graduates of higher education institutions to be ready to use innovative technologies;
10. Provision of educational and methodological support by the future teacher;
11. Introduction of innovative technologies in the study of disciplines in the pedagogical cycle.

The final stage of formation of the future educators’ readiness was in consolidation of the gained knowledge, the formed skills and abilities of using innovative technologies in practice, as well as ability to create independently the author's innovative technologies. Realization of the determined goals and tasks was carried out by involving students in independent practical activity concerning innovative technologies. In order to automate the acquired skills in experimental study, students were proposed to use innovative technologies in practical, independent classes and during their teaching internship. The results of the developed set of tasks became an index of the future educator’ of pre-school establishment’s readiness to use innovative technologies. Thus, the gradual formation of the future educators’ readiness to use innovative technologies was carried out through consecutive, systematic students’ mastering theoretical knowledge about innovative technologies, deepening, specification and generalization of the acquired knowledge and the skills formed on their basis.

The proposed model foresees enrichment of the content and operational components of educational disciplines, independent activity, teachers internship
and training of the future educators in the process of studying the special course «Formation of the Future Educators’ Readiness to Use of Innovative Technologies».

Students are invited to study innovative technologies interesting for them, methods of their usage and develop their own technologies.

The algorithm of usage of innovative technologies in the students – future educators’ independent activity, which has the following components of activity: conceptual and purpose-oriented, target, content, methodical, and control-estimating, is worked out. The conceptual and purpose-oriented component of the model contains the object of this model application: formation of readiness to use the developed innovative technologies in practice and development of author's technologies.

The content component consists of the following constituents: the conditions (sufficient level of students’ and teachers’ knowledge in the theory and practice of using innovative technologies; availability of the appropriate material base for usage of innovative technologies; planning of the students’ independent activity; the teacher’s methodical control of the student’s independent activity; out-of-school time; control of the students’ independent activity; information technologies (using computers and the Internet); technologies of independent work organization («Portfolio», «Sinkvein», «Essay», etc.); the content of independent activity (study of theoretical material, students’ development of relevant visual material; availability of topics and situations for independent work and tools (information and educational resources, computer resources, Internet resources). This component is oriented at organizing students’ independent activity concerning usage of innovative technologies.

The methodical component is oriented on the choice of ways and methods of training for independent usage of innovative technologies in practice. The following methods are considered as the methods of independent activity: reading – work with scientific literature, which assists to expansion of the students’ scientific knowledge, formation of skills of independent cognitive activity.

These technologies allow students to get the necessary information anywhere and anytime. Performing scientific research (articles, course papers and diploma projects) allows students to find out independently the necessary information and develop author's innovative technologies.

The control-estimating component is oriented at control of the learning process, timely verification and evaluation of knowledge, skills and abilities resulting in the level of the students’ school achievement in mastering innovative technologies. One can consider that introduction of the special course «Formation of the Future Educators’ Readiness to Use Innovative Technologies» is optimal for integral process of the educators’ skills and abilities formation.

This course contains theoretical and practical materials. The special course involves tasks for independent work, since some issues require additional comprehension, psychological and pedagogical analysis, the search for the
correct, original ways to exit problematic pedagogical situations. The course consists of lectures, practical classes, as well as students’ independent work. The total number of hours is 36. There are 14 hours of lectures, 10 hours of practical classes, and 12 hours of independent activity. Each topic is categorized in a thematic, active and reflexive context. The thematic context is oriented at review of topics that reveal essence and significance of innovative technologies, their classification and method of usage. The active context allows students to use the gained knowledge in practice, and the reflexive context contains an analysis and evaluation of the results of students’ work, definition of the causes of disadvantages and failures with subsequent correction of actions. But, a student, capable to reflection, has an opportunity to be better prepared for a competent professional activity.

During lectures the students should get acquainted with the theoretical basis of the special course: with the content of the concept «innovative technologies», with its objectives and significance, history of rise, conditions and peculiarities of their usage when communicating with the children of the senior preschool age, as well as experience of organization of educational interaction in teaching internship of outstanding educators.

During practical and independent work, the system of knowledge received by students at lectures should be implemented. They must not only consolidate the acquired knowledge, but also activate it, that is, to learn to think creatively, analyze, and diagnose the situation in the group and the need to use one or other innovative technologies; use different forms of independent research work: acquaintance with publications of pedagogical periodicals, studying belles-lettres and popular scientific literature, writing reports, papers, and diplomas.

It is necessary to carry out tasks that require a creative approach not only to theoretical statement of the question, but also to its practical solution on students’ independent development. Students should learn to compose synopses using innovative technologies as well as various types of activities throughout the day; use their own design in practice and evaluate their effectiveness.

Study of the special course was organized by us in the institutions of higher education on the faculties of preschool education, with students of senior courses, as they have already acquired basic knowledge of pedagogic, psychology, fundamentals of pedagogical skills, got acquainted with a number of modern innovative technologies that are used in preschool institutions, and capable to develop new technologies based on already well-known ones. Such a special course can be used by the teachers of preschool establishments in the process of advanced training of methodologists and educators [7, p. 136].

The foundation of the course is the students’ knowledge in pedagogic, psychology, pedagogical mastery, knowledge of innovative technologies, methods of preschool education received in the process of training, as well as practical skills gained by them during different teaching internship. The ways of realizing the tasks of the special
course are various methods: problem-search presentation of theoretical material; technology of a debate nature (disputes, «brainstorming», expert group meetings, talk in the style of television talk shows, etc.; modeling fairy tale reality; making creative projects; business pedagogical games with further discussion of effectiveness of selected methods, teaching methods; independent solving of pedagogical tasks with further estimation of the performed work.

The usage of the problem-search approach to teaching theoretical material involves a different level of the students’ activation depending on their preparedness for mastering vocational and pedagogical knowledge, knowledge of peculiarities of the educational process with the children of the senior preschool age. Technologies of debate nature allow you to create conditions where students can not only express their views and beliefs, but also compare them with the positions of opponents, to defend their own point of view. This technology allows future educators to see different aspects of the problem, feel their involvement in solving it. This situation creates conditions where the decision will be “not pressed advice on it”. Modeling fairy-tale reality is an effective technology, mastering which will provide future educators with skills and abilities to develop the creative abilities of each child at its best [8, p. 76].

Making creative projects assists to development of creative imagination of future educators, makes it possible to realize importance of theoretical knowledge for successful implementation of practical skills, helps to formation of ability to work in a team for a common goal, to defend their beliefs (creative project), and forms representation skills.

Business pedagogical games should be used in situations where students have contradictions between theoretical knowledge and lack of experience in their implementation in practical training. According to P. Scherban, business games are the method of teaching professional activities through its simulation, close to real conditions, with obligatory dynamic development of a situation, the task or problem that is resolved in strict accordance with the nature of the decisions and actions of its participants. This kind of activity not only mobilizes the reserves of mental activity, but also broadens the range of thinking, because the student learns not only to see the mistakes, but also to understand why they have appeared and what will be the consequences [9].

An independent solution of pedagogical tasks with further evaluation of the performed work is an effective method of the students’ entering into professional life, because it allows to train future specialists for using given knowledge in practice, assists to deep generalization, comprehension of the material, develops self-dependence, self-appraisal, since the results of the student’s independent work and corresponding recommendations are revealed by a teacher.

When organizing pedagogical practice, students are encouraged, in addition to traditional forms and methods, to use the innovative technologies they learned
during lectures and practical classes. Also, students should independently develop author's innovative technologies that they can effectively use during pedagogical practice.

Thus, the model of formation of the future educators’ readiness for usage of innovative technologies is the system-forming element in constructing a model of the content of vocational training. Development of criteria and indicators of the future educators of pre-school educational institutions readiness formation for use innovative technologies is important in evaluation of effectiveness of the developed model.


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PROFESSIONAL TRAINING AND EDUCATION OF THE FUTURE TEACHER OF FOREIGN LANGUAGE AS A RETRANSLATOR OF CULTURES

Annotación. В статье исследована актуальная проблема современной педагогической науки: профессиональная подготовка и воспитание будущего учителя иностранного языка как личности, обладающей развитой культурой билингвального общения, способной к адекватному пониманию культурных ценностей своего и других народов, готовой строить конструктивный диалог с представителями других культур. Определены педагогические качества учителя иностранного языка: высокий уровень лингвистических знаний и методической подготовки; билингвальное сознание; эрудиция, высокая культура; способность к эмпатии, рефлексии, толерантности. Раскрыты особенности бикультурной личности педагога-филолога: знание своей культуры и культуры страны языка, который изучается; одновременное нахождение в двух культурных пространствах; ощущение себя в измерениях двух различных социокультурных общностей; рефлексия над спецификой двух различных лингвосоциумов. Определены формы и методы профессионального
Annotation: in the article the issue of the day of modern pedagogical science opens up: professional preparation and education of future teacher of foreign language as to personality, possessing the developed culture of bilingual communication, apt at the adequate understanding of cultural values it and other people, ready to build a structural dialogue with the representatives of other cultures. In the context of professional preparation of teacher pedagogical qualities of teacher of foreign language are certain: high level of linguistic knowledge and methodical preparation; bilingual consciousness; erudition, high culture; ability to empathy, reflections and tolerance. The features of bilingual personality of teacher-philologist open up: knowledge to it culture and cultures of country of language that is studied; the simultaneous being is in two cultural spaces; feeling itself in measuring of two different sociocultural communities; reflection above a specific two different linguistic society. In the context of pedagogical preparation forms and methods of professional education of future teacher of foreign language are certain within the framework of educational disciplines, pedagogical practice, extracurricular educator work, and also self-education and self-education: days of the English poetry and music, parade of cultures, international kaleidoscope. 

Key words: teacher of foreign language, professional preparation, education, dialogue of cultures, bilingual culture, pedagogical culture.

The processes of globalization, change of values, swift development of science, tendencies in education, put society before new realities. In these problems of maintenance of national culture and understanding of cross-cultural communication of representatives of different cultures specifications put a question about the necessity of forming of personality, possessing the developed culture of bilingual communication, apt at the adequate understanding of cultural values it and other people, ready to build a structural dialogue with the representatives of other cultures.

The real period can be named transitional in education on the whole, as substantial changes take place on all levels, since preschool education: included of Ukraine in European educational space within the framework of the Bologna agreement, the Law of Ukraine «About Higher Education» determines introduction of control system quality of educational process and pedagogical activity on the basis of competence approach. All these new documents and approaches require
not only a discussion but also careful study and approbation for realization of succession in an educational process. Strictly speaking, they on it and directed.

In this connection, in the system of education, the task of forming of bilingual personality goes out on the first plan, as exactly a teacher is a key figure in transitional periods of development of society, by the factor of national safety, becoming of world view of rising generation.

As impossible to over-estimate the role of personality in history, it is so impossible to underestimate the role of teacher in educating to the foreign language. A process of educating is a process bilateral. Both participants of process: both teaching and student, bear the equal responsibility for a result. And Michael West asserted although, that a «foreign language cannot be taught, it can only be learned», the role of teacher in organization of process of educating is great. Modern requirements to educating to the foreign language put in the head of corner interests and of necessity of student, doing the process of educating more «centered on students», and it is correct.

In this connection professional preparation and education of future teacher, in particular teacher of foreign language, during organization of trade education built on the basis of the use of modern knowledge, methodologies and innovative technologies.

The teacher of foreign language, besides possession a foreign communicative competence, must possess a professional and general cultural competence. Foreign language proficiency is highly sought at the market of labor, therefore there is educating of specialists in area of pedagogical education, namely in area of teaching of foreign languages, takes on the special significance.

Modern sciences have studied the problems of the influence of the native language during the study of the second, foreign, mechanisms of changing one language to another in the conditions of bilingualism, the basis of teaching a foreign language in the conditions of bilingualism, ways of assessing bilingual communicative competence among students of pedagogical universities, the dependence of bilingualism on the conditions of language acquisition. The works of V. Avrorin, V. Wainrach, E. Venevtseva, M. Mikhailov, N. Protchenko, S. Treskov, L. Shcherby and others are devoted to discovering new educational opportunities of bilingualism, methods and means of forming separate components of the bilingual culture of personality.

Research analysis shows that in recent years the search for the theory and practice of teaching foreign language teachers (I. Bim, O. Volchenko, I. Zakirianova, V. Kalinin, G. Kityagorodskaya, S. Nikolaeva) has intensified. The problem of forming the teacher's competence of the future teacher as an integral part of his professional development in a higher school is researched in the writings of I. Zimmaya, L. Karpova, O. Leontieva, L. Mitina. Most modern scholars emphasize the personal qualities of the teacher and consider them to be significant for his

The aim of the article is determination of features of professional education of future teachers of foreign language in the context of dialogue of cultures.

What does distinguish the teacher of foreign language from the teachers of other educational objects? An answer for this question is covered in the specific of foreign language as an object. Unlike other educational objects he is simultaneously both an aim and means of educating, that in modern terminology got the name «polyfunctionality». The interdisciplinary nature of a foreign language means that the content of a speech in a foreign language can be information from different fields of knowledge, for example, literature, art, history, geography, mathematics, etc. «Infinite» and «heterogeneity» of a foreign language are treated as multilevel, the need to master, on the one hand, various linguistic means, which correspond with aspects of the language: lexical, grammatical, phonetic, and, on the other hand, skills in four types of speech activity. This is especially true in the teaching of a foreign language, since the specificity of the subject is that communication, communication is not a means, but a learning objective.

The main activity for the teacher is pedagogical communication. And in order to organize communication in order to encourage the student to desire to share personal information with you, his own opinion, point of view, it is necessary to create a favorable atmosphere in the lesson.

Pedagogical communication is usually understood as a professional communication between the teacher and students in the process of education and upbringing, aimed at creating a favorable psychological climate and, in general, for the psychological optimization of learning activities and the relationship between the teacher and students. It is in the mainstream of pedagogical communication that all professional functions are realized, the main of which are education and upbringing.

Pedagogical communication includes receptions and skills of interaction between the teacher and the student collective, the content of which is the exchange of information, the provision of educational and educational influence and the organization of mutual understanding. The teacher acts as the initiator of this process, organizes and manages it.

It is special topically in teaching of foreign language, because the specific of object consists in that communication, communication is not means, and aim of educating. Basic activity for a teacher is pedagogical communication. And in an order to organize communication, to induce a student to the desire to be partaken with you by the personal information, own opinion, point of view, it is necessary to create a favorable atmosphere on a lesson.

The teacher should be able to create motivation for learning, an atmosphere of trust and comfort that would encourage the emancipation of students,
overcome the language barrier, a sense of insecurity, the desire to communicate, share their thoughts.

The role of the teacher is that, by organizing the process of teaching a foreign language, talking on various topics, stimulating the communication of students, he tries to instill in them those moral qualities that are in one way or another connected with the content of the material discussed in the lesson. The teacher seeks to develop a sense of responsibility among the students, respect for those around them, conscientious attitude to work, bring up a sense of pride for their country, people, their culture and language, and at the same time a positive attitude towards foreign culture.

The educational possibilities of the subject, in addition to the content side, are contained in the methodological system of instruction and in the personality of the teacher and his behavior. It is quite clear that the simple inclusion in the textbook of a text that has educational potentials does not yet give the proper effect. We need its corresponding interpretation, and the corresponding attitude of the teacher to it.

It is the teacher and his professional qualities (the ability to plan a lesson, to creatively approach the organization of communication, the ability to objectively evaluate and comment on the student's answer, to select interesting material and assignments) allow directing the educational process in the right direction.

The polyfunctionality of the subject «foreign language» is for this truly endless possibility.

At the lesson of a foreign language, we can talk about the history of our country, nurturing a sense of patriotism, and about painting, developing a sense of beauty, discussing the heroes of classical works, choosing an example for imitation. It is the content side of teaching that is primarily meant when we talk about the educational function of the teacher.

Special meaningfulness therefore training of pedagogical personnel acquires to the cross-cultural professional collaboration, preparation of teacher of foreign language of new generation, so-called repeater of cultures.

Modern requirements to teaching of foreign language are such, that a teacher must be able «in all plenitude to expose the cultural phenomenon related to the certain lexical or grammatical sign, correlate him with the adequate phenomenon of native culture and, thus, create crossing of cultures, becoming his interlink» here [2, p. 25].

Consequently, a teacher of foreign language must be bicultural personality, not only well to know the culture and culture of country of the taught language but also to exist simultaneously in two cultural spaces, to "be (to feel) itself in measuring of two different sociocultural communities, reflecting on the specificity of two different linguistic societies» [3].

This ability shows up not only during work with linguistic-cultural material but also at an acquaintance with the system of grammar and lexical difficulties
that in every case require certain comments and explanations, especially if the mother and foreign tongues in this case differentiate substantially.

These qualities are directly related to methodical preparation of teacher and his penetration in a foreign culture. The teacher of foreign language is distinguished by the special look to the world, understanding of reality, erudition, high culture, ability to empathy, reflections and tolerance.

It is assisted by introduction to maintenance of professional preparation of the special courses of «Bilingual culture of future teacher of foreign language», «Education of future teacher of foreign language in the context of dialogue of cultures», and also «Self-education of the bilingual personality of a teacher».

The professional competences of future teacher of foreign language are formed not only within the framework of educational disciplines, but also on pedagogical practice and within the framework of realization of extracurricular events on foreign languages, such as «Parade of cultures», «International kaleidoscope», «Day of the English poetry», «Music Day» in that take part and students, and students schools of city.

A scientific constituent has a not insignificant role in forming of professional competence, namely participating of students in an annual scientific conference «Actual problems of professional education of future teacher as a repeater of two cultures».

The subjects of the reports reflect the pressing issues in the field of teaching foreign languages: «Using information technology in a foreign language class», «Using creative tasks in teaching English», «Presentations and interactive whiteboard in a foreign language class», «European language portfolio for an elementary school», «Game in teaching a foreign language of junior schoolchildren» and others.

Combination of educational, scientific and educator work, knowledge of modern progress of education trends, succession in educating to the foreign languages at school and institution of higher learning provide included of future specialist in the areas of teaching of foreign languages in new educational space of the third millennium, when the results of educating become priority.

In respect of maintenance of educating to the foreign language, it too suffered changes lately. For example, a national and cultural component as part of maintenance of educating appeared comparatively recently. A sociocultural competence became inalienable part of communicative competence. It is presently accepted to talk about foreign education as about educating of cross-cultural communication, to the dialogue of cultures that is examined as a method of understanding by the man of characters of another culture and understood as «communication of characters of different cultures within the framework of one consciousness» [4, p. 7–9].

A study of foreign language is this attaching to the foreign culture, as a result is deeper cognition of the culture, and in the end is education of cultural
man. Foreign language proficiency at all times was considered the sign of erudition, breeding, culture. The question is about permanent self-perfection, self-education, cultural development. This function of teacher is not only teaching but also educative, as explains student to the autonomy, infects professionalism and is a stimulus to the imitation.

The formation of linguistic and sociocultural competence of students, that implies «understanding of the defining descriptions of the world cultures, penetration in essence of their likenesses and distinctions, knowledge and empathic perception by students various pictures the world, realization of value and uniqueness of every culture» [5, p. 157] it is related to ability of teacher to include student in sociocultural space region, where he would prove coming from possibilities of region and creative capabilities of both teacher and student.

In this connection any visit of museum, exhibition, theatre, a considerable event in a region, city can find a reflection on a lesson. To discuss the looked over theatrical, tell about a new exhibition, inquire students for participating in a festival, holiday, volunteer motion it is possible on the lesson of foreign language.

On practical employments students develop the integrated lessons of English with the use of regional material about the cities of the region that positively affects on the achievement of meta-subject results.

One of signs of modern time is informative space that interlaces with educational space. The modern teacher can not imagine the process of educating without the use of audiovisual and informative technologies, without audio and the video data adopted from the Internet, without the presentations and illustrations, mapped to the screen, or interactive board, with all added programs for the use on every employment, without language laboratories, controlled from distance departmental of Moodle and of Wi-Fi zones.

The modern teacher of institution of higher learning is the advanced user by information and multimedia technologies that not only applies them on practical and lecture employments but also explains students to work in a world network, creation of presentations and programs on the topic of employment, use of technical equipments during pedagogical practice. Students develop the electronic compendia of lessons of English as multimedia presentations on the different themes of the school program.

For realization such of teaching activity and organization of pedagogical communication personality descriptions of teacher of foreign language have a large value.

We suppose that in the modern world of speed stream of information and swift development in all spheres of life a teacher must possess the quickness of reaction on what be going on, to own the dynamics of lesson, achieve a rapid pace of speech, develop in itself and students feeling of rhythm of life, capacities for improvisation, able to use on engaging in information about the last achievements not only in area of linguodidactics, but in area of art,
cinematography, politics – all, what maintenance of communication can make in a certain audience.

The best pre-conditions for foreign education are created at presence of for the teacher of experience to cross-cultural communication. Participating of teacher in international conferences, competitions and projects, publications in foreign magazines, active civil position, in-plant training within the framework of seminars and courses, meeting of foreign delegations and experience of translator give not only linguistic but also invaluable cultural experience that can be used as illustrations to one or another aspect of organization of cross-cultural communication on employments [6].

Thus, the modern teaching of foreign languages requires considerable changes in requirements both to the professional competences and to the personality descriptions of teacher of foreign language, related both to reforms in area of education on the whole and with the change of paradigm of foreign education, by the primary objective of that is preparation of specialists of high general and professional culture, that is able to adapt oneself to the vital terms that change constantly, apply the knowledge, abilities, skills in a new professional situation with the aim of effective decision of problem; have social responsible behavior and occupy active civil position; apt at adequate communicative cooperation in different task forces, self-education; permanent perfection of own morality, intellect, increase of standard of culture.

The best prerequisites for foreign language education are created if the teacher has an experience of intercultural communication. Participation of the teacher in international conferences, competitions and projects, publications in foreign journals, active civic position, advanced training in seminars and courses, meetings of foreign delegations and the experience of an interpreter provide not only linguistic, but also invaluable cultural experience that can be used as illustrations to this or that aspect of the organization of intercultural communication in the classroom.

Thus, the modern teaching of foreign languages requires significant changes in the requirements for both professional competencies and the personal characteristics of a foreign language teacher, related both to the reforms in the field of education in general, and to the paradigm shift in foreign language education.


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