

ABSTRACTS

ADAPTATION OF A YOUNG TEACHER TO THE PROFESSION IN THE MODERN SCHOOL

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The problem of professional adaptation of young teachers is particularly relevant at the present stage of socio-economic reforms of society, as eminently in modern conditions the society makes special demands to the teacher both in personal and professional aspects.

Analysis of the research results of domestic and foreign educational specialists and psychologists allows us to identify the main stages of professional growth of the teacher and the special importance of the first adaptation period (from three to five years). This is the time when personal style of teacher's activity is being shaped; his or her professional competence is being formed, corresponding to the modern requirements, when initiative, creativity, research and management positions are in value. Professional adaptation process is considered by the author as an individual's entry in professional environment, mastering the standards and values of the professional community, assimilation and implementation of professional experience, in which different types of adapted behavior are manifested as a choice of optimal behavioral solution.

The young teacher faces lots of psychological and pedagogical problems and challenges in his or her practice (high emotional stress, failure experience; difficulties in interpersonal communication with students in the class, with their parents and colleagues; problems with the implementation of new technologies in teaching the subject, prevention of conflicts with the participants in the educational process, etc).

The author presents the basic modern forms of support to young specialist, facilitating the stage of professional adaptation. They include traditional forms (school of young teachers, mentoring or assistance of teachers-tutors, open days, teaching tips, seminars, creative microgroups, relay of pedagogical skills) and innovative forms (creation of bank of innovative ideas, trainee sites, creativity contests, creativity laboratories for young professionals, publishing, training courses, "thrift box" of pedagogical skills, workshops, discussion clubs, moderation, supervision, educational coaching).

Detailed description of certain forms of work with teachers-beginners has been given in the article.

Keywords: professional adaptation, stage of professional development, psycho-pedagogical problems of young teachers, forms of support to teachers-beginners.

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VALUE ORIENTATION OF YOUTH SUBCULTURES

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At a critical stage of development of a society, it is important to capture and understand the moral and ideological values espoused by growing generation, process of socialization of youth in today's world being complex and unpredictable. One of the institutions and the factor of socialization of young people is youth subculture.

Wide range of interests of young people, as F.A. Kolbunov indicates [4], appears in a multiplicity of directions of subcultural activity. Here in the main content of value orientations are: political, philosophical, moral beliefs of person that define principles of his behavior. So we find it appropriate to consider the most widely represented variety of youth subcultures in the Crimean region and their inherent value orientations.

The first phase of the study involved the following tasks: to establish the degree of reputation of various youth subcultures among young people in the region under investigation; identify the main reasons why young people join informal organizations; outline a number of grounds on which young people unite; examine the situation under which schoolchildren belong to certain subcultures; identify the main reasons for which young people identify or do not identify themselves with a particular youth subculture.

To gather the necessary information, we developed a questionnaire consisting of eight questions: "Do you know what a subculture is? What youth trends do you know?"

Why do teenagers join / form youth subcultures, in your opinion? On what grounds are youth subcultures formed? Would you like to join up a certain subculture? Which? Why? Specify your gender. Specify nationality".

The study was conducted on the basis of Simferopol city comprehensive school of I-III stages No. 37, and rural Donskaya comprehensive school of I-III stages No. 1. Total of 153 students of 8–11 forms were interviewed. According to the literature provided, the sample of adolescents refers to the peak activity of young people. In addition to age, another factor, encouraging youth activism, is location: informal movements are more common in the city than in the village [2]. In order to test this statement, the study was conducted on the basis of urban and rural schools.

The second phase of the study was devoted to the study of the most common value orientations of youth subcultures of the city of Simferopol. Youth subcultures of Simferopol (Goths, Emos, Roleplayers) and young people not joining any subculture took part in the empirical study. The total number of youth engaged in the experiment was 120 people. Method of M. Rokich was used to study the value orientations – personality test, aimed at examining the value and motivational sphere of a human.

The results show that modern teenagers of the Crimean region are well acknowledged with the problem of youth subcultures. Unlike conventional laws, knowledge of informal associations and direct participation in them is equally typical to both Simferopol city and Simferopol region, what is most likely because of high degree of awareness among young people due to the proximity of the school district to the capital of the peninsula. As a rule, the value orientation of young people is concentrated in the field of leisure. In this case we can talk about the differences in the nature and priority of the choice of values by representatives of youth subcultures. In general, values of privacy are emphasized among the terminal values and ethical – among instrumental values.

It should be noted that the study of youth subcultures is often faced with the problem of their differentiation. Attempts to find a basis of the existence of subcultures either in social origin generality of its carriers, or in community life, or on any other universal grounds have been unsuccessful. One subculture may be comprised of completely different social environments, and if the person belongs to rappers it does not mean that he does not listen to anything except this kind of music and can not get involved in, let's say, computers. For example, while studying the subculture is Goths, we can notice the heterogeneity of this trend, which allocated various "directions", differing from each other by symbolic codes of dress and behavior, which leads us to the idea of existence of not a single but several "stylistic" identities in the group. This heterogeneity is generated by the existence of the features of this phenomenon in terms of postmodern reality. The initial stage of formation and development of subcultures allows us to consider them as closed structures with sufficiently defined boundaries, formed by youth minorities, representing a collection of authentic norms, values, behaviors, standards, appearance, etc. But subcultures lose their isolation in the present situation and acquire properties of instability, mobility, variability and transparency of borders, to form an infinite set of "combined" identities.

Despite the interest of adolescents to informal youth organizations, young people are not eager to join their ranks. They consider such groups uninteresting and unnecessary.

Keywords: youth subculture, valued orientations.

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READING CULTURE AS AN OBJECT OF KNOWLEDGE

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Article is devoted to the problem of reading culture as an object of knowledge, which is the main base of education, which creates skills work with the references of any content, and even more so when it comes to the content of teaching and cognitive character. The aim of the article is to study the culture of reading, as a matter of cognitive activity in the philosophical, psychological and pedagogical research.

Particular attention is drawn to the fact that the reader should be the subject of knowledge as an integral structural formation, including the different facets of development (genetic, biological, social, cultural, historical, psychological and strictly personal). Particular attention is given to cognitive activity - activity that contribute to knowledge, to improve knowledge that forms the basis of a reading culture.

The author investigated the relationship between the culture of reading and self-education process. On the basis of literature examines the role of knowledge in the formation of mental abilities of students. It is noted that perfect result of learning is considered achieving a level of cognitive activity of students, when they can put their own cognitive task, find ways to solve it, monitor and evaluate the results of their cognitive activity.

We investigate the problem of formation of quality culture enhancement of mental work required to address the diverse tasks of life, such as: correct statement of goals and objectives in the learning process; maintenance of optimal mental attitude; the ability to use their psychological abilities and develop them; use the techniques of self-education; the ability to use various forms of training sessions for their self-improvement; ability to maintain physical health; ability to create ergonomic conditions for their independent cognitive activity.

Studies show that the possibility of transition to self-education is prepared for the entire period of study of personality, directed to the reading culture too. In its turn, the culture of reading allows to learn to base their judgments: do not rush to expound all that is known on the subject; chalk out the highlights on which you want to stop; pick up the facts supporting each position in a fixed sequence.

Author gives due attention to the analysis of dissertation research, which confirmed that one of the forms of realization of a reading culture is text. Detected that the development of the reader's personality, is not possible without cognitive activity, which does not make sense without the unity of its basic processes of self-education and a reading culture.

Keywords: culture of reading, reader, self-education, philosophy, pedagogy, psychology.

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MODERN LEGISLATIVE ENSURING OF MARKET DEVELOPMENT OF EDUCATIONAL RESOURCES IN FOREIGN COUNTRIES

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The article analyzes the international law on the issue of educational resources market development. Because of a rapidly changing economic life, its globalization, increasing competition, the development of educational resource market is of fundamental value for the development of the national economy, therefore these studies do not lose their relevance. Taking into account this problem, the purpose of the this article is to analyze modern legislative acts for the development of the educational resource market in foreign countries.

National legislation in each country must ensure and guarantee the human right to education assigned to the Universal Declaration of Human Rights. Currently there is no European state, which, in constitutional norms of education, would prevent their citizens from participating in the process of physical and spiritual development of the individual.

The main tendency in the development of general education in the world is the standardization of education, which provides the development of high quality education. Such state educational standards are set, for example, in the Kingdom of the Netherlands, Spain, Ukraine and Turkey.

One of the state guarantees of citizens rights to education in many European countries is its accessibility. The key factor of availability of general education is the guarantee of free education a number of states (the Kingdom of Denmark, Ireland, Cyprus, Macedonia, Croatia, Slovenia, Portugal, etc.). It's quite notable that the laws of European countries have got a tendency to support talented children. Providing universal and equal access to education for everyone a number of European countries do not sidestep and citizens with developmental disabilities. In some cases, constitutions of the European countries regulate general questions of language policy in education.

The right to education is one of the inalienable rights and freedoms of a man and a citizen, it is an integrator, a kind of a binder and the base of the whole system of human fundamental rights and freedoms. That's why the legislative support of the educational process development is of great importance.

Keywords: the right to education, educational resource market, accessibility, quality of education, free education.

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BACKGROUND TEACHER EDUCATION IN THE RUSSIAN EMPIRE SECOND HALF XVIII - XIX CENTURIES: MULTICULTURAL ASPECT

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The article analyzes the conditions of formation and development of teacher education in the Russian Empire. The author of the article were three groups: background macro-level, meso-level and micro-level.

As prerequisites for the macro-level in the study are the philosophical and pedagogical concepts of human development, took shape in Western civilization of the Enlightenment (the middle of XVII - XVIII centuries.) And have a direct impact on the development of teacher education in Russia.

At the meso-level formation of teacher education in the multinational Russian empire was made in the context of socio-political and socio-economic changes in the country during the second half of the XVIII - early XIX centuries.

Assumptions correspond to the micro-level changes taking place directly in the education system of the Russian Empire: the opening of institutions of higher education, the emergence and development of the secular school in XVIII - first half of XIX century.

Analyzing the background of formation and development of teacher education, the author paid special attention to their multi-cultural component.

Keywords: background, teacher education, the Russian Empire, multicultural aspect

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**COMPETENCY FOUNDATIONS OF FORMATION SOCIAL AND ADEQUATE
TRAINING OF FUTURE SPECIALISTS IN THE FIELD OF STATE
MANAGEMENT**

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Any state, along with the only solution to political problems, serves universal values, without which any society can't exist. Universal destination of any state in the broadest sense is to be an instrument of social compromise, mitigation and overcoming of contradictions, in searching the harmony and cooperation of various social strata and social forces, providing general social orientation of all the state. Combining the principles of political and human activities, the state acts both as an organizer of political power, and as the only official representative of society. According to this it is designed to ensure compliance and public affairs deriving from the nature of any society, and specific policy objectives. In this case, priority is given to human values. Training of specialists in public administration is multifaceted and reflects most of the complexities of the profession to the successful operation of this industry. Training in civil service direction is carried out on the educational qualification of «master», with the introduction of specialization, which to some extent follows the lines of training in «Economics and Business», «Management and Administration» and so on. During the training professional competencies necessary for future business are formed and they consist of administrative, functional, communication, interactive, perceptual and information competencies. We consider the designated list is not complete. Historical experience shows that the level of government civil servant grows where the law is becoming weaker. So, if the formation of law state takes place on the basement of imbalance of power, training in public administration loses signs of social adequacy. It is a fundamental principle which directly affects the educational requirements in this area. Therefore competence approach is used for leveling the asymmetry between the content of education and professional requirements in the field of public administration. Based on the competency approach it is carried further development of integrated competencies in accordance with the required knowledge and skills. The state is a mechanism of reflection and providing common to all integrated needs, interests and goals of life of people with a single citizenship. In this regard, the State is the appropriate mechanism for maintaining and developing integrity, organization and ordering of society.

The changes taking place in society, reform and modernization of the civil service need to improve the content and settings of the unified state system of training in the field of public administration. It must simultaneously act as a single network of educational institutions, and as a single national system of teaching and educational activities with

clearly defined legal and institutional framework of activity. It should be noted that the establishment of vocational training of civil servants according to the new values of the modern period is an integral part of the process of filling the entire contents of humanistic education sector, which is a manifestation of the trend towards personal orientation training of government. All transformations of educational sector should be seen in terms of impact on public administration, the functioning of the state, and therefore, the state and society.

Thus, the civil service is an activity staff of public authorities, based on the laws and regulations and is implementing the state social and economic policy at the national, regional and local level in order to solve problems and perform public functions. Management activities in nature is a synthesis of individual and collaborative activities, and determines the presence of its specific features. Civil servants are specific professional group, which holds a special place in the social division of labor. Within the professional group of public servants out various specializations regarded as correct professional group of civil servants as a secondary profession, which consists of representatives of many of the primary professions based on the formation of the internal (personal) and external characteristics typical of the civil service. Based on the national experience of the civil service, it can be stated that the professional activity of civil servants has a distinct specificity compared to other types of professional activities. And the formation of social and adequate training of specialists in public administration based on competency approach helps eliminate asymmetry between the content of education and professional requirements in the field of public administration, and thus becomes an effective element of civil service.

Keywords: specialists in the field of state management, Civil Service, community, government, training, competency requirements, professional activities

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DEVELOPMENT TRENDS OF TRAINING RESEARCH STAFF IN THE UK

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Within the framework of the Bologna Process in 2003, the Ministers of Education made to the position of the Berlin communiqué question about the need to unite cohesion of the European Higher Education Area and the European Research Area. Thus, the system of training of scientific personnel has become an integral component of the system of higher education as the third cycle after the undergraduate and graduate programs.

The article analyzes the development trend of research training in the UK, the country where the number of foreign students is the second largest in the world and the third largest number of scientific publications worldwide research. The study highlighted the stages of its development of the scientific training of the second half of the twentieth century: the beginning of the second half of the twentieth century - in 1978, as a transition from elite higher education and mass character in the direction of expansion of the university sector; 1979-1998 gg., as step changes in the forms and content of education for the purpose of formation of professional competence; 1998 - present, as the process of reforming the system of scientific training under the Bologna agreement.

The analysis of the current state of the system of training doctoral students, highlighted the following features: a variety of models of research training; work on the research team of doctoral students and research team leaders; training of scientific leaders; involvement of the non-university sector as a social order; variety of variations funding researchers and research projects.

Keywords: scientific training, the UK, the third cycle of higher education.

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OPTIMIZATION OF INFORMATION LITERACY OF STUDENTS- PSYCHOLOGISTS IN GERMANY

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This article analyzes the information literacy standards of psychology students in Germany. Information has become an extremely important source and basic component of modern education and scientific and technological progress. However, information by itself

does not make people informatively literate. There are several definitions of information literacy proposed by associations and individual contributors. The most frequently cited and used is the definition of information literacy, adopted by the American Library Association (ALA, 1998): «To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. The information literate individuals are those who have learned how to learn».

Library Association of College and Research Libraries (ACRL) published a document entitled «Information Literacy Competency Standards for Higher Education» in 2000. The standards contain five core competencies, according to which a student with sufficient level of information literacy should: define the type and extent of information needed; choose the most effective way to acquire information; critically evaluate information and its sources, incorporate the selected information into his or her knowledge base and in the value system; use the information effectively, both independently and working in a group, to achieve this goal; understand the economic, legal and social aspects related to the use of information and access to it, and use the information correctly and legally.

Upon request by the American Psychological Association (APA), standards have been developed for students-psychologists. The main objectives in the field of psychology of information literacy standards are: to foster interaction between psychology faculty of educational establishment and a research library for the planning of content of information literacy education for the students in the field of psychology; assist in the assessment of information literacy skills of psychology students on the basis of the differentiation of competence to be assessed; promote cooperation between the scientific library and psychology faculty of educational establishment in teaching information literacy to students as a part of research methods in psychology.

In the Leibniz-Institute for Psychology Information (ZPID), Trier worked out «Promotion of professional literacy to use specialized information databases of Leibniz Center through comprehensive training». The basis for the project was information literacy standards developed by a group of academic libraries of Baden-Württemberg.

Teaching of information literacy is built on a combination of self-education modules with exercises online. The target group includes students-bachelors with no experience or with little experience how to work with the scientific literature. Study stipulates that the student can participate in project through individual work on subject which is of current importance for him, or may choose modules to suit individual needs. Co-management and feedback control is used with the participation of well-trained students and the graduates. The basic concept of training includes online modules and modules of presence. The purpose of modules of presence is intensification and contextualization of knowledge. Goal achievement takes place during discussions at the workshop and reflection of the content of online modules, clarification of problems, if necessary, in correspondence with individual research subjects students make exercises. Online modules provide students work with parts of several sections concurrently: educational texts, instructional videos, generalization, exercises, assessment of the section as a whole.

First results obtained in the course of the project testify that the level of information literacy of students-psychologists can grow through systematic training complex, extensive practice and constant self-reflection.

Information literacy standards, used in schools of Germany, demonstrate how to increase the effectiveness of the educational process in the modern information society.

Keywords: information literacy, information literacy standard of students-psychologists.

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EXPERIENCE OF THE ORGANIZATION SCIENTIFIC-METHODICAL WORK IN THE «SCHOOL OF THE FUTURE» AUTONOMIC REPUBLIC OF CRIMEA

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The main objective of the research is to study the experience of the organization of scientific-methodical work in the "School of the Future" of the Autonomous Republic of Crimea, the justification of organizational and pedagogical foundations of its organization, determining the level of creating an innovative educational environment in the experimental educational establishment.

Studying the experience of the organization of scientific-methodical work in the "School of the Future" performed in the following areas: Intraschool regulatory legal support scientific-methodical work, qualitative and quantitative composition of teaching staff, organizational and pedagogical basis for the organization of scientific-methodical work, diagnostic support and evaluation of its effectiveness. The survey was conducted using data collection methods (observation, questionnaires, interviews, discussion, testing, self-esteem) and methods of processing and analyzing information (ranking method bar graph, mathematical methods of statistical information processing: determining averages, calculating the integral index parameter mutability).

Thus, educational institutions, depending on the specific topic, goals, objectives, organizational structure designed regulatory support scientific-methodical work, in particular the provisions of methodical council institution, subject department, methodical study, school competition pedagogical skills of teachers, teacher professional day.

Implementation of development models "Schools of the Future" provide 59.6% of teachers of the highest qualification category, 45.2% of teachers, which was awarded the title "Senior Teacher" and "Teacher-methodologist." Scientific-methodical work is implemented as a two-component system, the basic structural units of which are methodological associations subject teachers creative and dynamic group of educators, which is reflected in the forms of methodical work with teaching staff, as author's seminar, distance learning, methodical week master class, psycho-pedagogical seminar, self-educational activities, educational workshop.

However, diagnostic support scientific-methodological support in the "School of the Future" is directed only to the study of the effectiveness of the educational process; questions about the readiness of teachers to implement experimental research activities and efficiency of scientific-methodical work require proper attention.

Keywords: «School of Future», scientific-methodical work effectiveness, innovative educational environment.

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USE OF THE INFORMATION TECHNOLOGY IN THE PROCESS OF THE LECTURES' COURSE OF THE MOLECULAR BIOLOGY FOR SECONDARY SCHOOLS

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The modern world with high rates of technological progress makes to school leavers are brand new, strict requirements, so the goals and challenges facing modern education have changed significantly. Currently the topical issue is not what to teach, but how to

teach children to learn; how to endow his skills and abilities to work with various sources of information; work independently, develop creativity. But a successful solution of these problems is impossible without positive motivation of the student to the learning process.

The organization of laboratory and practical work in biology classes inevitably has a serious problem - the creation of the necessary conditions for its implementation. After all, the organization of such work requires complex equipment, expensive models, microscopes and slides, the inability to see in microscopes with a slight increase the necessary information.

Information technology - a set of fundamentally new ways of working with the data, providing a purposeful creation and transfer, collection, storage, distribution and display of information in order to increase the speed and efficiency of the educational process, reduce labor, to ensure reliability and efficiency of obtaining and using information, subordinate goals and objectives the educational process. It is with the help of information technology today solves the problem of enhancing cognitive activity, development of independence and creativity of students.

In this regard, holding an electronic interactive lessons and practical work allows us to solve this problem.

The application of information and communication technologies in the learning process causes an increase in cognitive interest in students and enhances learning motivation. Use of information technology in the learning process creates opportunities for access to the latest information, saves time. The combination of color, animation, music, sound speech, dynamic models extends presentation of educational information.

Application of computer in teaching allows students to manage cognitive activity, in this case based learning within the student-centered model that takes into account individual pace of learning, exercises and skills, difficulty level and interests. The use of the information communication technology enables multilateral and comprehensive inspection of students.

Keywords: innovative computer technology, the project activity, the learning process.

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