

## ABSTRACTS

### THE SYSTEM OF PROFESSIONAL AND PEDAGOGICAL STUDENTS' PREPARATION IN THE UNIVERSITY

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The article is devoted to methodological, theoretical and practical approaches of professional and pedagogical students' preparation in the University. In the pedagogical profession there is personal and professional that interacts and creates a holistic unity. Personal and oriented education is based on the right of each student to choose his own path of development, focusing his attention on maximizing the development of essential force. The main part of the concept is the personal and oriented situation in which every student searches for his personal and professional sense, build a type and model of his life and activity.

The ideas of personal and oriented education is underlie in experimental work, which was done in 1999-2014. In the analytical and ascertain period of research (1999-2005) it was studying a condition of training the specialists-teachers at Crimean State Humanitarian Institute (Yalta). Since 2005 the program of experimental work started to be realized. During the experiment there were separated out five logical periods of professional and personal formation of future teachers. These periods are consistent with the purposes, objectives, content, structure and functions of future activities. The first stage (1st - 2nd semesters) - formation of professional and pedagogical orientation of the individual specialist that is associated with a source level of mastery of theoretical concepts, laws, rules, principles, giving future teachers in the theory of humanistic pedagogy. The second stage (3d - 4th semesters) - laying the foundations of professional thinking, which includes recognition of the priority of scientific-pedagogical knowledge and personal need for them, mastering the system of generalized pedagogical concepts and their integration with the practice of learning and education. This step was aimed at developing the student's ability to justify their own approach to the solution of partially-detection task teaching on theoretical and experimental level. The third stage (5th - 6th semesters) - forming elements of pedagogical culture as an integral part of the general culture of personality. This process is associated with the development needs and the ability to perceive, process, and use of historical and pedagogical information for solving pedagogical tasks based on the transformation of methods of teaching and research in teaching skills. The fourth stage (7th - 8th semesters) -laying the foundations of excellence-implies a reflection of their own educational activities, Dock installation on self development and self improvement in the professional sphere, and select an area of specialization and profile of pedagogical activity, in which lay the groundwork for excellence. Fifth stage (9th - 10th semesters) - formation of professional self, making

conceptual designs for the pedagogical sphere, development of creativity of future teachers.

**Keywords:** personality focused training, student-focused education, personal and pedagogical orientation, professional thinking, pedagogical culture, pedagogical skills, professional self-determination.

## **PREPARATION OF MODERN TEACHER: THE FINNISH EXPERIENCE IN THE SPHERE OF PEDAGOGICAL EDUCATION**

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The article is devoted to summarizing the experience of modern teacher professional training in Finland. The author discloses the components of the new system of European pedagogical education. The characteristic of national features of the reform in the Finnish system of pedagogical education is given in the article. A system of selection for the teaching profession is presented. The training of different groups of teachers is described: teachers with qualification "subject specialist", teachers of special (correctional) training and mentor-consultant.

In the context of the reform of the Russian system of pedagogical education, it is appropriate to analyse the experience of the best modern national systems. Special interest is to the country, considered most successful in school education – Finland.

We made the attempt to identify components of the new system of European pedagogical education: the system of selection of future teachers, the certification of basic pedagogical education, introductory phase of the teaching profession, teachers' professional lifelong learning, the opportunity to improve their skills, participation in the development of school on research level.

The author explored national peculiarities of educational policy in Finland – strong internal link of educational segments, the priority of equality of educational opportunities and the subsequent weak internal differentiation, increasing of "social responsibility" of universities, weak institutional autonomy of Finnish higher education institutions and high mobilization potential of the educational system.

Success factors of the system of public education are disclosed, such as a long-standing tradition of highly qualified teacher training; maintaining the high status of teachers; early selection of talented young people to the profession; academic training, organized on a high-level; career opportunities; free education; good financing; support system for schoolchildren etc.

The author characterizes four-stage system of selection for the teaching profession and the professional training of certain groups of teachers: teachers with qualification "subject specialist", teachers of special (correctional) training and mentor-consultant.

Thus, the most important lesson for the Russian system of pedagogical education is the attitude to the teacher and his training in the Finnish society. Provided that the teaching profession will be demanded and supported by high material and spiritual status, we may expect positive changes in our education. The main aspect of the credibility of the

experience of Finland is a strong argument to a positive change in education that is possible only when it becomes nation-wide value and priority.

**Keywords:** pedagogical education, the system of the European pedagogical education, system of selection of future teachers.

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## PREPARATION OF FUTURE TEACHERS OF PRESCHOOL EDUCATIONAL INSTITUTIONS TO THE ORGANIZATION OF ARTISTIC AND AESTHETIC DEVELOPMENT OF PRESCHOOL CHILDREN UNDER IMPLEMENTATION OF ART EDUCATION IN RUSSIAN FEDERATION

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The article deals with the preparation of future teachers for preschool organization of artistic and aesthetic development of preschool children and its most important components - graphic, structural-modeling and musical activities. Various methodological kinds of support of child's artistic and aesthetic development in the preschool age helps to maximize personal enrichment of the preschoolers, bringing them to the world of arts, teaching universal and national values through their own creativity and the development of the artistic experience of adults. Organization of the process of communication, intuition and creativity comprises three types of pedagogical creativity. Methods involving preschoolers in the processes of perception and productive creativity vary. It is very important in the process of training of future teachers of preschool educational institution to disclose these methods, to acquaint students with the constantly evolving world of

contemporary art teacher, foster creativity, and the creative personality of the educator in preschool educational institution as a whole.

The content of the article reveals the main methodological aspects of the concept of art education in Russian Federation: its purpose, principles, objectives and priorities for the implementation of the concept of art education, among which the main are: the interaction of architecture with the surrounding natural landscape, the spatial feeling of the world with the help of different kinds of art, the creation of the surrounding human art space and the creation of art in action, the creation of a certain aesthetic environment relative to the time period, a specific person, poetic or musical image, based on a work of art for a particular activity. Some of the positions of training future teachers of preschool educational institutions under the concept of art education are characterized.

**Keywords:** training future teachers of preschool educational institutions, artistic and aesthetic development of preschool children, the concept of art education, artistic expression, creativity.

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## SOCIAL AND PSYCHOLOGICAL ASPECTS OF STUDYING READING CULTURE

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The article deals with the study of the phenomenon of reading culture as a basis for the development of intellectual and show pleasing, emotional, artistic, aesthetic, and spiritual potential of the individual. Focuses on the social and psychological aspects of the study of reading, which is not only a means of entering into human culture, its way of development, but also a serious factor in his personal success or failure in various spheres of life.

The author presents an analysis of the development and learning of the reader since the late XIX – early XX centuries. Examines the relationship of sociology and library. Focuses on such terms as "chitatelevedenie" and "the study of the reader". On this basis it is considered a three-stage classification of readers, which builds on the psychological and pedagogical criteria of age signs of personality development. Development of a network of libraries and raising the cultural level of society gradually leads to a special discipline, which is formed at the interface of library science and sociology – sociology of reading. Research carried out at the same time the reader and in the other direction - the study of the psychology of reading.

In psychology reading reveals the general psychological regularities of reading culture, defined by its symptoms, reading is analyzed as an activity considered prerequisites mastering reading culture. In psychology the reading process is considered as the age gap with the essence of reading activity.

Focuses on the implementation of the National Programme for Support and Development of reading in Russia (2006 – 2020). It is the culture of reading can and should be a determining factor in solving actual problems of Russian education.

**Keywords:** culture of reading, reader, psychology, sociology, library

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**STUDY ON THE PROBLEM OF LEGISLATIVE BASIS OF ORGANIZATION  
AND MANAGEMENT OF EDUCATIONAL RESOURCES IN THE RUSSIAN  
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One of the fundamental international instruments establishing the legal basis for the organization and management of educational resources on the territory Community of Independent States, and, hence the territory Russian Federation is Modelny University educational code for states- participants Community of Independent States.

It allows you to adjust public policy, which is a guide and regulatory activities of the state in education, carried them to achieve well-defined strategic goals and objectives of national or of global importance. It is determined at the highest level state power and implemented through the adoption of relevant regulations of the Government, the implementation of provisions of national and international programs, international instruments (contracts, agreements, etc.), as well as by involvement in the implementation of state policy in the field of education of all concerned sectors of society (students, their parents, employees of educational institutions, employers) as well as the media, public and professional associations, unions and other influential forces society.

Federal Law "On Education in the Russian Federation" contains Chapter 12, "The education system. State regulation of educational activities."The education system is based on principles of law, democracy and autonomy of educational institutions, transparency of the education system and of public opinion and is a public nature. Federalexecutive power in charge of state management in the sphere of education, are the federal executive body performing the functions of public policy and legal regulation in the sphere of education, the federal executive body, performing the functions of control and supervision in the field of education, as well as federal government agencies have in their conduct of educational organizations.

Despite the diversity of the education authorities at the regional level, the powers of their own in the field of education are the same for all the subjects of the Russian Federation and set by federal law.

In accordance with the Constitution of the public power in Russia has a two-tier structure: the state level (state authorities and local (municipal)) level (local government, including local government). At the level of local self-government are the executive bodies of non-state, as local governments are not included in the system of executive authorities. However, in order to see the system of organization of education in the complex, it is useful to consider the organization and activities of the municipal education authorities; explore the problems of implementation of the rights of citizens in the management of a community. Relevance of the research indicated above aspect is explained by the fact that at the level of local self-government is implemented more than 70% of all educational activities.

**Keywords:** constitution of the Russian Federation, the law on education, education management, the federal level of education, regional level of educational, the municipal level of education.

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## SYSTEM DOCTORAL EDUCATION IN ITALY

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In 2003, in Berlin, at the next meeting of Ministers of Education within the framework of the Bologna process was proclaimed the union of the European Higher Education Area and the European Research Area (European Research Area). Already at the next formal meeting, in 2005, doctoral education has been identified as the third cycle of higher education after undergraduate and graduate programs. In this same year, the Bologna Seminar in Salzburg (Norway), where the rector of the University of Bergen, Professor Christensen Kirsti Koch proposed 10 principles for the development of doctoral education. Workshop participants agreed that these principles should be a guide to the reform of the third cycle of higher education for the countries participating in the Bologna process. As far as the development of a modern system of doctoral education of the Bologna process corresponds to the established principles can show their detailed analysis. This article is just analyzed the system of the third cycle of higher education in Italy, the country's ancestors of European higher education. The tendencies of the development of doctoral education, appropriate long history of development of the European University: University as a place of scientific training, the relationship with the supervisor, the process of defending a thesis in the form of a dialogue. Also shown are the features and problems that accompany Italy at the moment.

Thus, the modern system of scientific training is in the process of growing crisis. Most of Bologna, including the Salzburg principles of the third cycle of higher education have not yet reached a positive conclusion. The main problems of the Italian doctorate are low financing of the entire higher education system, including the system of training of doctoral students, the disparity doctoral training system to labor market needs, which causes difficulties career development, reduction of doctorates and doctoral programs, doctoral status still does not meet the status of the researcher, but remains as a student, the lack of organization of the doctoral and doctoral students in the team with a team of scientific advisers, the aging of human capacity, a low percentage of foreign doctoral students.

**Keywords:** training of researchers, doctoral education, education in Italy

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## OPEN EDUCATIONAL RESOURCES IN HIGHER SCHOOL OF GERMANY: HEORY AND PRACTICE

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The term "open educational resources" (OER) was used by UNESCO in 2002, at the forum on the role of public educational programs of higher education in developing countries. In particular, the report noted four properties that characterize open educational resources: the main objective of OER is to provide educational, non-commercial resources; the overall objective of OER is to provide free access to education and the ability to edit its contents; target group: a diverse group of users; methods: information communication technology. Such an approach to the understanding of open educational resources contributed to the development of a number of trends in higher schools of Germany. Firstly, the adoption of digital media for distance learning and the rapid development of e-learning, blended learning and the emergence of multimedia learning. Secondly, the increasing interest in the use of digital media in schools and universities.

In 2011 UNESCO published guidelines for open educational resources produced in universities. The following characteristics were reflected in the content of the principles: development of institutional strategies for the integration of OER; motivation and promotion of investment in the development, purchase and adaptation of high-quality educational materials; recognition of the important role of educational resources in the provision of quality information content; creating flexible copyright laws; institutional support through the provision of resources; ensuring the access of staff and students to

ICT; the development of institutional principles relating to preservation and accessibility of OER; implementation of the regular review of the institutional practices of OER.

Despite the fact that the mission of open educational resources in Germany is supported by numerous international instruments, the trends that require further development and improvement should be mentioned: to encourage the availability and use of OER at all levels of both formal and non-formal education and thus promote social integration, gender equality and assistance in the field of education; to develop specific rules for the production and use of OER, which in turn contribute to promotion and support of the short- and long-term strategies in education; to assist in the use of open licenses for OER; to support institutions, teachers and other professionals in the creation of affordable, high-quality educational resources and distribute them to the needs of students; to assist in the creation of strategic alliances in favor of OER; to create and use OER in local languages and different cultural contexts, to ensure their relevance and accessibility; to develop useful tools for finding and retrieving OER in accordance with users' relevant queries.

**Keywords:** open educational resources

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## COMPUTER GAMES AS A FACTOR OF FORMATION OF ADDICTIVE STUDENTS BEHAVIOR

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The problem of pathological use of the Internet in connection with a substantially increased in recent computerization of russian society has improved. Because of that has appeared the problem of pathological internet using. As the developers of this problem has noticed, common access to computers, spreading of internet has led to appearance and quick improvement of cases of the computer game addiction among children, teenagers

and youngsters. Adverse effects of computer game addiction creates real social threat for mental health of young people. However, systematic study of this problem among young people in scientific literature is not full. Contradictions between real needs of government in the healthy young generation and inadequate theoretical and practical elaboration of computer game addiction question identified topical application problems and defined purpose of this article- consider characteristic of computer game addiction, dynamic of it's development in student audience, analyzed prevention of this type of addiction.

Internet addiction is one of many types of addictive behavior which refers to any compulsive habit changing the behavior. In A.F.Fedorov opinion, internet addiction is more prone to people with humanitarian mindset, who don't have high school degree and main factor of this addiction is lack of live communication with real people.[11] Concerning dynamic of development internet addiction in mind of A.G. Inshakova looks like: first stage- adaptation. After that a period of fast form of addiction starts, whose amount reaches some point of maximum. Next stage, force of addiction stays steady, after that it decreases slowly. Peak of game addiction is usually observed in young age of 18-25 and usually in students years. The most dangerous from the standpoint of the formation of addictive behavior are online games. In this kind of games there is mechanism of imitation of real society and real activity.

Recognizing the severity of the problem of expansion of computer addiction like countercultural phenomenon and recognizing the danger of formation of students' gaming computer addiction, also should recognize the need for its prevention. Further research of package for prevention and correction this kind of deviation lies in the plane of development system of using object methods for early detection internet addicted people; creation psycho correctional programs for students with middle and high level addiction, development preventive programs on family and social levels.

**Keywords:** Internet Gaming addiction, addictive behavior, students typology of computer games, the prevention of Internet addiction.

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## **MODERNIZATION SYSTEM OF FOREIGN LANGUAGE TRAINING PRINCIPLES OF NON-LINGUISTIC STUDENTS**

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Global trends in the development of the education system or the precepts of the new educational paradigm in general are transformational processes: 1) the concept of getting a decent education for life to understand the necessity of learning throughout life; 2) from being executive to initiative; 3) from a set of knowledge to competences.

According to that a modernization system of foreign language training principles of non-linguistic students was outlined. Among them: humane and humanistic, non-linearity, the prevalence of autonomy of students, comprehensive integration, professional mobility, authentication, preventing development.

For example, the principle of liberalization and humanization in the process of future specialists foreign language training includes: the expansion of human knowledge; creation of conditions for self-realization; disclosure of human creativity, the manifestation of his abilities; creating a situation of success; implementation of subject-subject relations with students; inclusion in the socio-cultural content of teaching material; using humanistic potential of a foreign language; changing attitudes, and stereotypes about the person in the process of learning a foreign language by establishing humanitarian relations between teacher and student; focus the learning process on the assimilation of spiritual value experience of previous generations and other peoples; harmonization with the world, the awareness of the process of learning the language of universal moral, and values.

The principle of non-linearity is realized in the process of foreign language training of future specialists on the following three levels: 1) the sources of information; 2) the structure of the training course; 3) supply of educational material.

Implementation of the principle of authenticity in the process of foreign language training of future professionals is seen in three aspects: the first – the undisputed authenticity or genuineness of foreign language teaching materials; second – the authenticity of the learning environment, its compliance with the realities of reality;

and, finally, the third – the authenticity of the student's personality, which implies the ability to show genuine emotions, feelings, thoughts, unique to a particular individual.

The need for using the principle of professional mobility as the basis of modernization of foreign language training is grounded by globalization in all spheres of production, increasing dependence on the success of career education, labor market instability, and dynamic development of the bank trades increase the rate of aging of knowledge.

So, the other principles of the system are characterized as well. And the conclusion is drawn that modernization system of future specialists foreign language training principles that is based on the ideas of a synergistic approach, has the following properties: cyclicality, structuring, stability, functionality, openness, non-linearity, self-organization, self-development and evolution turn.

**Keywords:** foreign language training, principles of modernization, foreign language education in non-linguistic universities.

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## THE PROBLEM OF INTERACTION OF ORGANIZATIONAL AND ENGINEERING ACTIVITIES

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The researchers consider organizational skills within the structure of organizational capabilities, organizational kinds of personality and in a generalized view as the ability to organize and unite staff and to ensure the successful implementation of organizational activities. The concept of “organizational activity” covers an impressive range of phenomena from the organization in the narrow sense of itself to organizing actions at the society and state level to wide extent.

Analysis of different interpretations in the Ukrainian language allows selecting the different characteristic features of organizational activities to the verb “organize”. the purposes of the article are: to analyze the main features of organizational activities, to set its purpose, structure and function; to consider the types of engineering and their functions; and to study the requirements to engineering professionals in different specialties; to identify the relationship of organizational and professional activities of the engineers.

The analysis of socio-psychological, educational literature and scientific research on management theory allowed identifying the main features of organizational activities (viz the organizational activity studied in the context of a group of people, it is defined as the activity of one person aimed at mobilization, coordination, interaction and interrelationship of the current group of people together; a characteristic feature of organizational activities is the goal as the implementation of joint actions for the task; researchers pay attention to the effectiveness of organizational activities, determine its functionality as formation of a system of relations that will ensure achievement of goals and actions needed at the lowest cost).

The main activities of the organizer in scientific researches in management, economy and psychology are analyzed. Analysis of requirements to engineers under the activity in a particular specialty revealed a role of organizational skills for different activities of engineers. The research of organizational activities as all-round process by scientists is studied. The functions of organizational activities are determined by its structure. The structure of organizational activities is characterized through the list of organizer’s actions. The classification of actions allowed sorting out of following stages of organizational activity: preparation and decision-making, setting task design, control and operational management of activities, evaluation and educational stage.

The organizational activity of engineers is seen as one of the main components of professional engineering in the study.

Table 1 shows the types of engineering analysis indicating that the dominant feature of many types is information. It involves collection, processing, analysis and classification of information under the studied topic; a description of the structure and principles of action items and objects that are projected; preparation of input data for drawing up plans, etc. and the final stage is a completed research activity and design work.

The organizational function is considered as a necessary component of professional work of engineers and the organizational skills are understood as a necessary component of professional training of students of technical institutions.

**Keywords:** organizational activities, engineer, professional work of an engineer, engineering activity, functions of engineering activity.

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## DESIGNING OF SCIENTIFIC-METHODICAL WORK IN THE EXPERIMENTAL SCHOOLS REPUBLIC OF CRIMEA: THE CONTENT ASPECT

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The article describes the content of scientific-methodical work, defined the purpose set before the school teachers, the specific tasks resulting from the analysis of teachers and educational groups and activities of the organization with respect to scientific and technical work.

The author argues that the purpose of scientific-methodical work in the experimental school is to create an innovative school learning environment that ensures continuous growth of innovative potential teachers and their professional skills.

The goals of scientific-methodological work involves solving major challenges, including the implementation of the concept of innovative school development; creating a system of teaching services to meet the needs of teachers; the efficient training of teachers in experimental research; involvement of teaching staff to the various forms of scientific-methodological activities to develop their innovative capacity.

Organization of scientific-methodological work presented the following areas of activity as: diagnosis and functional, providing study the readiness of teachers to experimental research; information and methodology that aims at providing teachers with timely information types of innovative products and inform teachers about innovative events and phenomena in education; informative and educational, through which the practical acquaintance with teachers based on experimental research activities; search and predictor, providing individual and collective conduct experimental research within the university; research and creative, which is to conduct experiments at the regional level.

The structure willingness of teachers to experimental research. In readiness for experimental research, we understand the integral quality of the teacher, consisting of motivational value, content and technology and reflective-predictive components that are inherent in the individual and meet certain level of development. On the basis of correlation and degree of manifestation of these components are allocated formation levels of readiness of teachers to experimental research, namely high enough, average and below average.

Thus, the content of scientific-methodical work in the experimental schools is to conduct diagnostics readiness of teachers to implement experimental research; teachers to provide information on the latest advances psycho-pedagogical domestic and foreign science perspective of teaching experience and new types of innovative products; practical reading teachers on the basis of experimental research activities and prepare for its implementation; in organizing and conducting the experiment at the regional level; in the presentation of the results of experimental work on different levels of scientific conferences and exhibitions.

**Keywords:** scientific-methodical work, innovative potential teachers, innovative educational environment, willingness of teachers to experimental research.

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