

ABSTRACTS

«TO TEACH TO THINK BY THEMSELVES»: KIEV PROFESSORS OF BEGINNING OF TWENTIETH CENTURY ABOUT PHILOSOPHY IN SCHOOL

Kuzmina S.L.

*Taurida National V.I. Vernadsky University, Simferopol, Crimea, Ukraine
E-mail: haraxida@gmail.com*

The article discloses content and modern actuality Kiev academic philosopher's of the beginning of twentieth century (G. Chelpanov, A. Hiliarov, P. Linitzkyi, P. Kudriavtsev, A. Selihanovich) views on the problem of philosophy in the secondary curriculum. It's clarified that pursuit to find out the evolutionary ways of the Russian society's development through dissemination of intellectual and moral culture was deep motive of Kiev academic philosopher's interesting in this question. As educators they realized the necessity of universal means that ensuring the unanimity of principles and at the same time independence of the thinking of educated peoples, and as philosophers knew how great educational potential hides the philosophy. This potential Kiev professors saw in possibility not to give some true ideas or system, but to arouse «attitude of mind of sage» which to desire to know oneself and the meaning of being, to comprehend the essence of things and phenomenon, to associate his faith and knowledge in holistic world-view, to realize the good and the beautiful in his activity. This understanding of the essence of philosophy was the premise of the focus on activity model of the teaching of philosophy in secondary school, the purpose of which – not to familiarize with philosophical ideas or doctrines, but to teach to think and to live as philosopher. Such point of view was opposed to approach to philosophy in secondary school as discipline that must develop realistic thinking on the foundation of the study of experimental psychology.

At the same time in Kiev academic environment it was formed a whole spectrum of views on goals and content of the teaching of philosophy in secondary school. University lecturers (G. Chelpanov, A. Hiliarov) adhering «university-centered» position proposed to teach in high school philosophic propaedeutics (logic and psychology) as intellectual preparation for the study of real philosophy. The professor of Kiev spiritual academy P. Linitzkyi grounded the «social-centered» position which demanded to study in secondary school metaphysics and ethics. A. Selihanovich as a teacher-[practitioner](#) regarded to philosophy as the instrument of personal development.

Kiev academic philosopher's of the beginning of twentieth century in discussion on philosophy as component secondary curriculum linking the philosophy with right on the freedom of thinking and action developed the theoretic base for such conception of teaching that determines as educational priorities the cognitive activity, the conscious choice of moral values and vital position. It is such priorities that have the modern programs on «Philosophy for Children».

Keywords: St. Vladimir University, Kiev spiritual academy, philosophy in secondary education.

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FOREIGN SOURCES OF RELATIVELY-CULTURAL ETHNOPEDAGOGICS

Yuryeva K. A.

Kharkiv National Pedagogical University after G.S.Skovoroda

E-mail: yuryeva.ka@mail.ru

The aim of the article is to characterize the foreign scholars' papers that are supposed to be the basis for designing the content of the academic subject for future teachers "Comparative and culturological ethnic pedagogy"

The overview of the numerous dissertations has proved the occurrence of the trend towards interpretation of already conducted researches and almost entire ethnic materials neglect amongst modern education scholars. What is meant is that the scholars freely use ethnic materials – vastly folklore items, a bit less depiction of nations' customs, traditions etc. – without any relevant reference to their sources opting to rewrite the examples from one dissertation to another and, herewith, omitting time and social subculture reference adherence.

Nowadays there is a profound pile of ethnographic materials, which, inter alia, preserved for the next generations lots of documental evidence on the traditions of looking after children, bringing up, ethnisation and socialization of coming generation among different nations. These materials have to be requested by education researches for the sake of the further development of ethnopedagogy.

The ways of raising the children, as well as family and household formation, were and remain ones of the oldest, immanent elements of conventional object of ethnographic research. Apparently it is impossible to perform an integral depiction of nation's life without description of the ethnic peculiarities of these elements. The data in question, sometimes very specific, can be found in the reports of travelers of the 17th and the 18th centuries. Later, in the 19th century the phenomenon of family life becomes the subject for special investigation of ethnographers, historians, folklorists. However, proper elements of socialization are described in their works mainly as separate chunks, beyond the bond with integral system of ethnic life.

In the 1920s such soviet scientists as G. Vynogradov, N. Zagliada, O. Kapytsia etc. essentially broadened 'child related' subject matter of ethnographic researches, coming up with the stance on studying folk pedagogy and child folklore as the separate task of ethnography and folkloristics.

In the meanwhile, abroad there was the turn from descriptive approach to ethnographic researches into childhood and bringing up towards their theoretical comprehension.

Commencing from the 1920s the issues of traditional ways of bringing up became the subject of separate researches, first of all of the representatives of the school of thought worldly known as "culture and personality", - F. Boas, M. Mead, R. Benedict, A. Kardiner, K. Kluckhohn, R. Linton etc. Due to the influence of freudianism the attention was drawn, among other things, to the analysis of the impact of childhood experience on formation of a personality and his/her performance as a mature person.

Over the period from the 1930s through the 1960s a number of monographs were published that vastly enriched the sources of childhood ethnography (R. First, M. Fortes, J. W. M. Whiting, H. I. Hogbin, C. Dubois, M. Read).

Undoubtedly, the data of ethnographic (ethnological, anthropological, culturological) researches are to be the initial source that has to set ethnopedagogic studies in motion. Certainly the investigational outcomes of other ethnological sciences should not be neglected, as they may be related to the procedures of traditional bringing up, socialization, ethnisation of the young generation and peculiarities of their contents, forms and methods among different nations. First and foremost there is meant ethnopsychology, along with ethnomedicine, ethnosociology, ethnopolitical science etc.

Active intercultural communications, which are said to be the distinguishing mark of the current stage of the society development, cause increase of educators' attention to the groundworks of ethnopsychologists in the area of interethnic relations, transformation of ethnic nature in cases of intercultural interaction or staying at particular ethnic grounds, regularities of the course of adaptation and assimilation etc. These issues are essential for the system of education in multicultural society, for educators in the multiethnic regions and districts of the active inflow of migrants.

Nowadays it is rather difficult to move along without the data of ethnosociology and ethnopolitical science as for inner ethnical social procedures and interethnic relations, boost or nadir of ethnic awareness, the conceiving of ethnocentric trends and prevention them from turning into chauvinism and xenophobia etc.

The conducted overview allows to extend the source data of ethnopedagogy and refer to it various materials elicited with the help of ethnography, anthropology, culturology, ethnopsychology, ethnosociology, ethnopolitical science, philosophy and other sciences and scientific directions, which contain the information as for the content, forms and methods of traditional bringing up, social institutes of socialization, peculiarity of ethnisation of the young generation in conventional cultures among different nations, and interethnic relations, overcoming the conflicts on interethnic grounds, adaptation of a personality to unfamiliar cultural environment etc.

Keywords: ethnopedagogics, ethnography, folk pedagogy.

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DEVELOPMENT OF RESEARCH AND TEACHING EDUCATION IN UKRAINE

Skorobogatova M. R.

Taurida National V.I. Vernadsky University, Simferopol, Crimea, Ukraine

E-mail: maricrimea@gmail.com

The article is a retrospective analysis of the formation and development of the research and teaching of Education. Three stages of development: I – formation of science teacher education (1661–1920 years.); II – development of science teacher education in the period of Soviet Ukraine (1920–1991 years); III – reorganization of science teacher education in Ukraine (1991 – present). Scientific-pedagogical education of Ukraine dates back to 1661, in connection with the opening of the first classical university. The first specially organized institution for the training of scientific and pedagogical potential of the country became Institute professorial fellows – in 1863, in which the program was implemented for the training of scientists, the foundation of which is still present today. The main trends in the development of science teacher education in Ukraine: quantity and quality of graduate students (of the teaching staff), the direction and content of training, and positive and negative events that accompany the scientific school of Ukraine. Relevance have been and remain the following problems: no prosperity teachers with academic qualifications - a concentration in post-graduate research directions and a virtual lack of teacher education; ever-increasing load of scientific and pedagogical staff, the lack of moral and material encouragement of scientists in order to stimulate creativity of scientists, freedom their scientific activities, the lack of autonomy of universities, in particular in the awarding of degrees.

Signing of the Bologna agreement (2005) requires to reconsider the principles and content of training and the teaching staff in accordance with the recommendations of the Bologna Process to the third cycle of higher education. In particular, the improvements required by the principle of planning post-graduate training in a particular occupation, the order of admission to the postgraduate program of the third cycle, and the need to pay greater attention to the psychological and pedagogical training of future researchers and teachers. At the same time by performing these requirements, it is necessary to save the domestic experience and tradition.

Keywords: research and teacher education, research and teaching activities, trends research school.

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THEORETICAL AND PRACTICAL PEDAGOGICAL TRAINING IN TAURIDA EPARCHY WOMEN'S SCHOOL (1866-1920)

Kostyleva Ye. V.

Taurida National V.I. Vernadsky University, Simferopol, Crimea, Ukraine

E-mail: Kater.volkova@yandex.ua

The paper views the topical issue of the development of pedagogical education in the multicultural Crimea. The positive historical experience of the formation and development of different forms of pedagogical training analyzed in the article can be used in the reform of the regional system of teacher education.

In Soviet historiography religious educational institutions of the Russian Empire which carried out the pedagogical training of teachers were consistently criticized for class character, low level of teaching disciplines, and weakness of the content of theoretical and practical training of students. However, modern historical and pedagogical research based on archival materials, and first-hand information sources allows to draw opposite conclusions about the quality of teacher education in religious schools and thus opens up a new field of research. One of these "white spots" in the history of education is the structure, content and organization of teacher training in eparchy women's schools.

Teacher training of the students of Taurida eparchy women's school, the gradual improvement of its theoretical and practical components have not yet been the subject of a special study.

The aim of the paper is to determine the organization, structure and content of teacher education in Taurida eparchy women's school at each stage of its development from 1866 to 1920.

Taurida eparchy women's school owes its existence to Taurida Archpastor Aleksiy whose vigorous activity led to its opening in Simferopol on February 2, 1866, old style. There can be defined three main periods in the development of the structure and content of teacher training in Taurida eparchy women's school:

1. 1866 – early 1870s – the period of the school formation as an institution for the shelter and education of orphans and girls from poor clergy families;
2. Early 1870s – late 1880s – Taurida eparchy women's school reform and functioning under a statute of 1868 as an educational institution carrying out tutor training; expansion and improvement of the school;
3. Late 1880s – 1920 – improving teacher training in Taurida eparchy women's school;
 - first stage (late 1880s – mid 1890s) – the introduction of compulsory teaching practice in Taurida eparchy women's school;
 - second stage (late 1890s – first decade of the XX century) – the adoption of the unified training programmes for all eparchy women's schools (including a programme on Pedagogics);
 - third stage (1910 – 1920) the opening of the 7th pedagogical class.

Taurida eparchy women's school as a religious educational institution over a 54-year period of its existence passed several stages of the development of theoretical and practical teacher training. By improving educational practice, opening the 7th class Taurida eparchy women's school reached the level of the pedagogical training of the women's gymnasiums.

Keywords: Taurida eparchy women's school, theoretical and practical pedagogical training.

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SPIRITUALITY IN THE CONTEXT OF FORMATION OF CONTEMPORARY MUSICAL AND PEDAGOGICAL CULTURE OF THE CRIMEAN TATARS

Z. Aliyeva

RHEE "Crimean Engineering Pedagogical University", Simferopol, Crimea, Ukraine

E-mail: mus_isk@mail.ru

Essential changes that take place in social life of Ukraine set new tasks for cherishing cultural and historical traditions and providing musical education to national minorities. On conditions of the transformation of national system of musical education, the interest of the Crimean Tatars to self-development increases within the musical and educational field. Intensive development of musical upbringing and education is considered to be of great necessity for revival of the national musical and educational traditions as well as the opportunity to apply musical and educational legacy of the Crimean Tatars in the system of musical education of the Autonomous Republic of Crimea.

Musical traditions of the Crimean Tatars arouse interest within folk music. Crimean Tatar family rites, work, national songs and instrumental melodies formed public conscience, mastery development of musical education. Educational, training and cognitive functions of musical creativity reflected the spirituality of the Crimean Tatars. Various forms of musical education and upbringing were developed by the epic tradition (destans, maqam), tradition of mass popular holidays, festivals, meetings, games, folk traditions (family rites, calendar rites, labor ceremonial songs), folklore traditions of professional music creativity.

Important type of musical creativity that reflects the spirituality and morality of the Crimean Tatars is beit genre. The superiority of words over music in beits was obvious as depicted within the tunes of the language of the Crimean Tatars served as a basis of the

identity of the Crimean Tatar music and the genre closer to spiritual songs. Stylistic analysis of the beits proves that they associated with the ancient pagan tunes of the Crimean Tatars. According to ethnic and musical research, they are peculiar to folk traditions of the Crimea south coast, which contains the largest number of pre-Islamic culture and pagan roots. Consequently, we can suppose that the tradition of this genre was ethical as it proved the moral grounds of life of the Crimean Tatars long before the adoption of Islam. The educational role of beits was that they presented spiritual purification (catharsis) of both a performer and a listener as they combined two topics: loss of the beloved and philosophical discussion about the meaning of life.

The Crimean Tatars admired not only the beauty and grandeur of the world, mostly they valued and respected handicraft industry; and it was evident as the decorative arts was the most characteristic kind of this arts. Therefore, all these phenomena were reflected in the original form of musical creativity of the Crimean Tatars, and it served as the grounds of creation of particular set of tunes demonstrating human life as well as the things beautifying it.

The significant feature of musical traditions of the Crimean Tatars was the creation of the song which was particular to a special dialect; later it became the property of the Crimean Tatar folklore which reflected expressive and melodic richness as well as diversity [1]. The originality of music and poetry of the Crimean Tatars of the steppe zone was a reason of their epic works having moralistic and didactic contents that was depicted in the special size of the songs that glorified love and respect for nature, for example, in the song “idyllic nature”.

Arts represented symbiosis of both stylistic features of Crimean rites and Christian content. All these peculiarities are reflected within the South Coast tunes.

The enrichment of the Crimean Tatar folklore that lasted throughout the XIX century resulted in the creation of new beits reflecting the opinions of people about the dramatic events of history.

Keywords: historical and cultural traditions, spirituality, musical and educational culture.

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EDUCATIONAL RESOURCES OF THE HIGHER EDUCATION IN UKRAINE: METHODOLOGICAL GROUNDS

Gluzman A.V.

Taurida National V. I. Vernadsky University, Simferopol, Crimea, Ukraine

E-mail: aleks-gluzman@yandex.ru

The article is devoted to a topical problem – the modernization market of educational resources of higher schools in the Autonomous Republic of Crimea.

The purpose of the article is to prove the essence of the concepts of „market of educational resources”, „regional market of educational resources”, define the features of the domestic market of educational resources for higher education.

In article characterized the market educational resources for higher education in the region; reasonably economic and organizational and pedagogical conditions of modernization of regional market of educational resources characterized the main directions of innovative modernization market of educational resources, the results of the expert evaluations, Prospect research is the development of a projective model of organization and activity of the market of educational resources of higher schools in the Autonomous Republic of Crimea.

Keywords: higher school, educational resources market, regional higher school educational market, organizational and pedagogical conditions, modernization, projective model, expert evaluation, monitoring.

THE HIGHER PEDAGOGICAL EDUCATION ABROAD: MODELS, KVALIFICATIONS, SCIENTIFIC COMPETENCES

Pogrebnyak N.N.

*Crimean Law Institute of National University «Yaroslav the Wise Law Academy of Ukraine»,
Simferopol, Crimea, Ukraine*

E-mail: pogrebnyak70@mail.ru

The issue of Higher Education in Western Europe dedicated many works both domestic and foreign scholars who believe that today in the new socio-economic conditions, foreign high school has a positive experience and contributes to a deeper understanding of problems of the world educational space, forecasting and optimization activities of teacher training abroad.

Each country is systematically implementing its own model restoration of teacher education. Reform of Higher Education in Western Europe, in addition to structural adjustment programs hooked matter content, the distribution of time considering scientific activity of students.

Today in the restructuring of the modern market economy, social and educational guidance in higher education designed to meet the needs of the state and society in competitive specialists, ready to creatively apply knowledge in a variety of industrial and

social situations of the highest qualifications, professional level which would meet international standards.

The need for convergence of Western educational systems is seen as a very important tool for the construction of a united Europe. Many professionals thinking about the prospects of higher education, will discuss much more individualized instruction, increase the role of the independent work of students, and therefore at universities in Europe are building program: building new science labs, bought new equipment and these countries are trying to encourage the industry to spend more on research research and innovation. Best Western University (United Kingdom, France, Germany, Spain, Italy) - a scientific centers, employing scientific elite of the world and the main attention is paid to the fundamental scientific research.

The students at universities in Europe shows that they have many common approaches to learning: focus on preparing students for research, flexible and variable learning fundamentalization training, professional orientation curriculum content, traditional forms of teaching (lecture, debate, seminar), the possibility of serial and parallel getting some specialties, active implementation naysuchasnishth ICT, organization of practical training of students and high level of integration of universities with industrial associations.

Keywords: modern university, educational system, foreign countries, higher pedagogical education, scientific-research activity.

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PROFESSIONAL HEALTH OF THE TEACHER IN GERMANY: PROBLEMS AND PROSPECTS

Shitova I.Y.

Taurida National V.I. Vernadsky University, Simferopol, Crimea, Ukraine

E-mail: ishitowa@mail.ru

The report which was compiled by the Organization for Economic Cooperation and Development (OECD) raises the problem of an aging of the teaching staff in Germany and the of the early retirement of teachers. According to foreign researchers, professional activity of the teacher differs with low indicators of health. The study and analysis of the scientific literature permitted to precise the specific of the professional activity of the teacher in Germany and to identify the factors which determine the teachers' professional workload. Main approaches which promote to maintain of the psychological health of the teacher were shown in the article as well.

A large number of German-published researches are devoted to studying of problems of "Burnout" (a German terming for "professional burning" or "professional burnout") Content of the term emotional burnout syndrome is determined as a response of man to long work stress related to the interpersonal communication. Content of the term "emotional burnout syndrome" is determined as a response of man to long work stress related to the interpersonal communication. The features of the professional activity of the teacher which have an impact on the dynamics of the professional stress are also described in the article.

To the most typical stress factors of educational activities many authors ascribe to the following: the extent of psychological and pedagogical training of teachers; the extent of the development of the social habit of interpersonal communication of students; the lack of cognitive interest in students; weak motivation of the learning activities; the problems of discipline and behavior of the students at studies; some disagreements with the parents on the assessment of academic achievements of students; the rejection of students from learning or training under the guidance of some teachers; the character of interpersonal relationships in the pedagogical collective; the lack of help and support of colleagues which is necessary to the teacher; the unproductive competition in pedagogical collective in conditions when the result of work depends on the coherence of teachers; the conditions of the self-fulfillment and career promotion in the profession; style of director's management of the school; many hours of the teachers' workload during the working day and the longitude of the working week.

The research shows that the prophylaxis of the occupational health of the teacher and the preservation of his professional long life are concentrated in three spheres. The first area of the preventive work is carried out on the stage of training of the students in high school. Professional fitness of the students aimed at teaching career is performed on this stage. The second area of preventive work is linked to the development of the variety of the

preventive programs which are directed to the prevention of the burnout syndrome among the working teachers.

This direction of work includes the provision of psychological assistance, pedagogical support to the working teachers from the side of the administration and professional educational community. The third area of preventive work aimed to the elimination of the teacher's professional burnout. If the burnout occurred, assistance should be provided at two levels. On the one hand, effective and healthy working conditions in the school should be created for the teacher. On the other hand, for each case of burnout according to its characteristics and characteristics of the personality should be provided assistance of psychotherapist or by groups of mutual help. Working in groups of the mutual help permits the teacher to find out the way of overcoming of the stressing situation and to know how other teachers can manage with this kind of problems. In the collaborate work the teacher can learn the ways of formulating of realistic aims of the professional activity, acquire the habit of the effective control of the time and learn the relaxation technics.

The results of the analysis of foreign psychological and pedagogical literature, which covers the experience of Germany according to the help for the teacher and promoting of his professional health, highlighted the issues which are relevant to the transformation of education in Ukraine, which is guided by European standards

The educational system of Ukraine are relevant issues related to the identification of professional fitness of students who choose teaching activities, strengthening the relationship between home and school in the education of the rising generation, providing psychosocial support and teacher, is having trouble in educational activities.

The issues which are related to the identification of professional fitness of students, who have chosen the teaching activities, strengthening of the relationship between home and school in the education of young generation, the psychological support and help for the teacher who has some problems in educational activities, are very actual for the educational system of Ukraine.

Keywords: a professional burnout; a professional stress; socio-psychological factors; personal peculiarities.

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THE FORMATION OF TEACHER'S PROFESSIONAL COMPETENCE IN HEALTHY LIFE STYLE EDUCATION

Gavrilenko Yu.M.

Taurida National V.I. Vernadsky University, Simferopol, Crimea, Ukraine

E-mail: nauka61@mail.ru

The paper dwells upon the problem of the formation of teacher's professional competence in healthy life style education.

The study of the problem is based on the survey of the Crimean teachers on the priority of factors influencing students' physical state. It provides the analysis of respondents' answers to questions about the main health problems of children and youth, the teachers' problems connected with school children's formation of healthy life style, and health protecting activities as a component of professional valeological competence. It views the professional valeological competence as a component of the teacher's professional

competence which specifies its theoretical and practical training in terms of addressing the questions of school children's healthy life style formation.

The analysis of impacts on the students' health has shown a high level didactogenus influence whose main component is the teacher's personality. The teacher's attitude to their own health, the availability of reliable information about healthy life styles, understanding the importance of health in self-realization influences the formation of students' healthy life style.

The most important problems of children and youth health, according to the majority of respondents, are smoking, alcohol, drug and substance abuse.

The research allowed to reveal some differences in the perception of children's physical health problems among teachers – men and women. It has been revealed that the formation of socio-psychological competence in matters of health, safety, and interpersonal interaction is fundamentally different from the objectives of education in other areas. The difference is the need to influence students' behavior.

The study has shown that for the formation of healthy life style skills it is necessary to thoroughly train professionals who will provide the information to children. It is necessary not only to provide the information about health and the factors affecting it, but also inculcate and reinforce skills of health maintenance in an adapted environment. It is becoming increasingly important to form educators' new hygiene thinking, to apply modern technologies and interaction techniques when working with children and family (computer programs, video materials, training methodologies, etc.).

Everyday practice needs scientific approaches and proven systems of valeological training and education of various age groups, introduction of psychological, educational and other modern aspects of healthy lifestyle promotion, as well as simple and effective criteria for evaluating their effectiveness.

Keywords: health, healthy lifestyle, professional valeological competence.

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DEVELOPMENT OF MANAGERIAL COMPETENCE OF FUTURE TEACHERS IN THE COMPLEX OF DISCIPLINES OF PSYCHOLOGICAL-PEDAGOGICAL TRAINING

Shirshova I.A

*Taurida National V.I.Vernadskiy University, Simferopol, Crimea, Ukraine
E-mail: turgeneva56@gmail.com*

Urgency of the problem of forming the managerial competence of students is stipulated by the changed requirements to the higher education system aimed at training the new type of specialists who are more adapted to the conditions of modernization of educational sphere of services. The author has analyzed the psychological and educational literature on the research and practical experience of the solution. Taking into account the relevance and significance of the problem the necessity of managerial competence development of future teachers in the process of psycho-pedagogical training is scientifically grounded. Systematic, student-centered and competence approach form the theoretic-methodological basis of the research. Philosophical, psychological and pedagogical analysis of the basic terms has allowed us to formulate the key concept of "management" and "managerial competence". "Managerial competence" is regarded as an integrative set of professional and personal skills and operational-technological characteristics of management skills that provide taking managerial decisions. The main indicated features of the management competence of teachers include his ability to provide in the educational process value goal-setting, anticipatory planning, forecasting performance, corporate decision-making and reflection of management.

Distinctive features of the "managerial competence of the teacher" and its main components have been highlighted. Special attention is paid to the content of the program of the study course "Fundamentals of pedagogical management" developed by the author

for the students-future teachers of classical universities. The necessity of involving this special course into the system of training of future teachers to teaching and its benefits as a form of functioning of the educational process at university is grounded.

The author has selected and structured the content of the study course program. The structure of the course includes the following topics: theoretical basis for the development of managerial competence of teachers; psychology of managing a teaching process; teaching conditions for effectiveness of management activity of a teacher and self-improvement of a teacher in the field of managerial competence.

The program is presented with all the necessary sections (goals, objectives, principles of selection of content and organization of learning materials, thematic plan, key concepts).

The main content of the course, peculiarities of conducting monitoring of learning quality and final certification is presented in the in extended version.

As an active form of practical training the author offers: preparation of report that determines the problem and how to resolve it; comments on the article (book, movie); scenarios of the problems of interpersonal and business communication in the systems "teacher-student", "student-student", " teacher-teacher ", " teacher-parents".

Also critical evaluation of studied literature, analysis of psychological and pedagogical situations, discussion and reflection with teachers and classmates of problems of own teaching experience, participation in group forms of work (discussion, role-playing and business games), observation or demonstration of real professional skills, self-esteem and students inter-evaluation, keeping a reflective diary have also been applied.

The content of each section reflects modern psycho-educational approaches to the abovementioned problems. All content of the article is logically interconnected and confirmed by quotations from reputable sources.

Keywords: management, management competence, pedagogical management, classroom management, model of management.

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TRAINING FUTURE PHILOLOGY TEACHERS WITH THE APPLICATION OF MODERN MEDIA EDUCATION TECHNOLOGIES

Georgiadi A.A.

Taurida National V.I.Vernadsky University, Crimea, Ukraine

E-mail: alexandra.georgiadi2010@gmail.com

An important area of modern philological education is the use of media-education technologies. According to the curriculum, future Philology teachers' learning the basics of media education technologies occurs within disciplines "The basics of Informatics and Applied Linguistics" and "New Information Technologies in Philology." As a result of learning these subjects students gain skills of using a certain set of universal programs and devices, which is not enough for the general integration of media education technology in professional activities of future Philology teachers.

In order to improve training of the future teachers of philological specialities for professional activities modern forms and methods of media education technologies were applied.

Modern forms and methods of media education technologies have been implemented in the course of practical training, self study and individual work of students-philologists within the disciplines "Practical Course of the Main Foreign Language (English)" and "Comparative Grammar of Native and Foreign Language (English)". At the practical classes of "Practical Course of the Main Foreign Language (English)" we have applied the potential of such means of the modern education technologies as e-mail, social network Facebook, video hosting YouTube, and education platform Glogster. Besides, the students have mastered such software media education technologies as the video editor Windows Movie Maker ("Practical Course of the Main Foreign Language (English)"), and the software presentation program Microsoft Power Point („Comparative grammar of the native and foreign language (English)").

Students' self study work was organized on the basis of the teacher's blog (site). In the course of work the author created a personal, multimedia, content monitoring blog located on a separate hosting, where a microblog is used as a mobile application (alexa-english.net). The blog allowed to get feedback from students, to get them engaged in the use of professional networking resources, and to effectively organize students' self study work. The blog's categories cover different areas of the educational process: 1) News; 2) Learning (Grammar, Phonetics, Students' Works, and Articles about Translation and Translators); 3) Testing; 4) The author's Articles; 5) Contacts.

The students' individual work was organized in the following ways: 1) application of the media products available in the Internet; 2) the development of students' own media products, and 3) the use of electronic testing.

As a result of the research the following conclusions have been made. Future Philology teachers training with the application of modern forms and methods of media education technologies to the full extent contributes to the targets of certain disciplines and the general purposes of professional training. Thus, the use of e-mail and social network Facebook optimizes the learning environment of the future Philology teachers, provides the necessary conditions for the development of professional communication skills; saturates the process of training with language learning materials, which meet the age and individual needs of students. The use of educational platforms for creating multimedia posters as well as such standard programs as Windows Movie Maker and Microsoft Power Point contributes to the deepening of the disciplines' content, individualization of studies, and the formation of students' skills in creating their own media products of educational purposes, which is one of the most important tasks in terms of their future professional activities. The application of the teacher's blog and electronic testing platform improves the organisation of students' self study and individual work and allows students to gain the necessary experience of the use of modern media and educational platforms. Thus, the use of media education technologies in philological educational institutions significantly increases the carrying capacity of the educational process. In general, it helps to focus the education on the formation of students' professional competencies, which is a must for the teachers of the twenty-first century.

Keywords: media education technologies, philological education, future teachers of the philological specialties, forms and methods of training.

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EMOTIONAL BURNING OUT AS ONE OF RISKS OF PEDAGOGICAL CAREER

Tulegenova A.G.

Taurida National V.I. Vernadsky University, Simferopol, Crimea, Ukraine

E-mail: tulegenov@rambler.ru

Formation of professional pedagogical career is connected, as a rule, with the big emotional pressure, communicative overloads, social vulnerability and the low status of a trade in mass perception, that to the full allows to carry teacher's work to the category difficult, stressfull and the most intense in the psychological plan. It is connected with high risk of psihiho-somatic reactions of an organism on non-standard situations. The given characteristics of work of a teacher completely keep within the concept risk assesment in which for each trade and field of activity the basic kinds of risks peculiar to it are allocated. In a context of the social nature of a pedagogical trade, special interest cause social degradation risks, among which: losing professional skills, strengthening of authoritative tendencies, mental-somatic diseases. Similar risks to the full correspond to the symptoms of emotional burning out presented in the literature. Therefore article is devoted studying of a problem of emotional burning out as one of the basic risks of a trade of the teacher.

The given syndrome includes three basic components allocated Maslach C: an emotional exinanition, losing individuality and a reduction of professional achievements [11]. In article the detailed qualitative characteristic of each of components is resulted. As dynamic process a syndrome of professional burning out develops in time gradually and has certain phases or the stages defined by remedial models of emotional burning out. Now there are some models describing the given phenomenon. In article stages of development of professional burning out are presented the comparative description of the basic models and, corresponding with their structure.

Symptoms of emotional burning out are numerous enough. Article in detail shines the basic symptoms of emotional burning out and shows the approaches thought most over in the structural relation to their typology.

The general recognition of a phenomenon of professional burning out including in pedagogical activity, has naturally generated a question on the factors promoting development or, on the contrary, braking it. In article the comparative analysis of factors provoking or braking formation of the given professional deformation is resulted.

The analysis of the separate original causes underlying emotional burning out, has allowed the author of article to consider the basic strategy of the help to the teacher in a situation of development in it of the given syndrome.

Keywords: pedagogical career, pedagogical risks, syndrome of the emotional burning down; models, stages, phases of the emotional burning down; symptoms of the emotional burning down; prophylaxis of the emotional burning down syndrome.

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THE PROBLEMS OF FORMATION OF THE PEDAGOGICAL CULTURE AS A CONDITION OF THE CREATIVE ACTIVITY OF THE FUTURE TEACHER

Kirichek L.V.

Taurida National V.I.Vernadsky University, Simferopol, Crimea, Ukraine

E-mail: anadol@3g.ua

The problem of formation of pedagogical culture of the future teachers is shown in the article. The culture of the pedagogical activity of the educational process is viewed as the object of study. The role of creativity in the develop of the culture of pedagogical activity as one of the most important conditions for effective training and work activity of future teachers are analyzed by the author. The progress of social and economic transformation, moral and spiritual growth of the society, is largely dependent on culture, education, level of constant development of creative abilities. The role of creativity in shaping the culture of educational activities is shown theoretically. The progress of social and economic transformations, moral and spiritual growth of the society, depends on culture, education and constant level of human creativity.

The theoretical comprehension of the problem of formation of culture of teaching activity is the important challenge of pedagogy. The relevance of a culture of teaching activity caused by such contradictions:

Between the objective need of creating a culture of pedagogical activity of the future teacher and the actual conditions;

Between the formation of a humanistic orientation of the teacher with a high level of appreciation of the value of the human personality and traditional methodology of the higher education system;

Between the demands that society places on the teacher as a professional and the actual level of readiness of graduates to fulfill their professional duties;

Between the demands of pedagogy and implementation of professional pedagogical culture of teachers.

The important indicators of the high level of pedagogical culture should be considered:

Humanistic orientation of the teacher's person;

Advanced pedagogical thinking;

Culture of professional conduct;

The experience of creative activity;

Willingness to innovate.

The process of formation of pedagogical culture will be successful and effective if:

To identify the main conditions of the formation of pedagogical culture of the students in the educational process;

Consider, that upbringing of pedagogical culture of the future specialist in the education system is determined by socio-cultural situation in the society;

The process of creative development is not due to the efforts of individual intellectual groups of society, but the individual activity.

Keywords: pedagogical activity, pedagogical culture, professional pedagogical activity, pedagogical creativity.

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THE DEVELOPMENT OF EXPERIMENTAL FOREIGN EDUCATIONAL ESTABLISHMENTS

Khacayuk N. S.

Taurida National V.I. Vernadsky University, Simferopol, Crimea, Ukraine

E-mail: h_natali@ukr.net

The main goal of this investigation is system-historical analysis accomplishment of foreign experimental institutions formation stages, tendencies of their development from long-ago till the first half of 1990s.

In this article on the basis of investigation of historical factors with a certain degree of conditionality in accomplishment and development of foreign experimental institutions four periods were allocated. It was set that experimental institutions of the first period (from long-ago till the end of the nineteenth century) developed fragmentary and were connected with each other neither by time, nor by any leading pedagogical conception,

however, they were the first to demonstrate organization of learning activity, particularly class-lesson system of studies; started to take into consideration age peculiarities of the child; created background for scientific investigations organization and holding; revealed natural child's skills and supported their development; denied corporal punishment; used progressive ways of studying and upbringing that were based on the visibility and activity basis; second period (since the end of the 19th century till 1930th) is characterized by active development of experimental educational institutions which is connected with political, economical and spiritual liberty, sophistication of civil-pedagogical movement, possibility of private initiative in education, emerging of social groups that were interested in education updating, most of experimental schools preferred theory of liberal upbringing and experimental pedagogic; third period (since 1930th till 1950th) is noted by eliminating of experimental educational institutions quantity that was connected with influence of totalitarian power and encompassing power of fascism; fourth period (from the middle 1950th till the first half of 1990th) is characterized by more favorable social-political and cultural conditions that marked author's educational institutions becoming and new schools creating where foreign psychological-pedagogical traditions that were known before were regenerated.

Thus retrospective analysis implementation of model development of foreign experimental educational institutions let thoroughly study tendencies of becoming and development of native experimental educational institutions, particularly experimental school of Crimean Autonomous Republic.

Keywords: experimental foreign educational establishment, author's school, a tendency of.

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