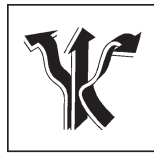


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ЗВЕРНЕННЯ ДО ЧИТАЧІВ

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Шановні друзі, 8 жовтня виповнюється 15-та річниця виходу в науковий світ першого збірника “Наукові праці МАУП”, яку ознаменовано ювілейним 50-м випуском. За роки наполегливої праці авторського активу і редакції у збірнику опубліковано близько 1500 наукових статей провідних вчених та наукової молоді з економіки, політології, права, педагогіки та психології.

Загальновідомо, що багато вищих навчальних закладів України та світу мають видання, що фактично є своєрідною науково-освітньою візитівкою навчального закладу. Потужною авторською громадою, авторитетним складом редакційної колегії та актуальними і якісними публікаціями вони роблять йому постійну презентацію і популярність. Не є в цьому плані винятком і науково-освітній часопис МАУП.

По-перше, “Наукові праці МАУП” завдяки великому авторському колективу, включаючи і багатьох зарубіжних вчених, робили і роблять вагомий внесок у розвиток наукових знань, що стосуються насамперед загальноосвітніх і національних процесів, таких як глобалізація, інформатизація, світова інтеграція, мультикультуралізм, євроінтеграція та ін. У центрі уваги збірника багато років зосереджені різноманітні проблеми українського національного державотворення в контексті загальноосвітніх та європейських процесів розвитку і модернізації держав.

По-друге, у виданні “Наукові праці МАУП” упродовж багатьох років чітко розглядалися ті напрями наукових досліджень і аналіз практичного науково-освітнього досвіду, що стосуються: правових, економічних, політичних, духовно-моральних, психологічних, естетичних та інших аспектів формування та розвитку суспільств, але передусім України як суверенної, демократичної, соборної держави. Закономірно при цьому, що так звані фаховими, дисертаційно-обов’язковими у збірнику є публікації, що стосуються права, економіки і політології. До них логічно було б на майбутнє додати наукові доробки з педагогіки, публічного управління, психології, інших наукових напрямів, над чим нині й працюють наукова служба та редакційна колегія видання.

По-третє, “Наукові праці МАУП” здавна стали “базовим” виданням для навчального процесу, підготовки в Академії магістрів, докторів філософії та докторів наук більш як з десяти напрямів наукових знань. Варто зауважити, що зазначене видання — це хороший “посібник” для оволодіння технологією наукової праці, методологією наукового пошуку, підвищення майстерності в науковій праці, що має власну специфіку та особливості. Доречно додати, що “Наукові праці МАУП” щедро надають свої сторінки багатьом авторам з інших країн — Польщі, Чехії, Словаччини, Молдови, Російської Федерації, Німеччини, Болгарії тощо, що засвідчує вкрай

необхідну і корисну співпрацю у глобальній кооперації знань і науки у світі.

По-четверте, до створення підготовки і виходу у світ вже 50 номерів збірника “Наукові праці МАУП” за 15 років, що минули, мали безпосереднє відношення багато відомих, провідних вчених, передусім України, які безумовно долучилися і долучаються до розвитку вітчизняної та світової науки і освіти. Достатньо назвати такі імена, як Георгій

Щокін, Валерій Бебик, Микола Головатий, Валерій Захожай, Іван Бідзюра, Олена Баєва, Іван Варзар, Юрій Бондар, Ігор Піляєв, Іван Бахов, Ігор Слісаренко та багато інших.

Тож маємо підстави висловити всім фундаторам, авторам видання щиру подяку за їхню працю, побажати плідної наукової, освітньої, педагогічної, виховної, організаційної діяльності в інтересах Академії, України задля розвитку вітчизняної та світової науки і освіти.

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INTEGRITY OF MODERN EDUCATIONAL ENVIRONMENT: RESPONSE TO THE CHALLENGE OF TIME

Наукові праці МАУП, 2016, вип. 50(3), с. 171–175

The article deals with the integrity of the modern educational environment. The main attention is paid to the integration processes in education as a priority vector of its modernization and European integration.

The transformation of the modern educational environment is aimed at transforming education into a system capable of self-regulation, according to challenges of modern time.

Modern education is rapidly transforming into an innovative environment that forms individuals able to gain knowledge during the life time, successfully apply them in practice; conscious, socially active citizens competitive in the domestic, European and international labor markets.

Education becomes a guarantee of high social standards of public life. Implementation of tasks for education can be carried out in various ways: through a variety of educational institutions; forms and methods of the educational process; introduction of the effective management and more. The unifying phenomenon of the above stated is the integrity of the educational process.

Therefore, the effectiveness of the educational process is provided on condition that it is im-

plemented in the context of the integral space. Education focused on the formation of a specialist who is not just knowledgeable, but competent as well, that is, focused on the formation of the individual who learns, to provide conditions for the formation of his own professional development path – this what modern education is. The most important factor in the realization of this level of education is the availability of integrated educational environment that is implemented on the target, semantic, procedural level. Given such space, the student does not adjust to each teacher and features, and occasionally to the whims of the formed it in class space, leveling his “I”, and fully realizes himself.

It is worth noting, the space of educational institutions has to be holistic, humanitarily oriented. The main subjects of its formation are the teachers and students, working as a ‘team’, system formation united by the common joint goals, common standards of general educational

activities. The effectiveness of the formation of such space depends on the level of formation of educational space in educational institutions. It is at the level of educational institutions that transformation of common state standards in a specific goal, administrative bodies provide optimization of the process as much as possible and taking into account the specific features of the particular educational institutions [11].

According to the challenges of modern society educational institutions become real co-creators of holistic educational environment, not just “implement” given standards or the suggested concept of educational activities. It should be noted, that at the level of a particular region is going on the integration of the scientific potential and its focus on solving specific problems of relevant practices. The system in the system (space in the space), ranging from micro space level of teachers, faculty, school, region to the national and European space.

Conflict-free integration into the European educational space provides the continuation of national, regional identity, providing scientifically grounded, logically designed transition to set standards with maximum focus on peculiarities and real education, which was formed in Ukraine.

The undeniable fact is that integration into the European educational space should envisage the necessity of quality education in the formation of the state. Today complicated and often problematic is the transition to the new formula of education: contemporary teacher may not remain indifferent or ignore the transition to new educational standards; scientific achievements cannot be mechanically transferred to the practice of modern educational activities.

Productive teaching activities creative in nature, certainly is based on “self-concept”, and any innovation will have a positive effect if they are “adapted” to the established professional experience. All innovations imposed “from top”, certainly come in conflict with the actual experience of the teacher or suppress personal component of his work, or are defined as incapable and virtually ignored.

There is only one way of removing conflict of such kind: the teacher is places in a position of

real subject of reforming the own concept, technology of professional activity in the context of new educational standards. And such work can be ranked as complex scientific knowledge, which includes in its own activities the complex of all its components: the goals, principles, content, technology, diagnostics, performance analysis and so on.

Based on the general logic, each teacher should have own formed program of transition, as well as his own program of raising personal competence (according to the starting level and personal potential), be competitive in the education market. In such a way, regardless of specialty, every teacher gets real competence and integrates in the scientific research in the field of education (educational process) [11].

The transition to a qualitatively new integral educational process includes a number of priority functions.

1. Corresponding vertical of research activities is built: from basic academic institutions that work on developing fundamental problems of education, to scientific institutes and educational centers that accumulate the highest potential of the particular region, to the center of scientific activity concentrated in educational institutions of different levels. In this scheme is already embodied the mechanism of transformation of high theory to the level of practical activity, taking into account its level and peculiarities of implementation in each region and educational institution.

2. Teacher feels himself the subject of education modernization, as he is really involved through research centers at the level of educational institutions in the process of understanding new educational standards and design technologies of their implementation in his professional activity. Practical teachers not just obtain defined educational standards and technological schemes of their implementation, they are also involved in the process of their determining, acquiring appropriate theoretical expertise on specific issues.

3. There is a growing process of interaction between different branches and levels of scientific activities, since they are united around a common program of transition to innovative ed-

education standards, there appear many problems related to inconsistencies, lack of relevant information and altogether issues that arise in the practical activity and require appropriate interpretations, clarifications, and therefore further research. In the situation when problems cannot be solved at the regional level, there are requests to academic institutions. Cooperation of that kind is necessary for educational institutions, as well as for academic and research institutions, in order to focus on the most fundamental problems of mass education practices, accordingly directing the vector of priority scientific research. Under such conditions, each educational institution will really feel the importance of science and its function in improving the educational system.

4. All coaches, teachers and students without exception, become researchers, get involved in scientific research. This problem is particularly relevant, since research work has the greatest potential for professional growth, and vast majority of teachers realize it only in the period of writing dissertations, and then simply exploit formed competence. As for the teachers who are actively engaged in research activities in the relevant specialty, they are usually characterized by a high level of shaped educational activity, they are open to innovation, have their own programs of professional development. The research potential of the teacher give reasons for movement and development in different vectors, capacity for self-creation, forming their own position in professional activities [11].

Stated above intensifies the process of scientific and therefore professional interaction of teachers, which is directly preconditioned by the needs of activities, and professional communication is a powerful factor in the formation of an integral educational environment at school, and setting up coordinated interaction of all teachers as subjects of the system to ensure dedication of their joint activities and progress for new standards of quality education.

Thus, the basis for the formation of the integral education space is provided at all levels. Scientific activity acts as a system-building element (as a basic mechanism for optimizing educational activities), which not only has the

above-mentioned potential of integration of all components of the environment, and theoretically justifies the process of ascent to a new education by involving all the subjects of educational activities in the scientific research, building up research verified programs of professional activity modernization at the level of the institution, and each teacher [6].

It is a proven and scientifically justified fact that one of the most significant shortcomings that lead to low productivity of the traditional educational system is the disintegration of its elements. The process of disintegration can be viewed horizontally, which reflects the basic principles of training courses content modules, as well as vertically, fixing the connection of elements of vocational training of the specialist, including training courses and their focus on the logic of the professional development of future specialist within higher education.

Professional training will be productive only when it is formed as a real system, and all its components will be most integrated together and focus on implementation of base professionally important goals. Each academic subject has to form its semantic and procedural basis taking into account the professional specialization of professional training [2].

Integration has to be realized both in the semantic and procedural field of activity, and it should be based on a lofty goal – to shape the identity of the student able to self-realization in the professional development [4].

Integration processes aimed at building an integral educational space is implemented on 2 levels: integration of the content of subjects, conducted primarily in the intended direction (building the image of the future profession and attitude to it); creating a professional outlook and thinking, their own methods and style of professional activity; integration in the procedural aspect, which involves the formation of a unified for all disciplines concept of educational activities.

Education is treated as a single space that functions according to the same laws, subject to the prescribed uniform for all the principles. They are not dictated by each teacher, depending on its character and preferences, but by the

logic of the educational process and the basic criteria of productivity [11].

The significant indicator of the integrity of the educational space is the psychological atmosphere of the training session. Its features are: intense, hard, intelligent work of students; coordinated interaction, creative collaboration; correctness in interpersonal relationships, pedagogical tact, mutual respect; sense of psychological comfort, freedom and security of all participants in the educational process.

Meaningful, methodical construction of an integral educational process of vocational training, including teacher training, can be carried out on the basis of the following principles:

- the principle of integration of all subjects of specialist training (training, educational activities, practice, independent work, scientific work) and subordination of major strategic purposes of identity formation of the specialist and his professional activity;

- the principle of gradual implementation of professional training through the provision of backbone units of professionally relevant knowledge, skills, personal qualities and structuring them based on the logic of formation of professional activity;

- principle of subjectivity of the student positions in the structure of its professional development through:

- a) student's maximum understanding of the essence of the process of his professional development, content, logic, vision of real outcomes of training that fully determine the level of specialist competence in his future professional activity;

- b) the activation of professional and personal self-determination, self-development, the formation of independent cognitive activity [11].

We can note that priority is the principle of integrating all disciplines studied by the student and building a single educational space subordinated to the set of professionally meaningful goals and appointed by clear logic of the skills development process.

The above relates to relations within the cycles of academic disciplines and their general orientation on the final professionally important goals of the educational system. Thus, personal

orientation of the educational process of higher education provides "individual trajectory of each student in achieving intermediate and ultimate goals of training" [8].

This can be possible only if the student can form his/her strategy of educational activities that accumulates goal formation process, self-knowledge and self-selection methods, forms and modes of operation, optimal for him and focused on his personal capacity. Of course, this is a large-scale reformation involving the transition to the new education formula by which the position of the student, working on a single, common to all curriculum moves to the position of an active subject, creator of individual programs with the dominant element of professional self-development.

We see the greatest value of the specified in the following: in this way is shaped the individual style of future activities, serving an absolute sign of professionalism of any direction; are built mechanisms of self-education activities that can ensure the continuity of the process of further professional development, self-development in all important aspects for the professional [7].

It is important to determine integrating units that to the greatest extent reflect the nature of the profession and can create real operating system that occupy the system-building status; key competencies as a basis of ensuring adequate target orientation of vocational education specialist. Without doubt, focus on the key competence is fundamentally changing the system of vocational education, projecting its fundamentally different end result, practically oriented qualitative dimension.

Conclusion. So, the integrity of the modern educational space, the integrity of the educational process in educational institutions is a priority constituent part of modern education.



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The imperative of modern educational space integrity is the basis for the conclusion that the integration processes in Ukrainian education should recognize the priority vector towards its modernization and European integration.

З огляду на імператив цілісності сучасного освітнього простору, слід визнати, що інтеграційні процеси в українській освіті є пріоритетним вектором на шляху її модернізації та євроінтеграції.

Исходя из императива целостности современного образовательного пространства, следует признать, что интеграционные процессы в украинском образовании являются приоритетным вектором на пути ее модернизации и евроинтеграции.

Надійшла 19 липня 2016 р.

THEORETICAL FOUNDATIONS OF THE UNIVERSITY POLICULTURAL EDUCATION

Наукові праці МАУП, 2016, вип. 50(3), с. 176–180

The article is devoted to substantiation of pedagogical principles and functions of the university multicultural education.

Multicultural education is a relatively new branch of scientific knowledge, which attracts not only professionals but also the wider public, because it is rather adequate educational response to such pressing problems of the modern world as globalization, interpersonal, intergroup and interethnic conflicts, various discriminatory phenomenon class, political and religious controversy. The development of this direction of modern pedagogy and educational practice is due to the very essence of democratization and humanization of modern life, the desire to create a society in which are cultivated an attitude of respect to personality, the protection of the dignity and rights of every person [1].

Multicultural education is a democratic teaching reaction and the response multicultural and multi-ethnic societies, one of the priority and urgent educational problems facing the world civilization.

Multicultural pedagogy can be considered one of the main tools for overcoming the crisis in education and training that promotes harmonization of the relations among different civilizations and cultures.

The essence of multicultural education consists in the dominance of the cognitive nature of the activity. In pedagogy and psychology activities are considered the leading means of forming a human. If activities include, for example, those highlighted by the Russian scientist M. Kagan — transforming, communicative, cognitive, value-oriented, artistic, it can be ar-

gued that the mastery of all these species is a precondition of the comprehensive personality development [5, 307–308].

The system of values of the social subject may contain different values:

- sense-vital (notions of good and evil, happiness, purpose and meaning of life);
- universal (life, health, personal safety, well-being, family, relatives, education, law and order);
- public recognition (hard work, social status etc.);
- interpersonal communication (honesty, selflessness, kindness);
- democratic values (freedom of speech, conscience, national sovereignty, and so on).

Axiological attitude is a necessary component in the formation of value orientation, activities and relationships that are expressed in the axiological setting. And the values directive is the acts a kind of anticipatory program of activities and communication related to the choice of activity and communication options. Values directives are elaborated by the society in the socio-historical activity, transmitted to individuals and future generations in the process of socialization, training and education.

Under conditions of economical and political integration an increasingly more important is the problem of preserving national specificities, including in education. Multicultural education is designed to support the diversity of large and small nations in the context of globalization of

the modern world. It is a means of preservation and development of ethnic cultures, involving their values in the education and training practice, thus to address the pressing issues of pedagogy.

Commitment and interest in multicultural education is caused by the expansion of international cooperation, strengthening of the fight of ethnic and racial minorities for their rights in societies with a multi-ethnic composition.

In the world of pedagogy is being developed the overall strategy of multicultural education. The report of the International Commission on Education of UNESCO in 1997 stressed that education and training should contribute on the one hand that the individual himself would be aware of his/her roots and origins, thus could determine his/her place in the modern world, on the other hand need to cultivate his/her respect for other cultures [3]. The paper emphasizes on the dual problem, which involves younger generation in mastering of cultural treasures of their own people, education and respect for cultural values of other nationalities.

Countries in which one way or another is anticipated the multicultural education policy, can be divided into several groups:

- countries with ancient historical and deep national and cultural differences (Spain, India, Russia, et al.);
- countries which became multicultural due to their historical past of colonial metropolises (UK, France, Netherlands, Spain);
- countries which became multicultural as a result of voluntary and forced immigration process (US, Canada, Australia).

Multicultural education of the world leading developing countries in the following areas:

- pedagogical support of ethnic minorities;
- bilingual education;
- multicultural education in conjunction with measures against ethnocentrism.

In line with these directions were created special educational programs.

The ideology of ethnocentrism, nationalism and racism is a substantial threat to multicultural education [1]. German scientist F. Mitter, former president of the World Council of Comparative Education, at Teachers Symposium in

Tokyo in 1993 suggested that this ideology primarily afflicts the right to education and training of ethnic minorities [2].

Multicultural education is based on several pedagogical principles:

- training human dignity and high moral qualities;
- training for coexistence of different social groups, races, religions, ethnic groups;
- building tolerance, readiness for mutual cooperation.

The functions of multicultural education include:

- forming ideas about cultural diversity and their relationship;
- awareness of the importance of cultural diversity for personal self-actualization;
- forming positive attitudes towards cultural differences;
- developing skills of media interaction of different cultures on the basis of tolerance and understanding.

Multicultural education faces three groups of objectives that can identify as concepts of “pluralism,” “equality,” “union”:

- respect and preservation of cultural diversity;
- support of equal rights to education and training;
- formation and development in the spirit of national, political, economic, spiritual values.

Thus, the content of multicultural education is built on the following guidelines:

- socio-cultural identification;
- development of system concepts and ideas about multicultural environment;
- training positive attitudes towards cultural environment;
- development of social communication skills.

In this context, problem of multicultural education is becoming an essential one. One of the main ways of such organization is the proper study of various disciplines. Availability of the multicultural component in educational disciplines can solve twofold: to stimulate pupils' interest in new knowledge and simultaneously offer different perspectives on the world.

Bilingual and multilingual education remains leading in this respect. Special attention

is paid to the cultural orientation of humanities in general. Scientists rightly argue that learning foreign languages is not only communication, but also allows you to take up different ways of thinking and behavior.

It can be obviously argued that in the multicultural education hardly are proposed any original pedagogical forms and methods: are used traditional active methods that have proven effectiveness and found recognition in pedagogy, like a dialogue, discussion, simulations, role plays, reflective methods. Similar methods are appropriate to apply considering the goals, functions, content of multicultural education [7].

For example, in the social and cultural identification of a personality more effective are historical narratives, studying manners and etiquette; in the development of multiculturalism concepts are effective lectures, heuristic conversation; and a dialogue effective is effective in the development of intercultural skills.

Multiculturalism problems are solved both within the school system and in the continuous training and education. Multicultural education has affected primarily students of secondary schools. But awareness of the need for its large-scale implementation in higher education is growing.

University education at the beginning of the XXI century is a synthesis of knowledge of multicultural characteristics (quality). The specifics of the university education are that education is not monocultural, it is multicultural. Multicultural education reflects specific multicultural reality. University broadcasts more than one culture, and its peculiarity is that it translates the multicultural reality of the individual making personality ascent to cultural values [1; 6].

One of the conditions of multiculturalism in higher education is the consideration of racial and ethnic diversity and differences in student composition. Multicultural education in higher education should be aimed at creating conditions for overcoming barriers in communication and normal development of students from different ethnic and cultural groups, and establishing humanitarian relations between them as an important condition for human progress.

Multicultural aspect of education is a communication aspect, that involves the formation of communicative ability; language level that contributes to the definition of national cultural specificity of the native speaker verbal behavior in the process of intercultural communication, communication is based on the social, historical and social factors in the language and language world change; informational process of accumulation and processing of linguistic information associated with the means of preserving knowledge, information availability, mental representation, system ordering. This aspect is used to simulate the transmission of language and other substantial material through information channels, including a computer [8].

Increasingly is distributed the view of education as the intrinsic value that promotes self-actualization in culture, and which increases the proportion of human, cultural and intercultural meanings in modern civilization. Information civilization doubles the real world, and the ability to control the world media is the condition of the individual self-realization. As noted by L. Barsalou, this way people learn new things in this world, and as the world is constantly changing, human knowledge should have a form that can quickly adapts to these changes, the basic unit of transfer and storage must be sufficiently flexible and mobile [9; 10].

The problem of multicultural education is naturally closely related to the problem of language, as people are born in a certain language environment of the certain culture, and mastering language skills is the ability to use the values of culture. Language is not only a means of communication and expression thoughts, but it is also a means of accumulating knowledge of the culture. Language reflects the experience of the people, its history, its material and spiritual culture. It promotes accession to the achievement of national and universal culture, realizing themselves as members of the international community.

According to Leo Weisgerber [4], language serves as the foundation of human existence and is connected to all life forms of the individual and linguistic community, therefore, accordingly, there are three main areas of the

relationship between language and general culture:

- language impact on linguistic similarities and results this action;
- the impact of community and culture on the language;
- development parallels between language and other cultural events.

The researcher believes that these interactions occur in three main areas: in the language area as a form of knowledge, and form of learning knowledge; in the linguistic community and other major forms of community; in language area and material culture [5].

Foreign languages are a constituent component of the university education as a part of the multicultural education, which create communication, information, dialogue, and value-exchange field of cultures.

Multicultural education in the context of the university education system implies the existence of two parties, it has two faces: the outer face, providing conditions — human resources, programs, plans, information and material security training, and the second, inner bordering, that provides a result in personality development in the university education system; in this case, we mean polycultural education of a person, we understand as a particular step in draw a human to culture, which is characterized by a distinct integrity level of several structural components.

In the multicultural reality, where people contact, belonging to different lingvo-cultural communities, mutual interpenetration of cultures and leads to acculturation of the society members that combine in their minds different cultures oriented to another person, inclined to dialogue with him. Teaching language combined with familiarity with cultural and social values, can and should serve as a powerful tool for mutual understanding between peoples. Formation of linguistic competence and culture-oriented

linguistics competence, a value in enriching one's own culture as a whole, communication culture, speech and mental activity.



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The analysis is presented of multicultural education's development directions, the attention concentrates on increasing role of universities in developing multicultural education. The connection of multicultural education with the problem of learning language is a prerequisite for attracting to cultural values.

Проаналізовано напрями розвитку полікультурної освіти з акцентом на підвищенні ролі університетів у становленні полікультурної освіти. Зв'язок полікультурної освіти з проблемою вивчення мови виступає передумовою залучення до цінностей світових культур.

Представлен анализ направлений развития поликультурного образования с акцентом на повышении роли университетов в становлении поликультурного образования. Связь поликультурного образования с проблемой изучения языка выступает предпосылкой приобщения к ценностям мировых культур.

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**VALUE ATTITUDE TO HEALTH AS A PRIORITY OF SUCCESSFUL LIFE
SELF-REALIZATION OF MODERN PERSONALITY**

Наукові праці МАУП, 2016, вип. 50(3), с. 181–186

In accordance with the realities it is necessary to clarify conceptual and terminological field that is basic to the study and analysis of philosophical, psychological, medical, educational literature.

There has not been developed a standard classification of values in the philosophy. Each of the basic values represents a substantial relationship to the world that makes person a human, system of values gives an integrated idea of the relationship ‘man – the world.’ The harmonious interaction of values creates ideal relationship between man and the world, and disharmony, absolutisation of one or more axiological relations ‘man – the world’ to the detriment of both.

Interesting for our study was the classification of D. Leontiev as an attempt of breeding ideas about the values that represent different aspects of this multidimensional phenomenon. We will not reproduce all dichotomy suggested by the author (D. Leontiev), but just the most important ones for our work. Taking as a starting point the attributive determination of value, i.e., recognizing that there is always worth something (which allows for the existence of appreciating subject), we consider dichotomy proposed by D. Leontiev. The opposition offered by the author is interesting to analyze, where value is seen as particular subject, meaningful for a particular subject and / or items satisfying his needs, his surrounding it, or as a special value, the abstract nature [1].

It should be noted, value perception of reality is the way of its perception and vision that is mediated by social feelings and developed forms of spiritual creativity, and which rises above the world of immediate needs and interests.

A. Zdravomyslov concludes that “values separated in the course of history through the division of labor in the field of intellectual production interests, the object of which is ethical, moral and aesthetic standards” [2, 166].

We cannot but agree with the D. Leontiev that this interpretation of values implies their second nature except that the concept of value is virtually devoid of self-conceptual content [1].

Thus, I. Popov outlines, “it is unlawfully to identify the value aspect of consciousness with the consciousness of the needs and interests, but ... is unacceptable to oppose them, because the latter depends essentially on the content of values, ideals and their corresponding rules of conduct” [3].

Altogether, the idea of values widely used in modern studies in sociology because of its performance for the study of motivation as possible to build logical framework study of a template (the need, interest, value) on certain phenomena of social life, like in working sphere. However, it should be remembered that despite its practical usefulness, the idea of values as a defined kind of interest / need, denies the very notion of the value of the content specificity, only changing the object interests’ orientation and needs and the scope of their rotation.

The value as a particular abstract entity is represented in most philosophical, psychological and significant parts and in some pedagogical approaches. Despite the fact that a different

understanding of values within such an interpretation — “... from personally meaningful social norms to deliberate and accepted sense of life” value is not secondary, it has a special status among other phenomena. It is the very fact of recognition of the specific values that can make it a full subject of the analysis.

It should be noted, sociologists usually consider some components of the social system as values, and most often just refer them to the elements of culture. Psychologists tend to treat values as elements of the personality consciousness structure, interests, beliefs and so on. Thus in determining value, there is as the background of the other pole of values ratio: if values are defined as elements of the social environment, only those which individuals or groups regard from the evaluation position; if values present interests, these are interests in some components of the social environment.

It should be noted, among researchers there is no consensus on the definition of the term. Some describe the value as an objective essence of things, the second group regard them as actual value, the value of money, the third group identify them with the concept of good, usefulness for the individual, the fourth group associate them with subjective importance of the subject for human life, the fifth — with its properties to meet the needs, interests and desires.

And therefore they are classified differently, depending on what kinds of needs they satisfy, what is the role they play in the applied field, including: by the object of assimilation — physical, material and spiritual; by the purpose of assimilation — selfish, altruistic, by the method of display — situational resistant; by the role of human activity — terminal, instrumental; within the meaning of activity — cognitive, object-converting (creative, aesthetic, scientific, religious, etc.). by affiliation — personal (individual), group, collective, public (and democratic) nationwide (national) human [4].

One can continue to classify the values by different parameters, in particular, by the opposite meanings: positive and negative, primary and secondary, real and potential, direct and indirect, absolute and relative. There are values that are difficult to attribute to any of the

groups or relate to many of them: conditional, ideal, intellectual, intransitive, eternal, global. They are in close relationship, interdependent and correlated, and have the ability to influence the psycho-physiological development and personality formation.

Society, state and nation produce their own system of values recorded in the material and spiritual culture of the people. For example, the national spiritual values are fundamental imperishable sanctuaries, traditions, customs, moral principles and rules, instructions, precepts, ideals, ideas developed by the nation (nations, ethnic groups) throughout the whole historical development. They reflect the world view, outlook, traits and habits, mentality of the people, and distinguish it from other similar to it.

The world of values is above all the world of culture in the broadest sense, it is the realm of spiritual life of a person, and its moral consciousness of its interests, those assessments that express a measure of spiritual wealth of the individual. Just because of this values cannot be considered as a mere continuation or reflection of interests. In the world of values take place complexity of incentives of human behavior and the causes of social action. At the forefront is not something that is definitely needed, without which is impossible to exist (this problem is solved at the level of needs), not what is beneficial in terms of material existence (this is the level of interest), and what should that meets imagination of the appointment of man and his dignity, the motivation behavior moments, which manifest self-assessment and individual freedom [5].

In the most general terms, the researcher determines the value as a complex designed from subject to objective reality volitional, emotional and intellectual experiences, embodying the most important target validation, claims and aspirations.

However, in comparing individual experiences of some subjects there are possible analogies that suggest the existence of some shared values, characteristic of large groups of subjects. In this case it will be fair to assign values to the sphere of universality in the Hegelian tradition of understanding the term (in the context of “communi-

cation theory”) as very common, rich, including a diversity of unit through dialectical removal (from the opposite position “pre-Hegelian” approach or “similarity theory”, where general advocates in a meaningful sense poorest categories, covering such individual objects).

The universality of values, thus does not preclude individual, unit content and the perception of each subject. But assertion of this universality as objective and supra-individual on the whole, in our opinion, is unfounded, as its understanding, description or contemplation will always be subjective and evaluative due to the very nature of the value phenomenon [6].

Attempts to describe or define the essence of certain values as objective phenomena will serve only the facts of subjective experiences of the most common perception of values and their personal analysis and evaluation. These “facts of experience”, i.e. determining the values of objective phenomena, are certainly both legitimate and necessary, as they have the same spiritual reality as the identity of the subject and must be actualized. Correlation in this case, plays a positive role as reserves the subject the right to work, the interpretation of values and responsibility for choices made. The value is unique in perception, the experience of individual subject and filled with deep meaning and socially meaningful content and, therefore, represents the unity and common unit.

Life values of are people formed individually for each person. Culture largely shapes and directs our activities, thinking and feeling, our interests, evaluation and moral standards. Life values is what people consider important to their lives, that is defining the purpose and motives of their activities, it is what they dream and aspire. Life values are also individual, and can be the same in some way for different people, and differ in something. People’s values of life can be judged by their actions and behavior in general. To understand themselves, to understand other people means to understand the values that guided ourselves and other people. Everyone is usually focused not on one value, but on a few life values arranged in a hierarchy. They can get along well with each other, but can be inconsistent and contradictory, and then he looked to be

in disorder itself with them. Values are what is highest for people and what can be treated with honor and recognition. It is also certain ideas due to which people satisfy their interests and needs. As for values orientation, they are part of the grading system and relations of the individual, give meaning and direction to personal positions, behavior, actions.

These are also certain ideas by which people meet their interests and needs. As for values, they are part of the grading system and relations of the individual, give meaning and direction to personal positions, behavior, actions.

Thus, values are formed during the assimilation of social experience and are exposed in purposes, ideals, interests, beliefs etc. The system of value forms internal basis of individual’s attitude to reality. It is dynamic and reflects the major changes of the relationship of a man with the world and current changes under the influence of social situations.

A very important point is forming of the own scale of the personality values. To psychologists also include in the system of life values interesting work, family well-being, self-confidence, independence, availability of good and loyal friends, creativity, beauty of nature and art, freedom, wisdom, public recognition. One of the important values in life is health. Unfortunately, young people do not always realize the value of health for themselves.

Valuable attitude to oneself envisages formed ability of the growing individual to appreciate himself as a carrier of physical, spiritual, mental and social forces. It is essential for the formation of active life position in children and youth. Valuable attitude to his physical “I” – is the ability of the individual to assess their appearance, figure, posture, develop motor skills, physical endurance, high performance, functional ability, the ability to restore power after exercise, strong-willed traits, sexual identity, hygiene skills helpful habits, their health and safety concern for his own life, healthy lifestyle, active leisure.

Valuable attitude to his mental “I” provides education of children and students’ youth of the culture of knowledge own inner world – thoughts, feelings, states, intentions, aspirations, goals, life perspectives, ideals, values and

attitudes. It is important to teach the growing personality to take him as it is, to know his positive and negative qualities, promote it realistic self-concept, willingness and ability to self-improvement, constructive self-criticism.

Valuable attitude to his social "I" is manifested in the following features: the ability to focus and adapt to new living conditions, structurally affect them; determining their status in the social group; establishing joint work with adults and peers; ability to prevent conflicts; fair and noble attitude to other people.

Beliefs and values on which a person is oriented in his minds and in actions can be in different proportions in the personality structure. Therefore, realizing the importance of health, a person in a certain social environment does not act according to his own values. In addition, we can make a conclusion of the lack or undeveloped value attitude to health in medical schools students. Value attitude to health is a system and dynamic formation of the personality. The created value treatment provides effective conscious behavior regarding healthy lifestyles. [7].

We share the arguments of W. Gorashchuk, who notes that "one of the most important factors influencing the formation of identity, culture have become a system of values. Values is a regulator of human aspirations and actions and determine the principles of social advantages.

We agree with the arguments W. Gorashchuk, which notes that "one of the most important factors that influence the formation of personality, is a system of values in culture. Values are a regulator of human aspirations and actions and determine the principles of social advantages.

The person must be ready for appropriate actions and determine his way, while not only to adapt to specific conditions, following certain rules and traditions, but also to organize life according to the selected values of modern society – health, culture and health, based not only on his own, but also on the experience of others" [8, 123].

According to I. Bekh, the development of humane, free and responsible individual is directly connected with the system of spiritual values, opposing utilitarian and pragmatic values. The sphere of spiritual values provides the meaning

of life, love, good, evil, etc., that is common sense of moral categories, to which we include health, spreading the author's view [4, 124].

Famous Ukrainian scientists I. Bech, V. Gorashchuk, V. Grigorenko, T. Roters and G. Shevchenko emphasized, goals of the health-oriented education of students are achieved through the development of innovative educational technologies, which inherent feature is guaranteed achieving the intended educational effect.

This indicates that this educational idea is promising, and therefore requires further research and development. A way of life is based on certain ideological principles. First, the idea of health values priority is based on the ideological system of human values, and secondly, the perception of health status not only as the absence of disease or disability, but something more – a state of complete well-being.

Thirdly, this is the idea of holistic understanding health as the phenomenon that intrinsically connects its four areas – physical, mental, social and spiritual. Moreover, this is the idea of the so-called redistribution of responsibilities. It is understood that the lifestyle control should be carried by both the state and community (society) and by human. People themselves take some responsibility to control their own lives, taking responsibility for actions, decisions, consequences.

The need for developing technologies to facilitate, where possible, the formation of new knowledge while maintaining the health of students. In the classification of educational technology recently was formed a new group – health-protecting educational technology (HET), which combine in itself all the activities of educational institutions of formation, preservation and strengthening students' health.

The aim of HET is to provide the ability to save individual health while in school, to build necessary knowledge and skills for a healthy lifestyle, teach applying this knowledge in everyday life.

We define vocational value orientations of future doctors as a system of stable relations of the personality to medical work, which is based on conscious human values, and are embodied in the professional activity, defining its seman-

tic content and ways of achieving professional goals.

There are different views of the concept "health-protecting technology." Some scientists consider it a concept based on understanding the technology as a kind of admission, method, technique; others consider it as an important semantic technology, which is implemented in solving educational and other pedagogical tasks. Technology is also understood and a description of the achievement of expected results, a set of data reflecting any changes in health.

Ukrainian and foreign scientists (and especially Russian scientists working under the supervision of M. Bezrukikh) believe it is necessary to understand health-protecting educational technologies in the broad sense among all educational technologies that do not harm health.

Researcher of the problem N. Smyrnov outlines: "If the health-protecting technology is associated with solving a narrower health-protecting task, then health-protecting problems will include pedagogical problems, methods and technologies that do not harm directly or indirectly the health of students, provide safe conditions for their staying, studying and working in secondary schools."

All educational technologies can be defined (quantitatively or qualitatively) by the degree of their influence on the students' health. Some scientists propose to single out the concept "health-protecting educational technology", meaning by it psychological and pedagogical technologies, programs, methods, aimed at teaching pupils health culture, personal qualities that contribute to its preservation, forming ideas about health as the value, and motivation for a healthy lifestyle.

Other scientists offers to accept health-protecting technology as the following: favorable child's education environment at school (no

stress situations, adequacy of requirements, methods of training and education); optimal organization of educational process (according to age, sex, individual characteristics and hygiene requirements); necessary and sufficient rationally organized motor mode.

The result of the health-oriented activity of teachers and students is the creation of healthy environment in school, knowledge and application of health-protection technologies by teachers in the educational process, increasing the level of formed value attitude to health in students and teachers, the formation of positive motivation to healthy lifestyle.



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In context of the conceptual and terminological field's investigation of philosophical, psychological, medical, educational literature the analysis is presented of the "value" concept as a category, which has been the object of interest to philosophers, sociologists and psychologists, as reflected in the concepts and theories of values.

У контексті дослідження концептуального і термінологічного поля філософської, психологічної, медичної, навчальної літератури проаналізовано поняття “цінності” як категорії, яка завжди була об’єктом інтересу для філософів, соціологів і психологів, що знайшло своє відображення в концепціях і теоріях цінностей.

В контексте исследования концептуального и терминологического поля философской, психологической, медицинской, учебной литературы осуществлен анализ понятия “ценности” как категории, которая всегда была объектом интереса для философов, социологов и психологов, что нашло свое отражение в концепциях и теориях ценностей.

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PEDAGOGICAL CONDITIONS OF SUCCESSFUL PROFESSIONAL ADAPTATION OF STUDENTS IN THE PROCESS OF PROFESSIONAL TRAINING

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Introduction of the theoretical model of future professionals in the high school educational process is suggested to contribute to successful professional adaptation and increase the effectiveness of students' training. The model enhances practical orientation training, provides professional guidance and personal component that will enable the graduate to adapt to new changes in labor relations, to show demanded initiative, flexibility and self-perfection skills. The integral training course contributed to the formation and development in future specialists' skills in self-discovery, improving personal professionally significant qualities, self-regulation of mental states, establishing contact with communication partners, increasing sensitivity to group interaction, creating a viable team, presentation personal preferences of future specialist which cover certain key competence.

The current stage of higher education development in Ukraine is accompanied by a complex system of changes aimed at ensuring students' mobility in the learning process and flexibility of training in view of the rapidly changing demands of the national and international labor markets. Global changes in higher education make it necessary to revise previous techniques of presenting educational material, developing new teaching materials, preparing a wide range of tasks for self-study, development of effective practical techniques for successful professional adaptation of high school students.

In modern science there are a lot of conducted researches on the issue of adaptation of students to the learning environment at the university, including a scientific research of T. Buyal'ska, A. Halus, T. Katkova, D. Kovalenko, V. Lobunets M. Reznichenko A. Tarasenko, N. Tkachenko and others. [1–5]. Pedagogical aspects of the study of social and psychological interaction between the individual and society, the search of effective methods to influence the process of students' adaptation are also considered in

the works of foreign scholars (H. Mid, H. Tard, H. Hartman) [6].

However, the analysis of educational and socio-psychological literature attests that most scientists focused attention on the problem of adaptation of first-year students for studying at the university. The creation of pedagogical conditions of successful professional preparation of students during the period of study in higher school institutions has not been disclosed in the scientific literature.

The purpose of the article is to propose measures for creating conditions of successful professional adaptation of students during professional training.

The effectiveness of future professionals training in higher education increases attention to the problems of professional adaptation of the individual at different stages, guidance and career choices of applicants, training and professional work of the students during the internship (practical skills development of the expert-novice).

An important part of the overall process of professional adaptation of personality is the suc-

successful obtaining necessary professional knowledge and skills while studying at university.

In the process of adaptation of the individual there should be outlined three periods: a) prior period – the period of entrance and admission to the university; b) general scientific adaptation – the adaptation to the educational process as a whole; c) direct adaptation to future profession (senior year) – mastering of professional disciplines, practical training, pre-thesis and research practice [3, 32].

Each period of professional adaptation of personality in terms of the university has different peculiarities. The first important condition for successful professional adaptation of students is motivation of their choice of the university and specialty: when choosing a university and specific specialty young people are mainly guided by rational motives, personal interest in the profession, its prestige and prospects of future employment.

Especially difficult, slow and not always successful is the process of adaptation of the students who reluctantly choose teaching profession, following the ease of entry and other causes. A common problem of professional adaptation of students implies that most of them don't have clear ideas about the demand for professionals of the chosen specialty in the labor market and the possible place of employment.

Formation of professional competence of students should be started from the first year of high school, pre-defining the level of formation of internal factors that determine professional growth. To facilitate the process of professional adaptation at this stage are applied quite different ways and forms of assistance to freshmen. Before starting studies at the university, as well as during the first days in the higher education institution, special attention should be given to educational work with newcomers.

Discussions with students can be conducted by deans, groups' curators, top-students, members of student scientific projects, heads of creative groups. These discussions and conversations help freshmen get acquainted with the structure of universities, departments and laboratories, curriculum, experience of top students' independent activity. With its informative value,

these discussions suggest the known psychological effect, creating an atmosphere of goodwill, freshmen quickly get involved in the university collective atmosphere. This is contributed by establishing personal contacts between faculty members and new students.

Research of professional orientation and detection of professionally important qualities of students, and professional adaptation problems requires the development efficiency criterion of the pedagogical influence aimed at enhancing adaptation period. We consider, one of the indicators might be the subjective satisfaction of students with training in certain specialty.

It is necessary from the very first days at the university to teach students the rational organization of mental work. In some universities of the country for this purpose are given special courses, organized workshops with optional self-learning techniques. To help freshmen, there are released guidelines for the organization of independent work and self-education.

Therefore, it is necessary to establish a creative learning environment, characterized by management of training activities, composed of credited logical and heuristic means of knowledge, reproductive and creative methods of learning. Multi-factored conditions that affect the success of training necessitate the involvement of progressive new methods and technologies.

The main problem is that students either have no sufficient idea, or do not understand properly the future of their profession. In a short course of teaching "Introduction to major" are not disclosed all the occupations which future specialist can obtain. First-year students do not understand what competencies they should possess, and are not familiar with the new chosen specialties demanded in the labor market.

In their training, the first year students theoretically acquaint with some features of their major, the main areas of work and main prospective qualified positions. Unfortunately, this is not enough for students to understand future career in their chosen specialty. It is necessary to create conditions for effective professional adaptation of students, education of interest, which will strengthen the motivation to learning.

In our opinion, the best way for creating the conditions for successful professional adaptation of first-year students is presupposes organizing and conducting educational practice whose purpose is aimed at understanding the future of the profession. The objectives of practical training should not only consolidate the theoretical knowledge of students, but also the acquisition of practical skills according to the educational qualification characteristics of the chosen specialty.

Educational excursions and educational practice are mandatory and necessary components of the educational process. They include the creation of conditions for bringing the content of subjects to real life, observation and study by students the phenomena and processes of society life, expanding worldview of students, forming their essential competencies and strengthening practical vocational-oriented direction of the educational process.

The content and forms of educational practice should be defined not only by the university curriculum and methodological support, and carried out not only in the form of excursions and seminars. It is advisable to widely use solving situational practical problems in organizations in the time of their practice.

Educational excursions should be organized in order to develop the students' interest in the material studied, and lay the foundation for expanding professional skills in the future, and development of analytical thinking. In choosing sites for excursions there should be considered professionally significant qualities of future specialist students.

To increase the interest of first-year students in excursions, and to promote initiative and independence we can offer individual and group tasks for studying individual objects, composing and solving problems based on the collected statistical data, preparation of reporting materials using methods of grouping, comparison, generalization of data.

Conducting educational practice of the second year students should be oriented on the development of cognitive activity of students, involving them in research work, deepening and systematization of knowledge, skills, awareness

of the practical component of certain individual courses, the formation of interdisciplinary relations and so on.

Academic hours planned for training practice, can be used to implement the practical part of curriculum subjects of the curriculum, including the implementation of comprehensive workshops.

This will enable students to use their knowledge and ability to find solutions to the problems in the variable situation, to see new possibilities of applying facilities to increase the motivation of learning, develop skills of independent work. We believe that these educational activities must be assessed.

At the second and third year of study we offer innovative learning model based on the concept and the perception that teaching which is implemented as a joint activity of students and teachers in the form of dialogue, interpersonal interactions and intense depression.

Thinking of the innovation-oriented participants must be based on the following key landmarks, including: personal training of all participants; lecturer-partner in training activities; the student has to experience the learning process as its active participant with the transfer of knowledge, critical thinking, submissions and more.

In our opinion, the ever-changing market requirements for professional competence of future specialist set tasks to every teacher to form in students the desire for continuous self-education, the ability to continuously update gained scientific knowledge, the ability to adapt quickly to change and adjust professional activities.

Search for the best ways to improve didactic educational system in universities is realized through systematic professional self-development of each teacher.

In order to facilitate the professional adaptation of students in the third year of study it is necessary to optimize teaching and practical training.

With the passage educational and industrial practice students must learn to use their theoretical knowledge of studied subjects to solve specific problems and challenges of scientific and industrial nature; learn to work and make decisions in conditions close to real production

activities; develop skills in organizational activities and expedition and laboratory conditions.

In the fourth year students study mostly basic, professionally oriented disciplines of training. In our opinion, at this stage professional adaptation of students will be more effective through training, conducted both by teachers of leading departments of universities, and by practitioners of chosen professions. Training will provide not only the formation of subject competencies (knowledge, skills, attitudes and skills in a particular direction education), but the key professionally significant qualities of future specialists.

The training course will contribute to the formation and development in future specialists' skills in self-discovery, improving personal professionally significant qualities, self-regulation of mental states, establishing contact with communication partners, increasing sensitivity to group interaction, creating a viable team, presentation personal preferences of future specialist which cover certain key competence.

The studies the specific training of future specialists allow to conclude that the real learning process of formation of future university specialists to design professional acts is not performed at all, or is spontaneous; most university teachers are not well-trained for the system design design-oriented professional tasks on the material subjects they teach; the curriculum content is primarily focused on the study of theoretical problems without determining their places and ways of solving in the practice specific professional specialization and training; traditional reproductive forms of learning dominate. Meanwhile, in the scientific and educational manuals in various aspects of professional training universities students, there is no theoretical model of integrated readiness of future professionals for professional design and systematic scientifically proven concept of its implementation in the classroom.

Given these shortcomings, we offer the following theoretical model that is the basis for creating the concept of training of future professionals' fundamentals of professional activity. Model of integral readiness of future professionals to design professional activity includes the

following interrelated structural components, such as:

a) orientation of the future professional for designing professional activities (psychological aspect);

b) cognitive-activity readiness for personal mastering the content of professional activities through design (practical aspect);

c) the willingness of future professional for self-development using design and overall professional development (aspect of self-improvement).

In our opinion, the introduction in the high school educational process of the proposed theoretical model of future professionals to design professional activities contribute to successful professional adaptation and increase the effectiveness of their training.

The proposed qualitatively new solution of the problem of creating pedagogical conditions of successful professional adaptation of students at the university, enhance practical orientation training, provide professional guidance and personal component that will enable the graduate to adapt to the changes in labor relations, to show demanded initiative, flexibility, self-perfection, etc.

The prospects for further research are in the scientific search of ways to enhance the professional preparedness of graduates in Ukraine to future careers.



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The article outlines problems of professional adaptation of students at various stages of study in higher school with considering peculiarities of each period of professional adaptation of higher education institutions students. The main factors for solving problems of professional adaptation of students during the training period are analyzed. A qualitatively new solution to the problem with creation of pedagogical conditions of successful professional adaptation of students in training period at the university.

Розглянуто проблеми професійної адаптації студентів, що виникають на різних етапах навчання у вищому навчальному закладі, з урахуванням особливостей кожного періоду професійної адаптації студентів. Проаналізовано основні фактори, що впливають на вирішення завдань професійної адаптації студентів у період навчання. Запропоновано якісно нове вирішення проблеми зі створенням педагогічних умов для успішної професійної адаптації студентів у період навчання в університеті.

Рассмотрены проблемы профессиональной адаптации студентов на разных этапах обучения в высшем учебном заведении с учетом особенностей каждого периода профессиональной адаптации старшеклассников. Анализируются основные факторы решения задач профессиональной адаптации студентов в период обучения. Предложено качественно новое решение проблемы за счет создания педагогических условий успешной профессиональной адаптации студентов в период обучения в университете.

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SPECIAL ASPECTS IN FOREIGN LANGUAGE PROFESSIONAL EDUCATION OF PHILOLOGY STUDENTS IN ECUADOR

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The article is devoted to the analysis of foreign language teaching system in the universities of Ecuador and reviews the use of interactive technologies in language learning in the universities, which constantly change their educational methods and adapt to the requirements of modern international society. The article describes special aspects of this type of learning and the use of multimedia technologies as a method for realization of interactive learning goals.

Different processes in the development of our society have determined rising importance of foreign language learning in the whole world. There is no doubt about the fact that knowing a foreign language gives an opportunity to modern specialists to develop their professional skills, using researches, made by professionals in other countries. As a result we become more opened towards the world and the world constantly reveals new possibilities for us.

Many countries direct their politics on development of international relationships with surrounding countries and other continents, for that reason international communication with specialists from other countries becomes more and more important. Therefore there is a big need in improvement ways of foreign language teaching strategies. In order to meet society requirements educational institutions must constantly change their educational methods and adapt their teaching strategies to modern demands.

One of the most important changes, which happen nowadays, is introduction of interactive technologies in foreign language teaching. All these changes are result of motion in the direction of innovative paradigm, which is not only a way to obtain professional skills, but also it gives an opportunity to develop intellectual and creative skills to open a whole potential for a professional training of specialists.

The use of interactive technologies in educational process is described in a great amount of researches, where theoretical and practical aspects, as well as problems and goals of this education type are revealed. Many articles and scientific papers confirm a constant interest and devotion of scientists to the analysis and investigation of interactive learning methods for finding new educational aspects and improvement of higher education system in totality. Different researchers, such as M. V. Klarina, L. V. Pirozhenko, O. I. Pometun, I. S. Yakimanska and others stress in their works the importance of various teaching aspects, theoretical and practical methods as well as problems of interactive learning [4, 6–8].

The goal of this article is to reveal the special aspects in pedagogical system of foreign language teaching in the University of Ecuador, and to analyze the use of interactive technologies in foreign language teaching. The subject of the article is relevant and little investigated from the perspective of the special aspects of foreign language teaching in Latin America. Primarily the use of interactive technologies is one of the characteristics of modern education in Ecuador. That's why the analysis of new teaching strategies abroad could be a major step toward investigations of foreign language teaching methods.

There is no doubt that a need for foreign language learning is significant. Various universities of Ecuador offer courses of foreign languages such as: English, German, French, Italian, Japanese, Chinese, Russian, Kichwa, Portuguese and others. Such diversity of choice confirms the need and more and more growing interest in language learning.

This article is devoted to the analysis of interactive technologies appliance in the learning of German language by students in the University of Ecuador. Significant factors are goal and relevance of this learning type, which is applied already many years in the educational system of Ecuadorian universities. It should be also emphasized that language learning in the universities of Ecuador is directed on correspondence to international standards of language proficiency. For example, educational program of German language is divided in accordance to international rules, so that there are considered different levels from A1 to C1, each of them has a detailed description in international frameworks. For this reason professional skills and abilities of the student on each level correspond to existing standards.

Certainly, foreign language learning system in institutions of higher education in Ecuador should be distinguished from the system, applied in Ukraine. National Universities of Ukraine mostly provide education in a formed students group of certain faculty, which has an already established learning plan, fixed docents and own educational program. Speaking about foreign language learning, there should be highlighted, that not always language knowledge of all students in the group are equal, so that, for example, one student can speak German better than others, and the another one lacks speaking skills, but they all learn in the same group. This happens especially while foreign language learning by students of non-philology specializations, or by philology students while learning not the main, but second foreign language. Such educational form can't be totally efficient, because weaker students not always can follow new information fast, and stronger students don't reveal their potential completely.

Concerning Ecuadorian universities, there can be mentioned several differences in the education system. A student, who studies on a certain faculty, has it's a program, which he must fulfill. However he has a right to organize his own schedule in accordance to university opportunities. On this way he can choose time and docent, provided by the university.

In conformity with a program, established by every faculty, students must complete 6 or 8 language proficiency levels, depending on norms of each faculty. Also, it is to be noted that in many cases a student has right to choose a language, he wants to learn, an exception could be only English language, established by many faculties as obligatory subject. All other foreign languages are optional. If a student must learn second foreign language in accordance to the educational program, he can choose between 6 or 7 languages. Therefore if he already has foreign language knowledge, there is a possibility to pass a language level definition exam and depending on result enter not first level but higher level course. Thus, it should be noted that, for example, in the same group of 3 Level German can study together students of first, third, fourth or fifth academic year from different faculties, as well as other persons, who don't study in the university, but need foreign language for work purposes.

There is no doubt that such method is more efficient, because the students, who learn in the same group have approximately equal language knowing level. This gives an opportunity to learn foreign language step by step, reaching better results.

While learning foreign languages an important aspect, considered by many Ecuadorian Universities, is constancy in language learning. Open courses of foreign languages offer regular and intensive courses. In the regular course one level covers a whole semester, about 4 months, the intensive one – about two months. Depending on course type, one can choose between 1 hour and 2 hour course a day, from Monday till Friday. The constancy in language learning is very important aspect, which permits to obtain good results in a short period. The students permanently remain in incessant information flow,

which prevents them from forgetting already discussed material.

One of the characteristics of educational system in higher education institutions in Ecuador is evaluation of teachers work and teaching abilities by students. Such evaluation is held once a semester, so that students evaluate in accordance to different parameters all the learning process, organized by a teacher during the whole semester. Doubtless, this becomes motivation for permanent improvement and development of teacher's professional skills, so the use of modern technologies in education is essential aspect for development of professional university society.

Certainly, in order to obtain rather fast and efficient results it is of great importance to use different forms and methods, which could be useful for developing professional skills by students. Interactive technologies in foreign language learning result to be particularly significant.

Constant extension and use of communicative-informational technologies in different situations causes certain changes in education. New interactive technologies stimulate education quality and help to obtain targeted results in foreign language learning. Organization of the educational process demands on the teacher invention of more creative approaches, as the use of interactive technologies makes learning process more interesting and active. However, it is to be noted, that fast evolution of multimedia makes possible its use in education.

Both in Ukraine and Ecuador the use of interactive technologies becomes more and more popular. With regard to the foreign language learning in Ukraine, it can be noted, that teachers not always tend to use new educational forms, leaning toward applying of the traditional, already known during many years and accustomed teaching methods. For example, simple reading and retelling of texts, translation or fulfilling of grammar exercises. Doubtless, the traditional teaching strategies are also efficient and have their advantages, providing targeted learning results. However, using such educational methods students tend to develop their writing skills, while oral speaking is also of

great importance, but yet not sufficient trained for fully-featured communication.

It is a combination of modern and traditional foreign language teaching forms, that can provide efficient learning results, as well as give students an opportunity to develop both their writing and oral skills at the same time. Appli-ance of multimedia boards, screen projectors and Internet resources in education makes the learning process more interesting and active. Still the use of such technologies in universities of Ukraine is not so widespread as abroad, as only some high schools and universities apply these technologies frequently.

The quality of education is characterized by sufficient development of writing and oral speaking skills for fulfillment of fully-featured communication. Foreign language teaching methods and educational program build on modern language teaching strategies and utilization of new technologies, so that the use of multimedia and interactive technologies becomes usual practice. Nowadays the interactive educational methods with use of computer programs, multimedia projectors and web cameras receive increased attention. This gives an opportunity to organize social-educational activity more efficient.

In the following there are some examples of using multimedia in foreign language learning:

- The use of computer, Internet and web camera for organization of video conference between students from Ecuador and Germany;
- The use of multimedia projector for video demonstration or audio reproduction, applying further theme discussing;
- The use of Internet resources, educational web sites, linguistic or grammar online tests, as well as additional teaching materials;
- The use of Internet resources for organization of interactive games or discussions between students, within the discussion for finding the best solution in certain learning situation [2, 49–51].

Utilization of interactive technologies in foreign language teaching is directed on the improvement of oral speaking skills, and becomes more efficient owing to that fact, that

students discuss real life situation, which can appear while communicating with native speakers. Such practical language use generates rising motivation and interest toward language learning process, which in turn is a step to proficiency and further learning progress of specialists.

As such, interactive learning began to be used not so long ago, thus great amount of researches affirm an ever burning interest and significance of this theme.

So why does interactive learning, in opinion of many researches, give the most efficient learning results? It is interactive learning that is best suitable for theory and practice of modern language teaching, because at its basis is proactive engagement of teacher and students, that gives students possibility to be not just a lecture participant, but to be a subject of real communicative activity, which stimulates student's inner capacity awakening and learning on creativity level [4, 6–8].

In the conditions of modernization of learning processes the multimedia technologies in education are widely used. These technologies make it possible to work with different images, video, animation, sound and games. The use of multimedia projectors, computers, laptops, interactive boards, screens permits to organize an educational process more efficient and interesting. In such a way not only a teacher but also students can make use of these gadgets for the fulfillment of various tasks and work presentations.

Application of interactive technologies facilitates new material learning. Why is interactive learning so important in language learning? Interactivity is an active communication between teacher and students, which stimulates experience accumulation, team-working skills, openness and tolerance in discussions. It is to be mentioned, that educational games, role playing game, psychological trainings, group discussions, brain storming, cooperative learning have become now an indispensable part of learning process in Ecuadorian Universities. Interactive lectures, training conference-lectures, problem lectures, discussions, presentations and investigations – all these methods are used in order to obtain better results in learning [1, 1–8].

Multimedia technologies allow to arrange the lesson in such a manner that it would be simple to understand, because they make it possible to demonstrate new information or material from various points, using additional resources. In the process of new material learning students can watch videos or associate new information with pictures, all this complete the main lesson theme. In such a way teacher can expand information volume and vary it.

There is no doubt, that the use of interactive technologies is current topic, which is important in the context of new educational forms. Our society constantly faces the necessity of social problems solving. Foreign language knowing is indispensable part of society evolution, as communication and understanding people of other nations is, and has always been, a huge step to individual personality growth, society evolution and nation progress.

While foreign language learning writing and oral speaking abilities is considered very important. In this case communication is a capacity to understand, transform, learn and retell information using foreign language. The goal of interactive learning is to develop skills for realization these significant communicational tasks and for quick orientation in different life situations.

Higher education institutions in Ecuador apply interactive technologies using multimedia very often. All university training rooms are equipped with computer and multimedia projector that makes it possible to use these gadgets on any lesson at any time. First of all it is foreign language teaching that demands using of these educational methods.

Video watching, using internet resources, for example, linguistic tests or online games, language resources from different web sites, gives students an opportunity not only to learn foreign language from viewpoint of necessity of writing and oral communication, but also to learn a social-cultural aspect, learn more about the country, whose language they learn.

Among interactive learning goals there should be mentioned following:

- Creation of comfortable learning conditions, where student can experience his own successfulness;

- Organization and development of dialogue communication, directed on mutual understanding and interaction between students;
- Elimination of one student's domination over the others, or dominance of one point of view in a group;
- Development of skills for critical thinking, difficult task solving basing on circumstances and information analysis;
- Development of communicative skills with native speakers and participation in discussions [3, 3–6].

It is noteworthy, that learning the social-cultural aspect of the country, whose language we learn, stimulates motivation and interest while foreign language learning and this is a huge progress. Personal interest and conception of new information encourage being more professional, and this is fundamental for the development of professional society.

The foreign language teaching system in the universities of Ecuador represent some differences in comparison to language teaching system applied in Ukraine. A push towards the use of new strategies in education is a constant demand to meet the requirements of modern society, so the international language level proficiency system improves the whole pedagogical system. Such factors as constancy in language learning, correspondence to international standards and development of intercultural aspect in education is a push towards permanent improvement of foreign language teaching system. The use of new strategies, Internet and multimedia in education permits young specialists to reach efficient results in language learning and develop their writing and speaking skills faster.

Modern life needs the use of intellectual and creative human potential, that's why profes-

sional training of qualified specialists is subject to changes, adapting to the requirements of our time. One of these changes is tendency to applying of various interactive methods in language teaching. New teaching technologies and strategies are necessary to meet the needs of world education, so a big number of investigations about interactive learning confirm significance of this theme and further perspectives of researches dedicated to interactive learning.

These methods make it possible to improve the professional training of students and they are fundamental for efficient realization of competent teaching strategy. Present research provides ground to assume, that universities of Ecuador make use of interactive technologies in foreign language learning very often, and so it stimulates the development of innovative thinking, avoiding stereotypes while expressing own opinion, it improves communication skills and motivates students to further language learning.



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Permanent change of society demands puts new claims on modern education. The research in foreign language educational system in the University of Ecuador reveals new aspects in foreign language teaching. The modern society needs an improvement of foreign language teaching strategies, that's why the use of interactive technologies is indispensable part of modern education.

Постійна зміна вимог суспільства ставить нові виклики до сучасної освіти. Дослідження системи навчання іноземним мовам в університеті Еквадору відкриває нові аспекти у викладанні іноземної мови. Сучасне су-

спільство потребує поліпшення стратегій викладання іноземної мови, тому використання інтерактивних технологій є невід'ємною частиною сучасної освіти.

Постоянное изменение требований общества выдвигает новые вызовы к современному образованию. Исследование системы обучения иностранным языкам в университете Эквадора открывает новые аспекты в преподавании иностранного языка. Современное общество нуждается в улучшении стратегий преподавания иностранного языка, поэтому использование интерактивных технологий является неотъемлемой частью современного образования.

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**PECULIARITIES OF FORMING PREPAREDNESS
FOR FUTURE PSYCHOLOGISTS TO DEVELOP CREATIVITY
IN THE CONSULTATIVE INTERACTION BY MEANS
OF TRAINING EXERCISES**

Наукові праці МАУП, 2016, вип. 50(3), с. 198–201

The features of formation of future psychologists to creative activity by means of interactive learning are analyzed. Based on practical achievements the training program for professional activity for future psychologists in high school is suggested.

The transition from an industrial environment to a information technology replete environment opens up new benchmarks in the social and cultural life of the community, which qualitatively changes the educational needs for further training and professional activities of modern professionals.

In the current social and cultural conditions the professional training of future psychologists requires focusing on the development of creative thinking and emotional competence during the consultative interaction with different groups of people. That is why one of the most important tasks of higher education at present is finding the most efficient and effective forms and methods of creativity for the development of professional activities of future psychologists.

Modernization of the Ukrainian education system acquires social orientation: the content of higher education is focused on the increasing social role of the individual, the development of his/her social skills, increasing activity, enriching social experience, developing the cross-cultural interaction skills, creating conditions for social adaptation and harmonization of human relations and society, as indicated in the Law of Ukraine “On Higher Education”, State national program “Education” (Ukraine of the twentieth century), the National Doctrine of education.

Social order of a psychologist is a priority currently, able to creative solving problems of professional competence within the competence field.

An important contribution to the study on creativity has been made by domestic and foreign scholars, including G. Isenk, F. Barron, J. Guilford, L. Daft, V. Druzhinin, A. Maslow, M. Matyushkin, I. Miloslavskyy, C. Rogers, R. Sternberg, P. Torrance, E. Fromm and others.

Among the many studies on creativity it is worth outlining a large number of works devoted to the consideration of individual psychological characteristics of creatively gifted person (T. Amabile & M. Collins, D. Bogoyavlenska, J. Guilford, V. Druzhinin, D. McKinnon, A. Maslow, O. Matyushkin, V. Molyako, K. Rogers, C. Taylor, P. Torrance, et al.).

Defining the essence of term “creativity”, we emphasize that in the scientific literature the term “creativity” is inextricably linked with the notion of “oeuvre”. The two concepts coincide and are identical, often used interchangeably. The reason and the origin of the term “creativity” (from the Latin ‘creatio’ – creation, from the English ‘creativity’ – creative potential and skills, creative features and abilities).

Therefore, in our opinion, before the term ‘creativity’ was substantiated, its components

were considered as components of the concept 'work.' We are considering this statement in detail.

The creativity issues have long been under consideration in the works of philosophers, educators, psychologists. Philosophers treat creativity as an activity of a human, who is creating a brand new materials and moral values. It is the human ability to create from the material provided by reality, (based on the knowledge of the laws of the real world) the new reality that satisfies various social needs. Types of creativity are determined by the nature of creative activity (inventive, organizational, scientific, artistic, etc.).

In the psychological literature, there are different approaches to the definition and interpretation of creativity. L. Vygotsky considered creativity a building something new. In his works A. Brushlinsky singled out creativity as discovery of the unknown and creating the new. M. Dyachenko and L. Kandybovych defined creativity as a form of productive activity and independence of a person [3].

According to G. Adler, creativity is an activity means generating something new basing on the reorganization of the experience available and the formation of new combinations of knowledge. It is carried out on two levels. The first level of creativity is characterized by the use of existing knowledge and expansion of their use; on the other level it creates a completely new approach that changes the stated view of the object or area of knowledge [1].

In the scientific literature that deals with the problem of creativity, they distinguish the following aspects: motivational, cognitive and behavioural.

Motivation of the creative behaviour is formed in early childhood and is based on experiencing feelings: "I can", "It does not go with me", with the perception of own exorbitant desires [2].

The cognitive aspect of creativity has the following characteristics:

- productivity – the wealth of ideas, associations, solutions to problems;
- flexibility – the ability to quickly change the methods of action, to move from one class of objects to another;

- originality – rarity, unusual, unique way of solving a problem.

The behavioral aspect of creativity (according to I. Korchuhonov) implies the realization of creative properties on the behavioral level: mastering certain behavioral automatisms and ways of action realizes through training.

An outstanding scholar, professor at the University of Hanover in Germany Karl Urban developed the component model of creativity, the essence of which is as follows: there are six components of creativity, which belong to two groups – the cognitive and the personality group.

The cognitive group includes:

- 1) divergent thinking and divergent action;
- 2) general knowledge and the intellectual base;
- 3) the base of special knowledge and specific skills.

The personality group includes:

- 1) concentration and enthusiasm for the task;
- 2) motivation and motives;
- 3) openness and tolerance of uncertainty.

Let's consider the nature of each of these components.

Divergent thinking and divergent action. The constituents of the creativity component were singled out by John Gifford [1]:

- speed (ease, productivity) is characterized by the number of ideas that emerged within the time unit;
- originality – the ability to produce ideas that differ from generally accepted;
- flexibility of thinking – the ability to put forward a variety of ideas to move from one aspect of the problem to another, use a variety of problem solving strategies;
- development and refinement category means that creative solutions must be examined in compliance with the problem and designed so that it can be communicated to significant others.

The premise for creative process is sensitivity of the problem, the ability to find it. The same facts can be the impetus to search for one individual, while the other did not see in them anything that requires study. The desire to ask the question is common to all normal children by nature. The ability to ask is closely linked to

their natural curiosity, the desire for research and knowledge. The author notes, this is where emerges the connection between divergent thinking and other non-cognitive personal features. These interactions are determined between different basic components of creativity.

A. Gretsov defined the creativity structure as a dynamic interaction of five components:

1. motivational (involves the formation of success motivation);
2. emotional-value (facilitation of the state psycho-physiological coherence and adoption of culture principles);
3. cognitive (learning psycho-pedagogical foundations of creativity);
4. conative (mastering specific skills – techniques and methods to generate ideas and analysis);
5. effective (creation of the text as a creative educational product) [5].

We have developed a structure of creativity and defined the following components:

- cognitive component – typical of characteristics of creative thinking and perception;
- emotional motivation component – setting the professional importance of quality in its personal and valuable importance, developing from a positive emotional attitude to the sustainable need in creative activities;
- active and creative (behavioral) – describes the realization of creative features at the behavioral level.

After analyzing the listed views on the structure of creativity, we made the conclusion:

- 1) currently among educators and psychologists there is no coherent, consensus on the structure of creativity;
- 2) an essential component of creativity is the human capacity for divergent thinking and sensitivity;
- 3) the crucial role is played by motivation (preferably internal);
- 4) creative achievements are not possible without a person mastering general and specific knowledge related to creativity;
- 5) an important role is played by the positive emotional state, faith in their capabilities.

That was why we used psychological training as a means of developing creativity with future

psychologists. We consider psychological training as a planned process designed to provide or update knowledge and skills to develop those skills of bank employees and properties that are characteristic of creative individuals.

When planning the training program we set out to achieve a maximum level of creativity of the training participants. After all, as an integrative property of individual creativity is not stable and unchanged during the lifetime, its manifestation is dependent on many external conditions and personal factors. Increasing its level is a coherent long-term process that requires constant reinforcement in the form of new knowledge, creative thinking training, favorable conditions and cognitive, activity and personal motivation to active creative activity. Therefore the main task must be seen in order to give impetus to the development of creativity, help bank employees in certain areas of work on themselves.

So the purpose of psychological training should updating personal creative potential and optimizing the process of creativity of future psychologists.

Realization of the goal within the training program shall be subject to the fulfillment of a number of problems:

- formation of motivation for creative activity and cognitive openness to new experience;
- creation of the creative microenvironment;
- updating creative properties;
- development of personality traits inherent for creative personality;
- training of creative thinking in solving problem situations;
- implementing capacities of the information-rich microenvironment for the development of future psychologists creativity;
- forming capacity for reflection;
- enriching professional and life experience.

Creativity is linked to the search for new teaching ideas, solutions and selection of the best options. You need to develop creative thinking, which depends on the subjective characteristics of the individual.

In designing the training program and selection psycho-training exercise we considered: creative imagination, which makes it a prerequisite for professional work; maturity of intel-

lect, which encourages reflection, streamlining knowledge, searching and reasoning own existing solutions for (possible) problems; openness to new knowledge (cognitive openness) in relation to new information, experience, ease of perception of new ideas; professional outlook that determines its capacity for self-reflection.



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The paper analyzes the features of formation of future psychologists to creative activity by means of interactive learning. Based on practical experience and practical achievements the author suggests a training program for professional activity for future psychologists in high school.

Проаналізовано особливості формування готовності майбутніх психологів до творчої діяльності за допомогою інтерактивного навчання. На основі практичного досвіду запропоновано програму навчання для професійної підготовки майбутніх психологів у виші.

Приведен анализ особенностей формирования готовности будущих психологов к творческой деятельности посредством интерактивного обучения. На основе практического опыта предложена программа обучения для профессиональной подготовки будущих психологов в вузе.

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**ЛЕКСИКО-ГРАМАТИЧНА КОНЦЕПТУАЛІЗАЦІЯ ДІЛОВОГО
МОВЛЕННЯ ТА АСПЕКТНИЙ ПЕРЕКЛАД З НІМЕЦЬКОЇ МОВИ**

Наукові праці МАУП, 2016, вип. 50(3), с. 202–206

Розглядаються особливості аспектного перекладу фахової літератури з німецької на українську мову з прикладами в межах правничої галузі та у сфері економіки.

Інтеграція України до світового економічного простору, розширення міжнародних контактів, зростання обсягів міжнародної торгівлі та дипломатичної діяльності призвели до зростання кількості документів та інших комунікацій іноземною мовою. Розширюються міжнародні зв'язки, вплив англійської мови ділового спілкування призводить до уніфікації діловодства в різних країнах. Однак необхідно відзначити певні особливості національної комунікативної поведінки та національного діловодства зокрема. Дослідження є актуальним з точки зору підвищення якості перекладу міжнародних документів з німецької мови, зважаючи на те, яку велику увагу приділяють німці формальностям та дотриманню протоколу.

Окрім зовнішньої класифікації фахових термінів, для якісного перекладу важливу роль відіграє внутрішня структура певного терміна, в якій виділяються такі базові ознаки: семантика терміна (денотативна, конотативна, прагматична); вмотивованість, яка має мовний та термінологічний підвиди; сигніфікативне значення (позначення спеціального поняття, вербалізація спеціального концепту). Врахування цих особливостей вимагає ґрунтовного підходу до перекладу тексту залежно від його стилю, фахової спрямованості та інших аспектів.

Аспектний переклад — переклад лише частини тексту відповідно до будь-якої заданої

ознаки (аспекту). Якість аспектного перекладу залежить від точного визначення аспекту та властивої йому лексики в мовах донора та реципієнта. Особливо складним є аспектний переклад у галузі офіційно-ділових та юридичних термінів, оскільки в німецькій мові часто застосовуються багатозначні терміни та конструкції, які змінюють переклад залежно від аспекту.

Аспектний переклад визначається не тільки загальною тематикою та стилем тексту, а й особливостями обраної аспектною ознаки. Залежно від призначення перекладу — юридичний (точність), офіційно-діловий (припустимий менший рівень точності та збільшення описовості), робочий переклад для наукових конференцій (еквівалентний переклад) тощо перекладач обирає те чи інше значення багатозначного терміна, мовної конструкції, перекладаючи частину тексту дослівно чи з застосуванням перекладацьких трансформацій, які дають змогу більш доступно подати текст на мові реципієнта, не змінюючи його сутність.

У своїх працях дослідники аспектного перекладу акцентують увагу на структурних відмінностях фахової мови, на особливостях фахової термінології. При цьому з точки зору застосованої лексики усі фахові тексти поділяють на 4 види:

1) терміни певної галузі, що мають власну дефініцію;

2) міжгалузеві, загальнонаукові лексичні блоки;

3) напівтерміни (або професіоналізми) і номенклатури;

4) професійні жаргонізми, сленг [2].

Нижче на прикладах хотілося б показати особливості перекладу певних термінів сфери міжнародного співробітництва з урахуванням таких теоретичних вимог: еквівалентності, транспарентності, запозичення або кальки, описового перекладу.

Відкрити фірму:

- *Ein Geschäft aufmachen* (в загальному сенсі, тобто зайнятися підприємницькою діяльністю);
- *Eine Firma eröffnen / gründen / stiften* (йдеться про конкретне підприємство, фірму, установу).

Реорганізація товариства з обмеженою відповідальністю:

- - *GmbH reorganisieren, reformieren* (внести нове);
- - *Umbilden* (змінити структуру, колишній порядок).

Створення організації:

- - *Gründung, Stiftung* (здебільшого в значенні заснувати);
- - *Eines Unternehmens* (у значенні створення комерційного підприємства);
- - *Einer Organisation* (будь-якої організації, установи, відомства);
- - *Eines Betreibers* (експлуатуючої організації).

Як другий компонент складного слова:

- - *stelle, Außenhandelsstelle* (зовнішньоторговельна організація);
- - *verband, Internationaler Arbeitsverband* (міжнародна організація);
- - *ausschuss, Normenausschuss* (організація технічних норм і стандартів);
- - *büro, Entwicklungsbüro* (проектна організація);
- - *träger, Versicherungsträger* (страхова організація);
- - *einheit, Wirtschaftseinheit* (господарська організація).

Наведені приклади наочно демонструють те, що перекладачеві юридичної та економічної літератури важко визначитися з тим чи

іншим терміном. Як уже згадувалося, потрібен досвід, грамотне використання джерел і знання предмета.

Для прикладу розглянемо багатозначність деяких термінів у межах окремої правничої галузі. Наприклад, у сімейному праві Німеччини існує низка термінів, переклад яких залежить від аспекту. Центральними поняттями цієї галузі права є концепти “сім’я” та “шлюб”.

Ці поняття протягом всієї історії розвитку сімейного права зазнавали змін. Найбільш яскраві зміни відбулися і відбуваються з середини ХХ ст.: церковний шлюб (*kirchliche Ehe*) поступився місцем офіційно зареєстрованому шлюбу (*bürgerliche Ehe, Zivilehe*), з’явився цивільний шлюб як формально неоформлене співжиття (*faktische Ehe, eheähnliche Lebensgemeinschaft, nichteheliche Lebensgemeinschaft, außereheliche Lebensgemeinschaft*), ставиться під сумнів принцип різностатевих партнерів у шлюбі (*gleichgeschlechtliche Gemeinschaft, homosexuelle Partnerschaft, Homo – Ehe*). Все це знаходить відображення в мові, в появі нових термінів, що відображають соціальну дійсність.

Терміни “сім’я” (*die Familie*) і “шлюб” (*die Ehe*) використовуються не тільки на позначення певних термінів в юридичній галузі, а й для опису відповідних соціальних інститутів. Зміни соціальної структури суспільства відбилися на цих сферах життя. Таким чином з’явилося безліч тлумачень терміна “сім’я” і, як наслідок, цілий ряд нових слів і словосполучень (термінів), що описують сучасну сім’ю. Різноманіття ознак, що характеризують сім’ю як специфічну групу, пояснює існування різних дефініцій поняття “сім’я”. BGB не дає кодифікованого визначення сім’ї, проте в теорії права і в професійній комунікації термін “сім’я” має свої відмінні особливості: це, як правило, термін на позначення спільноти осіб, які проживають разом та поєднані спільними правами та обов’язками, передбаченими сімейним законодавством. У коментарі до BGB містяться такі положення, що визначають поняття і значення сім’ї для німецького суспільства:

“Die Familie — das BGB enthält keine Begriffsbestimmung der Familie, geht auch nicht von der Familie als Gemeinschaft aus, sondern behandelt Rechte und Pflichten der Familienmitglieder als einzelnen Personen. Es sieht daher in der Familie lediglich die Gesamtheit der durch Ehe und Verwandtschaft verbundenen Personen, gebraucht den Begriff aber selbst nicht einheitlich. Im engsten Sinn versteht man darunter die Ehegatten und ihre Kinder” [7].

З огляду на це визначення, сім'я тлумачиться як коло людей, пов'язаних шлюбними узами або узами спорідненості, проте у вузькому розумінні сім'я — це тільки подружжя та їхні діти. Таке розуміння сім'ї суперечить реальній ситуації в суспільстві. Законодавство виходить з поняття сім'ї, заснованої на шлюбі, проте в німецькому суспільстві шлюб все менше є основною умовою виникнення сім'ї. У зв'язку з цим постає питання про правовий статус фактичних сімей. Термін *die Ehe* (у сучасному розумінні — шлюб) має західнонімецьке походження і раніше мав загальне значення — закон (*Gesetz*). Саме тому спорідненим йому вважається прикметник *ewig* (вічний). Сучасне німецьке законодавство не містить офіційного визначення шлюбу. Коментуючи BGB, провідні німецькі юристи так визначають шлюб: “*Das BGB enthält keine Begriffsbestimmung der Ehe. Man wird sie als die mit Eheschließungswillen eingegangene, staatlich anerkannte Lebensgemeinschaft zwischen Mann und Frau bezeichnen können*” [7]. У перекладі “шлюб — це вільний, добровільний, рівноправний союз жінки та чоловіка, що укладається для створення сім'ї і який породжує взаємні права та обов'язки подружжя”. Отже, використання певного терміна на позначення шлюбу в перекладі юридичних текстів в галузі сімейного права може значним чином варіюватись залежно від аспекту.

Таким чином, від обраної аспектною ознаки переклад німецьких офіційних текстів у сфері економіки, права чи інших галузей може відрізнитись як від оригінального тексту за побудовою, так і за використанням української термінології.

Розглянемо лексико-граматичні трансформації при аспектному перекладі з ні-

мецької мови. У практиці перекладу граматичні трансформації, звичайно, поєднуються з лексичними. Граматичні відповідники між мовами різних систем здебільшого можуть бути лише функціональними, залежними від низки перемінних факторів. У багатьох випадках зміна конструкції речення викликається лексичними, а не граматичними причинами. Оскільки комунікативне навантаження речення потребує ретельного вибору слів, щоб отримати вірне і точне відображення в перекладі, то рішення перекладацької задачі залежить і від вдалого вибору форми слова, його граматичного складу. Граматичні відповідники між мовами різних систем переважно можуть бути лише функціональними, залежними від деяких перемінних факторів. Граматична і синтаксична конструкція не мислиться у процесі перекладу як дещо самостійне, у відриві від їх лексичного наповнення. Посилення окремих моментів вислову здійснюється не лише емпатичною побудовою речення, а й вибором конструкцій, який створює найвигідніші умови для найбільш рельєфного виявлення думки [4].

Для реалізації відповідного термінологічного значення у певному контексті необхідно врахувати такі умови [1]:

- 1) термінологічне оточення фахового дискурсу;
- 2) саме дефінітивна функція терміна, що звужує звичайне тлумачення загальноживаного слова, задає заповнюваність семантичної структури у наявному термінологічному оточенні;
- 3) потреба і доречність у використанні загальноживаної лексики саме у термінологічному значенні для адекватної реалізації висловлювання.

Виокремимо головні методи перекладу термінів.

Як пише автор підручника “Сучасна лінгвістика: напрями і проблеми” (2008) О. Селіванова [6], “головним методом перекладу термінів є переклад за допомогою лексичного еквівалента. Еквівалент — постійна лексична відповідність, яка точно збігається із значенням слова. Терміни, які мають еквіваленти у рідній мові, відіграють важливу роль під час

перекладу. Вони слугують опорними пунктами у тексті, від них залежить розкриття значення інших слів, вони дають можливість з'ясувати характер тексту”.

Для досягнення максимальної адекватності під час перекладу, наприклад, юридичних термінів з німецької на українську перекладач повинен вміти користуватися різними видами перекладу, зокрема (далі цитовано за [6]):

1. Еквівалент, тобто наявний в українській мові адекватний юридичний зворот, що збігається з німецьким зворотом за змістом і за образною основою.

2. Аналог, тобто такий український стійкий зворот, що за значенням адекватний німецькому, але за образною основою відрізняється від нього повністю або частково.

3. Описовий переклад, тобто переклад шляхом передачі змісту німецького звороту вільним словосполученням, застосовується тоді, коли в українській мові відсутні еквіваленти й аналогії.

4. Антонімічний переклад, тобто передача негативного значення за допомогою стверджувальної конструкції, або навпаки.

5. Калькування застосовується в тому разі, коли німецький зворот не може бути перекладений за допомогою інших видів перекладу.

6. Комбінованим перекладом послуговуються тоді, коли український аналог не повністю передає значення німецького терміна або ж має інший специфічний колорит місця й часу; подається калькований переклад, а потім іде описовий переклад та український аналог для порівняння.

Існує кілька видів основних лексико-граматичних трансформацій, які застосовуються для аспектного перекладу з німецької мови.

1. Основним видом аспектного перекладу є дослівний переклад, який вимагає точного знання певної термінології. Наведемо приклад дослівного перекладу: *“Die Bürger gestalten ihre familiären Beziehungen so, dass sie die Entwicklung aller Familienmitglieder fördern.”* — “Громадяни регулюють свої сімейні відносини так, що вони сприяють розвитку всіх членів сім’ї”.

2. Наступним розповсюдженим типом аспектного перекладу є членування речень. Більшість простих юридичних термінів німецької мови утворено за допомогою видозмінювання слів (семантичне термінотворення), а також зміною їх значення в результаті метафоричного переносу.

Для кращого розуміння членування речень виконується шляхом розбиття великого, складного речення на декілька менших речень. Наприклад, речення *“Das gilt nicht, wenn der Verkehr nicht zur Empfängnis geführt haben kann oder die Vaterschaft eines anderen Mannes wahrscheinlicher ist, ist die Vaterschaft eines anderen Mannes wahrscheinlicher, kann dieser als Vater festgestellt werden”* можна перекласти у такий спосіб: *“Це положення не діє у випадках, коли стосунки не могли призвести до зачаття або батьківство іншого чоловіка є більш ймовірним. В цьому випадку інший чоловік може визначатись як батько”*.

3. Наступним видом аспектного перекладу є граматична заміна. Такі заміни поділяються на 4 види: заміни граматичної категорії, частини мови, члена речення та речення певного типу.

Наприклад:

- *Der ehelichen und familiären Bindungen* — шлюб та сімейне життя;
- *haben die Aufgabe* — мають на меті;
- *mit Einschluss* — включно;
- *voll geschäftsfähig* — повної недієздатності.

Отже, аспектний переклад охоплює низку особливостей, які відображаються на лексико-граматичному та семантичному рівнях і впливають на якість перекладу з німецької мови на українську.

Розглянувши лексико-граматичні особливості аспектного перекладу з німецької мови на українську на прикладі юридичної та економічної галузей міжнародної ділової комунікації, можна дійти висновку, що залежно від сфери функціонування, галузі діяльності, аспектною ознакою та інших чинників переклад певних термінів та граматичних конструкцій може відрізнятися особливим чином. Слід зазначити, що таке твердження особливо стосується багатозначних термінів у сфері права,

економіки та інших галузей, у яких відбувається активне міжнародне співробітництво між Україною та Німеччиною.

Існує низка лексико-граматичних трансформацій, які застосовуються в аспектному перекладі. Ми розглянули деякі з них, зокрема дослівний переклад, членування речень та граматичну заміну. Вибір варіанта перекладу формується на базі аспектною ознаки, яка диктує вибір певного значення слова чи словосполучення, а також синтаксичної побудови речення на мові реципієнта. На практиці аспектний переклад є значно багатограннішим та вимагає високої кваліфікації перекладача.



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Наведено аналітичний огляд практик аспектного перекладу фахової літератури з німецької на українську мову з прикладами в межах правової галузі та у сфері економіки.

An analytical review of practices in professional literature aspect of translation from German into Ukrainian of examples within the legal sector and in the economy.

Представлен аналітичний огляд практик аспектного перекладу спеціальної літератури з німецької на український мову з прикладами в межах юридическої отрасли и в сфере экономики.

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