

In summary, we recognize that the interpretive culture is of great importance in the field of music education. It assists the educator to convey to students his/her professional and competent understanding of the works of art bringing them to the art world and shaping in them an aesthetic experience and a general culture, which, in turn, is the objective of music education.

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Emelyanova D. V., Dulger A. S.

**FEATURES PROFESSIONALLY-ORIENTED ENGLISH
LANGUAGE TRAINING OF FUTURE TEACHERS OF PHYSICS**

Odessa, Ukraine.

Abstract. *The aim of the study was the development and implementation of the process of learning English in preparation for future teachers of physics professionally-oriented approach, i.e. the use of English as a means of replenishment of professional knowledge in physics, the formation of professional skills of using English in the future of the teaching profession.*

The work program consisted of eight semantic modules, each of which is assumed within the planned grammatical topics examination of the problems of modern physics, the study of life and biography of famous physicists, familiarization with the physical activity of the institutions of the National Academy of Sciences of Ukraine, especially physical education in Ukraine and in the schools of Western Europe and etc.

Organizational forms of learning in vocational-oriented training with active learning methods were as classroom training under the guidance of a teacher, and a mandatory independent work.

Implementation of the developed technique of professionally oriented teaching English using active methods, with the use of phase-control led to the following conclusions: more active learning process, significantly increased the interest of students, future teachers of physics, to the English language and, as shown by the results of the examination session, significantly increased the level of student performance.

Keywords: English, professionally-oriented education, teacher of physics.

Social, economic and political changes in our country, the integration of Ukrainian education in the world educational space, Ukraine's signing of the Bologna Declaration actualized the task of further modernization of the system of higher professional education in General and foreign language in particular. The need for foreign language proficiency determined by the practical needs of people integrating into the global socio - cultural space, entering into competition in the global labor market. Foreign language is a means of achieving certain practical purposes, whether it is verbal or non-verbal communication application, about which wrote PS Vygotsky, L.V. Shcherba, I.A. Winter and other scientists.

The expansion of business and cultural relations with foreign countries impose new requirements to the language-education - society needs specialists, for which knowledge of a foreign language is a professional necessity. Foreign language communication becomes essential component of future professional activity of the teacher subject. In this regard, significantly increases the role of the discipline "Foreign language" for non-language majors in teacher training colleges. The state educational standard of higher pedagogical education requires consideration of vocational specificity when learning a foreign language, its focus on the future professional activity, transformation of the discipline "Foreign language" as a means of achieving professional development of the individual. Ideally, every teacher should own at least one foreign language.

The analysis of pedagogical, scientific-methodological sources showed that professionally - oriented training should promote the development of professional skills by means of a foreign language. Foreign language is not only the object and purpose of education, but also a tool for self-education in personal important spheres of activity students. Under professionally-oriented assumes learning is based on the formation of foreign language professional communicative competence of the student through the professional message of knowledge by means of a foreign language, the formation of his professional qualities that result from the use of a foreign language in real situations of professional communication, the needs of the student in learning a foreign language, dictated by the peculiarities of the

future profession and specialty. Therefore, the content of educational material should have a professional orientation, to be focused on the latest advances in their future profession, in a timely manner to reflect scientific advances in the fields of professional interests of students, to provide them with the opportunity for professional growth [1, 2, 3, 4].

Despite the need for foreign language skills and the understanding of its importance, graduates of non-linguistic specialties, as shown, is not well known. The reasons for this phenomenon are many, but one of the main is the low motivation of studying this subject. It is a professionally-oriented approach as a priority in upgrading education and must be one of the important factors contributing to the formation of motivation of learning a foreign language for the future teachers of non-linguistic specialties.

The analysis of existing approaches to the definition of "professionally-oriented foreign language learning" helped to define it as a process aimed at fostering active and creative personality of the future specialist, able to apply linguistic knowledge in professional activities, and involving the acquisition of special knowledge and skills, contributing to their professional development in various fields of science and industry. Thus, the discipline "Foreign language" is in this case means to improve the professional competence and personal development of future specialists - graduates of modern high school.

The aim of this work was the development and implementation of the process of learning English in preparation for future teachers of physics professionally-oriented approach, i.e. the use of English as a means of replenishment of professional knowledge in physics, the formation of professional knowledge, abilities and skills of using English in the future of the teaching profession. The essence of the developed approach professionally-oriented English language training was its integration with physics with the aim of obtaining additional professional knowledge and the formation of professionally significant qualities of future teachers of physics.

Experimental work was carried out with students of 1 course, future teachers of physics, physical-mathematical faculty of the Institute of physics and mathematics of the South Ukrainian national pedagogical University named after K. D. Ushynsky.

To achieve this goal we have developed a working programme of the discipline "Practical course of foreign language (English)" in the direction of 6.040203 - Physics, majoring in computer science. The curriculum aims

to prepare students to communicate orally and in writing in English, assumes the availability of such skills in various kinds of speech activity, which will allow them to carry out the following activities: read the original literature in the specialty for information; to participate in oral communication in English for household and professional topics. The main objective of the programme was the correction obtained in the school of skills on advanced linguistic material; the improvement with the aim of preparation for reading and understanding literature professional orientation. It was assumed that as a result of study of the students should know the phonetical, lexical, grammatical material of the English language; be able to read and translate texts, professional orientation and interpret read; to understand spoken English and to be able to conduct a conversation-based social and professional topics.

The work programme consisted of eight content modules, each of which is assumed within the scheduled grammatical topics consideration of the problems of modern physics, the study of the biography and life of the famous physicists, familiarization with the physical activity of the institutes of the National Academy of Sciences of Ukraine, peculiarities of physical education in Ukraine and in the schools of Western Europe, etc.

For each of the planned content modules students worked on the projects, preparing stands, writing papers, doing oral messages, organized training and role-playing games, have discussions. The use of active learning methods contributed to the formation of cognitive and professional motives and interests; gave a holistic view of their future professional activities; taught collective thinking and practical work, formed the social skills of interaction and communication.

Organizational learning in the process of professionally-oriented training with the use of active learning methods were as classroom under the teacher's supervision, and mandatory independent work assigned by instructor performed in extracurricular time; individual independent work. The main characteristics of classroom was its comprehensiveness, integrity, intensification of speech acts, communicative and professional focus of all language aspects. Homework students in this approach was the result of a properly organized learning activities in class that motivated the extension and deepening of the knowledge, abilities and skills of foreign language communication in your spare time. Independent work of students seemed mostly individual extracurricular reading, Internet resources, which allowed the development of more professionally-oriented texts, appropriate for his subject the texts studied in class, but contains additional

information. As learning tools were specially selected training materials and units of the language: vocabulary, teaching grammar, rules, linguistic signs and symbols professional concepts and terms, guidelines, training manuals and materials, as well as the components that constitute them (exercises, assignments, tests etc.).

The periodic review process professionally-oriented training of future teachers of physics was carried out using the following types of control: pre -, current, intermediate and final. Preliminary control was carried out by the teacher before he began the study of the topic. The test object was the level of development of speech skills and individual language skills. The degree of development of language skills was the main object of the current control. The main task of the interim inspection was to determine the extent of students mastering each topic in General, their ability to relate classroom material already learned knowledge. The object of this type of control was verbal skills. Final control recorded the degree of master students communication skills and overall communicative competence at a particular level. Used various forms of verification: interviews, exercises, quizzes and tests, written tests.

Implementation of the developed technique professionally-oriented English language teaching using active methods, stepwise control allowed us to draw the following conclusions: intensified the learning process, significantly increased the interest of students, future teachers of physics, English language and, as shown by the results of the examination session, significantly increased the level of achievement of students (54 % of students received a score of "excellent", 42 % – "good", 4 % – "satisfactorily").

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Fatieieva D.M.

MEDIAEDUCATIONAL INTERNET TECHNOLOGIES IN PROFESSIONAL TRAINING FUTURE POLITOLOGISTS

Mykolaiv, Ukraine

Abstract. *This article deals with the innovative mediaeducational technologies – Internet technologies, which are thought to be effective means in the professional training. In terms of total informatization a question of professional training of future politologists is such an urgent, since system of professional political education should become a certain antidote to manipulative techniques of modern media. The author describes the peculiarities of Internet technologies usage in the process of professional training future politologists, the effectiveness of which was tested and proved during the experimental research. The most effective technologies were recognized the following: Internet-radio, web-portfolio, WebQuest, e-Democracy, e-Government. These Internet technologies were proved to be effective and to help future politologists to work in the professional environment. The students improved their skills to interpret, collect and summarize information, to connect it with their own experience and the experience of the others, to respond the media materials, to understand the social and political heritage, to acquire knowledge and to form their own critical, objective point of view.*

Key-words: *mediaeducational Internet technologies, mediaeducation, professional training, future politologists.*

The purpose of the State National Program "Education" ("Ukraine XXI century") is to enhance the education in Ukraine to the level of developed countries and to school professionals who can orient in the information space, critically perceive, evaluate the information and determine the pace and level of scientific technical, economic, social and cultural progress. Reaching this goal is possible under conditions of rejection from authoritarian pedagogy and the implementation of modern educational technology. The rapid development of network informational technologies has opened new perspectives and possibilities for education. Nowadays there is a tendency of merging educational and information technologies and the formation of the basis of fundamentally new integrated learning technologies based particularly on Internet technologies.