сивий стан дієслів, займенники some, any, структури there is / there are, і т.д. Усі види роботи одного уроку спрямовані
на вивчення основних граматичних явищ.
У розділі «Граматика» програми «Професор Хіггінс» є два розділи: теоретичний і практичний. Перевіряючи знання студента, програма відзначає його успіх, у разі необхідності надає допомогу.
Програма «English Gold» містить 144 мікроциклоїди, кожний з яких спрямований на засвоєння певної граматичної структури.
Крім того, викладач може запропонувати спілкування у віртуальній реальності за допомогою електронної пошти, що також допоможе студентам оволодіти міжкультурною компетенцією.
Інтернет може й повинен використовуватися виключно пасивно, але й активно. Студенти можуть пропонувати себе в ролі не споживачів, а постачальників інформації. Сайти використовують в електронній форматі, але не жодного виду роботи.
Як бачимо, за допомогою Інтернету можна вирішувати цілу низку дидактичних завдань: формувати навички читання, написання, розуміння, перевірки знань. Інтернет-ресурси можуть використовуватися як ефективний додатковий засіб навчання.
Висновки. У процесі нашого дослідження ми дійшли висновку, що використання Інтернет-ресурсів у процесі вивчення англійської мови сприяє інтегрованому розвитку всіх компетенцій, необхідних для оволодіння іноземною мовою, має можливість самостійно знаходити інформацію, вивчати живу мову сьогодення.

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INDEPENDENT WORK IN THE PROCESS OF VOCATIONAL TRAINING OF PHILOLOGISTS

Стаття присвячена сучасним класифікаціям самостійної роботи філологів у вищих навчальних закладах України. Розглядається підготовка майбутніх філологів у вищих навчальних закладах України, їхніх уміннях, навичках та оцінках. Ключові слова: вища освіта, вищий навчальний заклад, самостійна робота, філологія.

The article is dedicated to present-day classifications of independent work of philologists at higher educational establishments of Ukraine. Diverse definitions of independent work, criteria for classification of independent work, classifications of independent work in the process of vocational training of future philologists at higher educational establishments of Ukraine are analyzed and discussed.

Key words: higher education, higher educational establishment, independent work, vocational training, classification, philologists.

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In the light of the processes which are connected with the need of present-day Ukrainian higher school for integrating European higher education, vocational training of future philologists requires reconsideration of existing state of affairs. In compliance with the «National strategy of development of education in Ukraine for 2012-2021» one of the priority-driven directions of which is the development of skills of self-education among students and the requirements of the Bologna Declaration, a significant amount of credits is intended for independent learning of educational material [10]. As a result academic staff of higher educational establishments are searching for effective methodical and organizational ways of carrying out independent work in the process of which students get to know how to gain necessary knowledge without anyone’s assistance, how to orientate in the information flow, how to demonstrate acquired skills regarding definite issues and use gained knowledge and skills in the future professional activity.

The problem of the definition of the notion «independent work», the structure of the process of independent work of students and the organization of independent work of students at higher educational establishments take an important place among the scientific research of Ukrainian and foreign scientists (A. Aleksyuk, Yu. Babans’kyy, O. Havrylyuk, A. Kaps’ka, L. Hrytsyuk and M. Siruk agree in opinion with P. Pidkasystyy and Т. Shamova concerning the definition of the concept «independent work» and insist that it is a way of organizing independent activity of students in order to learn educational material [3]. A Russian scientist T. Shamova fully accepts how P. Pidkasystyy defines the concept of independent work and adds that it is a way of organizing an independent activity of students. On the other hand, T. Shamova says that independent work has all the features of the form of organization of educational process: the presence of a purpose and a definite task, lecturer’s explanation of the process nor the teaching method. The scientist thinks that independent work is a way of organizing and doing a definite activity in conformity with a particular purpose [12]. But along with this definition the scientists remark that independent work can be regarded as a kind of educational activity [3].

A famous Russian psychologist-linguist I. Zymnya as a result of her research asserts that independent work is a kind of educational activity which is organized by means of student’s internal cognitive motives and done in the most comfortable and efficient time from the student’s point of view. The scientist adds that independent work is successful if students control its process and results and there is a systematic control on the lecturer’s part [7].

Although scientists share a common idea that the correct organization of independent work of students influences the effective performance of the educational process, there is no common opinion concerning the definition of the concept «independent work», criteria of organization of independent work and classifications of kinds of independent work in the present-day didactics. Therefore in order to get the detailed theoretical analysis of present-day classifications of independent work the meaning of the concept «independent work» has to be clearly defined.

According to the Law of Ukraine «About the higher education» independent work together with studies, practical work and tests is defined as the basic form of organization of training process at higher educational establishment [6]. P. Pidkasystyy expresses an opposite opinion. He regards independent work as neither the form of organization of training process nor the teaching method. The scientist thinks that independent work is a way of organizing and doing a definite activity in conformity with a particular purpose [12].

In the light of the processes which are connected with the need of present-day Ukrainian higher school for integrating European higher education, vocational training of future philologists requires reconsideration of existing state of affairs. In compliance with the «National strategy of development of education in Ukraine for 2012-2021» one of the priority-driven directions of which is the development of skills of self-education among students and the requirements of the Bologna Declaration, a significant amount of credits is intended for independent learning of educational material [10]. As a result academic staff of higher educational establishments are searching for effective methodical and organizational ways of carrying out independent work in the process of which students get to know how to gain necessary knowledge without anyone’s assistance, how to orientate in the information flow, how to demonstrate acquired skills regarding definite issues and use gained knowledge and skills in the future professional activity.

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– to review and analyze the present-day state and development of pedagogical research on the problem of organization of independent work at higher educational establishments,
– to specify the definition of the notion «independent work»,
– to elicit criteria of organization of independent work,
– to systematize the present-day classifications of independent work of philologists at higher educational establishments.

At higher educational establishments independent work of philologists includes elements which are common for all disciplines and specific within the limits of a definite discipline:

– preparation for practical lessons or seminars,
– searching for information on a definite topic or additional information,
– making abstracts of theoretical material during lectures,
– working on theoretical material which is given during the lectures,
– learning of theoretical material assigned for independent work,
– systematization of gained knowledge before an examination or pass-fail examinations,
– preparation for presentations,
– preparation of essays and term-papers,
– preparation for translation practical work,
– carrying out tasks developed in consideration of lexical, grammatical and phonetic requirements at different levels of training, etc.

The introduction of independent work into the process of vocational training of philologists is carried out on the basis of specially selected principles the essential feature of which is their complexity and simultaneous usage in the practice of higher educational establishments of Ukraine [2]. The fundamental principles of organization of independent work of philologists during the process of vocational training include availability principle, principle of individualization, professional orientation principle, variation principle, principle of authenticity of training and developmental training principle.

Theoretical analysis of results of scientific research shows that the following pedagogical factors influence the organization of independent work of philologists, namely: simulation, organization of different types of professional practice of philologists and encouragement of philologists. One more factor which influences the organization of independent work of philologists significantly is taking individual psychological constitutions of philologists into account. Since, it is impossible to expect fruitful results of independent work without having the ability to think analytically and without self-discipline. [8].

Besides, in the research undertaken by A. Kaps’ka it is mentioned that the process of organization of independent work of students at universities which has a complicated and contradictory character requires clear lecturers’ instructions and their direct assistance, a check on the development of independent work carried out by students, the presence of sufficient number of teaching aids developed by academic staff, a systematic control over students’ activities on lecturers’ part and precise understanding of students’ content knowledge which has to be gained during the independent work. The observance of all these rules assists formation of skills of independent and creative activities of students during the process of vocational training at higher educational establishments [8].

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B. Yesypov is of one mind with I. Zymnya and thinks that independent work is a kind of educational activity which is done without direct lecturer’s assistance but in compliance with all his/her requirements and which has to be done within a limited period of time determined by a lecturer. At the same time students try to achieve a goal set by a lecturer consciously and make every effort to express the desired results of their mental and physical activities (or both of them together) in one form or another [4].

In his turn, V. Krys'ko considers independent work as an important teaching method which foresees the individual activity of those who are studying while mastering their knowledge and skills and while preparing for their studies [9].

Thus, the conducted research of scientific literature by Ukrainian and foreign scientists allows us to come to a conclusion that owing to the absence of the common definition of the concept «independent work» it is often interpreted as a form of organization of training, a way of organizing a cognitive activity, a kind of educational activity and a teaching method.

From our point of view independent work can be regarded as a way of organizing an educational activity of students which is carefully planned by academic staff of the university during which students get to know how to find definite information, how to orientate in the information flow and use gained knowledge in their future professional activity.

In order to form the needs of philologists for self-education and self-actualization, to meet their wishes to become true professionals, the systematization of kinds of independent work appears to be very important. Nowadays there are various approaches to the classifications of independent work because of different viewpoints concerning criteria for its organization.

Thus, Zadorozhna I. considers that the type of management, the type of control over the process of fulfillment of independent work, the way of doing tasks and the number of participants are the criteria according to which independent work is classified. In compliance with the type of management and the type of control over the process of fulfillment of independent work it is divided into:

– work managed outwardly by a lecturer,
– work partially managed outwardly by a lecturer,
– work which is mediated between a lecturer and students,
– work which is completely managed by students [5].

O. Bykonya, having analyzed the scientific work by Zadorozhna I., adds that when independent work of students is organized and managed outwardly by a lecturer, he/she not only controls the process and desired results but sets a goal and tasks and the ways of doing them [1].

When independent work of students is partially organized and managed outwardly by a lecturer, students are free to choose the ways of doing tasks given by a lecturer. At the same time, a lecturer sets a goal and tasks, controls the process and results of performing independent work by students.

Independent work which is mediated between a lecturer and students differs in a way that a lecturer sets a goal and tasks, controls the process and desired results. On the other hand, students find the methods and techniques of doing tasks independently.

When students organize and manage independent work themselves they set a goal and tasks, they find the ways of performing these tasks, control the whole process and final result without lecturer’s assistance. [1].

According to the way of doing tasks O. Bykonya classifies independent work as oral and written. And in accordance with the number of participants it is classified as individual, pair, collective and combined [1].

Such scientists as L. Hrytsyuk and M. Siruk have another approach to the classification of independent work of students and divide it into reproductive, partially research and research according to the type of cognitive activity. Scientists insist that in compliance with the knowledge source, independent work is classified as:

– work with textbooks and with training hand-outs,
– work which is carried out with the help of audio-visual means of training,
– work consisting of various types of research conducted by students.

Besides, in conformity with the place of doing, independent work can be classified as work which is carried out in the classroom, at home or in the library. Moreover, according to the didactic purpose independent work can include:

– learning of a new educational material;
– solidifying and mastering of obtained knowledge and skills;
– full control over the knowledge and skills which have been formed [3].

The thorough analysis of pieces of work written by scientists allows us to define extracurricular work as a mass, group or individual form of extracurricular activities of students which has a definite educational purpose and a free form of holding and which is organized and held at higher educational establishments on a voluntary basis.

The classroom forms of training during which the vocational education of future philologists is held, their world view is formed and the profound knowledge is gained comprise lectures, practical studies, seminars, tutorials, examinations and independent in-classroom work.

Translation practical work and independent extracurricular work are referred to the extracurricular forms of training activities of philologists.

L. Onuchak, studying pedagogical conditions of organization of independent extracurricular work, suggests classifying it according to the content and way of presenting information as theoretical, practical and combined [11].

Thus, the conducted research makes it possible for us to state that the most widespread criteria for organization of independent work which we fully accept and which are suggested by famous Ukrainian and Russian scientists include:

1) the type of management and type of control over the process of fulfillment of independent work;
2) the way of doing tasks;
3) the number of participants;
4) the type of cognitive activity;
5) the place and time of carrying out independent work;
6) the content and way of presenting information;
7) the knowledge source;
8) the form of organization of training activities;
9) the didactic purpose.

The context of the theoretical analysis which has been carried out helps us draw a conclusion that the analyzed approaches to the definition of the concept «independent work» and classifications of kinds of independent work of philologists in the process of vocational training at higher educational establishments of Ukraine and those which are left over and above our attention have their own followers. It is corroborated by the detailed analysis of the pieces of work written by contemporary Ukrainian and foreign scientists.
МІЖКУЛЯРНА КОМУНІКАЦІЯ ЯК ПЕРШОЧЕРГОВИЙ ЧИННИК ПОРОЗУМІННЯ МІЖ НАРОДАМИ

Стаття присвячена дослідженню важливості міжкультурної комунікації в процесі підготовки майбутніх спеціалістів в умовах інтеграційного процесу. Проведений аналіз пояснює "міжнародна інтеграція" та "професійна компетентність". Подані ідеї щодо застосування активних методів навчання з метою збільшення інтересу до на-

Ключові слова: міжкультурна комунікація, інтеграційний процес, спілкування, міжкультурна компетентність, етикет, ідентифікація, культурні відмінності.

Стаття посвячене исследованию важности межкультурной коммуникации в процессе подготовки будущих специалистов в условиях интеграционного процесса. Проведенный анализ понятий "международная интеграция" и "профессиональная компетентность". Представленные идеи по применению активных методов обучения с целью увеличения интереса к учебному процессу.

Ключевые слова: межкультурная коммуникация, интеграционный процесс, общение, международная компетентность, этика, идентификация, культурные различия.

The article aims to explore the importance of cross-cultural communication in the training of future professionals in terms of the integration process. The concepts of 'international integration' and 'professional competence' are analyzed. The ideas on the use of active learning methods in order to increase interest in the learning process are presented.

Key words: intercultural communication, integration process, communication, intercultural competence, etiquette, identification, cultural differences.

Постановка проблеми. Стреміння глобалізаційний процес, який охоплює усі, без виключення, сфери людського життя, розширення кордонів Європейського Союзу, значний розвиток туризму, міграції та інтеграції іноземців, зміцнення міжнародних відносин, розширення інтересу до навчання мови, інтересу до усвідомлення відмінностей між культурами і бажання визна

The results achieved during the theoretical analysis allow us to assert that independent work is the highest level of educational activity since its organization requires students' purposefulness, knowledge, skills, understanding of their individual psychological constitutions, presence of motivation and willingness to overcome difficulties. Correct organization of independent work, on the part of the lecturer, is a way of formation of independence, mobility, creative potential and competitiveness of future specialists which promotes effective fulfillment of future professional activities on a level with highest world standards.

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