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Gorshkova I.V.

ACTIVITY APPROACH TO TEACHING ESSAY WRITING IN A FOREIGN LANGUAGE: THE THEORETICAL BASIS

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Teaching writing in a foreign language is attracting more and more attention during the last decades. Due to the process of globalization and the expansion of international contacts, there has appeared the necessity for a foreign language as a means of communication. Owing to the rapid spread of the Internet and its services (e-mail, chats, blogs, instant messaging programs), not only oral communication is much in demand nowadays, but also written. As a result, in contemporary linguodidactics the problems of writing skills development in a foreign language are arousing keen interest of scientists and methodologists.

At the same time anthropocentrism of contemporary science has led to a greater role of personality-tinged writing. As a result, a composition in the genre of an essay has become one of the most popular work forms of foreign language writing acquisition. Writing an essay is required in the Russian State Exam in Russian secondary school as well as in internationally recognized exams such as TOEFL, IELTS, FCE, CAE, CPE, etc. Therefore, the need for an essay as the genre of qualification work that assesses the level of foreign language competence of its author determines the necessity of effective essay teaching methodology.

Quite a wide circle of methodological decisions is presented in foreign and native textbooks of teaching essay writing which realize mainly linguistic approach. On the one hand, it has a lot of advantages. Firstly, by means of teaching discourse structure, its markers, cohesion and coherence devices students arm themselves with the necessary linguistic tools of the author's message implementation. Secondly, teaching rhetorical organization of the text at different levels and the nuances of consistent argumentation allow the students to arrange their writing logically. The development and perfection of these component skills undoubtedly contribute to the improvement of essay writing quality in English. Nevertheless, students do not form the notion about essay genre as a special kind of writing speech activity due to the fact that most of textbooks offer training exercises of imitative kind which, accomplished by the students by analogy, lead to a momentary success, but under different context conditions such exercises do not work. As a result, essay writing skill is developed fragmentarily and the inner motivation of further text formation autonomy is not formed. Basing on existing textbooks, it is difficult to determine the activity content of an essay as a kind of writing. Consequently, the activity approach itself is at the stage of formation.

After having analyzed the existing foreign and native works in teaching essay writing, we can claim that there are general (structural) and component skills, composing in unity the essay writing activity. This has led to the necessity of basing the idea that there are structural and component parts of this activity.

Taking into account the peculiarities of structural and component parts of essay writing activity and also by separating the fund of language means and tech-

niques of the author's message implementation into the language part, we have determined the following composition of essay writing activity:

<table>
<tr><td colspan="3">The Structure of Essay Writing Activity</td></tr>
<tr><td>Motivational- impelling Level</td><td>Approximate-research Level</td><td>Executive-correction Level</td></tr>
<tr><td>The skill to formulate the message as the unity of topic and idea of the future text</td><td>The skill to prove the unity of the topic and idea in the content of the text</td><td>The skill to convince the reader about the presence of the unity of topic and idea at the level of realized language and stylistic means</td></tr>
<tr><td colspan="3">Component Parts</td></tr>
<tr><td>The skill to select the key vocabulary of the topic as the group of semantic bundles of the text</td><td>The skill to choose adequate to the topic and idea modes of discourse and language style</td><td>The skill to correct the draft text at the level of vocabulary choice</td></tr>
<tr><td>The skill to select the key vocabulary of the idea as the group of semantic bundles of the arguments</td><td>The skill to define the topic as thesis statement</td><td>The skill to correct the draft text at the level of grammar use</td></tr>
<tr><td rowspan="2">The skill to unfold the semantic bundles into the plan of the text that is under creation</td><td>The skill to determine idea as the system of arguments</td><td rowspan="2">The skill to correct the draft text at the level of stylistic devices and expressive means</td></tr>
<tr><td>The skill to select linking devices corresponding to the mode of discourse and the logic of thought development</td></tr>
<tr><td colspan="3">The Language Part</td></tr>
<tr><td rowspan="3">A set of topic and evaluative vocabulary according to the context and the communicative situation</td><td>A set of language means and ways of text construction typical of argumentation rhetorical mode</td><td rowspan="3">A set of techniques to identify the correct use of grammar, vocabulary, stylistic and expressive means</td></tr>
<tr><td>A set of stylistic devices and expressive means</td></tr>
<tr><td>A set of logical and stylistic means of text cohesion and coherence</td></tr>
</table>

That is how fully developed essay writing activity looks like. Consequently, the problem of the laws of formation, development and perfection of essay writing activity requires solution. The answer to this question, in our opinion, may be found in the theory of different levels of realization of the aims and means of the

acquired activity that was created by L.S. Vygotsky, A.N. Leontiev and developed by V.V. Davydov and O.V. Gnevek.

Studying the problem of verbal reflection development of children in the process of native language teaching, L.S. Vygotsky points out three levels of realization of the aims and means of planning and carrying out this activity: randomness, intentionality and consciousness [1, p.267-269].

In works of A.N. Leontiev the level of randomness corresponds to the stage of unconsciousness of the aims and means of planning and carrying out an activity, the level of intentionality corresponds to the stage of conscious control of the ways of activity accomplishment, accompanied by the formation of goal-setting abilities, and the level of consciousness corresponds to the stage of actual realizing of the aims and means of carrying out an activity.

V.V. Davydov in his work "Types of generalizations in education" formulates the idea that the stage of actual realizing of aims and means of carrying out an activity presupposes the development and use of different in quality kinds of abstraction, generalization and reflection. Synthesizing the main points of L.S. Vygotsky, A.N. Leontiev and V.V. Davydov, O.V. Gnevek formulates three ways of speech thinking mechanism functioning – in terminology of this researcher that is complexification, conceptualization and categorization [3, p. 57-58].

The first way of speech thinking mechanism functioning is complexification whose function is to accumulate the main means of activity accomplishment on the principle of relative completeness of the structure of actions and operations without analyzing the aims of accomplishing an activity. Complexification is the ability to choose concepts, language means, reflecting the content of these concepts, the ability to enlarge one's vocabulary, to increase the number of grammar structures and text types [2, p. 23-24].

Researching the process of operating and mastering the system of scientific concepts in activity, O.V. Gnevek draws a conclusion that "mastering the system of scientific notions of a certain theoretical activity is realized as the functional use of "close" kinds concepts of theoretical activity for taking out and functional use of the system of mastering activity concepts"[3, p. 63-69]. That is to say, in our case mastering essay writing activity has to take place in the process of using in this activity such concepts as "essay", which in its turn requires parallel mastering in the activity such notions as "text coherence" and "text cohesion", that are realized in the unity of "topic" and "idea" and linguistically expressed in "key vocabulary". It is also necessary to master such concepts in unity composing essay writing activity as "planning", "mode of discourse", "language style", "composition", "essay types", "thesis statement", "the system of arguments", "paragraph", etc. Accordingly, at the first stage of teaching essay writing it is worth demonstrating and forming the notion of interconnection of concepts by leading a system of particular notions out of the general definition of an "essay". This system reflects in its contents the logic of moving from structure to the component parts of essay writing activity. Taking into account the condition of successful mastering the system of essay writing concepts and the peculiarities of the first way of speech thinking

mechanism functioning, in terms of English language methodology it becomes apparent that at the formative stage of teaching essay writing it is essential to organize eliciting the concepts of essay writing activity and the ways of using them by the students (i.e. finding out why and how its content is revealed, why and where it is fixed, in what situations it frequently becomes apparent [4, p. 161]). Also, it is vital to organize the initial practical use of these concepts in activity. In teaching process it is achieved while analyzing study models of an essay with the purpose of consistent formation of structural skills in a deductive way, "top-down". Mastering essay writing concepts in the activity is enhanced by such exercises as essay model analysis in order to pick out topic and evaluative vocabulary, cohesion markers and composition peculiarities, to give a heading, to fill in a short or a detailed plan of an essay. Besides, at this stage the exercises in comparison of en essay and a review are done as well as exercises to compare a well-written text to a "no-text" which lacks linguistic or content cohesion and coherence. At the end of this stage students are offered to do a creative exercise – to write an essay in order to check the successfulness of mastering essay writing concepts in creative activity.

Analyzing the theory of three levels of realization, O.V. Gnevek points out two important moments for building teaching essay writing methodology. Firstly, according to L.S. Vygotsky, to develop reflection (consciousness, categorization), it is essential to create a fund for such development in the form of initial kinds of reflection: randomness and intentionality (complexification and conceptualization) because that which has to be realized needs to be formed. Secondly, L.S. Vygotsky describes the process of development of three kinds of realization of the aims and means of forming activity as the process of complementary interdevelopment during which each following kind of realization is formed out of the previous one, ensuring by it the integrational interconnection of horizontal-vertical structure of the parts of activity mechanism [3, p.59-63]. In terms of essay teaching methodology development it means that the system of exercises at each stage does not only allow to form, develop and perfect the leading functions of speech thinking mechanism, but also creates conditions for moving speech thinking mechanism to a higher level. Thus, the exercises at the first, formative stage of teaching essay writing do not only develop and perfect complexification, but also create conditions for conscious systematization and hierarchization of the acquired ways of activity accomplishment – the move to a new level of speech thinking mechanism – conceptualization.

In the process of speech and intellectual experience accumulation there happens parallel formation of conceptualization as one of the highest ways of speech thinking mechanism functioning, realizing as the ability to choose and use the system of concepts and the system of language means of forming and formulating thoughts [2, p. 37-38].

Concerning text forming activity E.V. Isaeva points out that at this stage there happens the integration of different ways of activity accomplishment which are compared to temporary aims and acquire the status of operations, the ways of accomplishing highly generalized intellectual actions of initial analysis and synthesis. As a result, the researcher draws a conclusion that at the stage of conceptualization

text forming activity is realized as planning ways of accomplishing text forming actions from separate operations (component parts) to the conditions and aims of the activity (structure). Control and adjustment activity mechanism at this stage is carried out logically from synthesis (implementation) to analysis (control in terms of correspondence to temporary aims) and to correction (editing). Thus, at this stage the strategies of teaching are changing because some students need going back to a detailed algorithmized text analysis in order to compare text forming components (key vocabulary, structural and compositional parts) to the model [5, p. 83, 106]. These conclusions do not contradict the essence of essay writing activity as text forming activity, that is why concerning the process of teaching essay writing it means that at the second, training stage there happens correction of component skills in an inductive-deductive way ("bottom-up" and "top-down"). As a consequence, at this stage students are doing exercises to "gather" separate parts of writing into one – the essay. Students are offered to decide upon their opinion on the problem and judging from this to choose key vocabulary, write a detailed plan of the corresponding type of essay, select required by the context cohesion devices and at the end of this stage independently write an essay, thus checking the successfulness of conceptualization development and the presence of rudiments of the highest speech thinking mechanism function – categorization.

Basing on conceptualization and developed complexification, there forms the highest way of speech thinking mechanism functioning – categorization that represents the formed coordinative ability of simultaneous choice of the system of notions (logical-content concept) and the system of language means and ways of its formulation (speech concept) to form and formulate thoughts.

Categorization is the leading way of written speech activity as it presupposes random planning of communicative situation (abstraction from the communicative situation to reveal the system of concepts adequately reflecting this situation) and random choice of language means and ways of their use in the graphic code (abstraction from language system to reveal the system of language means and ways of their use in order to adequately present the chosen system of concepts). At this stage actually realized perfection of mastering activity is put into practice which happens according to L.S. Vygotsky in deductive and inductive ways almost simultaneously [2, p. 33; 5, p. 83].

Consequently, the aim of the finishing stages of teaching essay writing - training- monitoring and monitoring stage itself – is organization of theoretical use of essay writing concepts in the activity by research methods allowing to perfect structural and component skills in integrity ("horizontally" as well as "vertically") and create conditions for actually realized students' autonomy in essay writing activity. In relation to this, students are offered creative exercises in autonomous writing of different essay types on various topics. The result of evaluation of students' speech activity products will indicate whether categorization has been formed or not, and if speech thinking mechanism has, thus, acquired the ability of self-perfection.

To sum up, teaching essay writing is based on the laws of speech thinking

mechanism development which in short may be formulated in the following way:

1. To fully develop an activity it is necessary to form it from structure to its component parts;

2. Conscious activity development is achieved from component parts to structure;

3. Actually realized correction of developing activity is performed as integration of structural and component skills in the activity;

4. Activity teaching has to be realized as organization of the use of concepts in the activity.

The activity approach to teaching essay writing in a foreign language allows to overcome the shortcomings of the existing essay teaching methodologies as it helps to manage teaching process qualitatively differently. Teaching how to model the system of operations and actions which a student undertakes in order to get his writer's message across while writing an essay finally leads to the development of students' autonomy and transforms the learning process into a self-perfecting mechanism.

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MODERN PRIMARY SCHOOL AND PROFESSIONAL COMPETENCE OF TEACHERS

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At the beginning of the XXI century the world has entered a period of global changes of the civilization scale. The transition to postindustrial society acceleration in the process of globalization increased interdependence of countries and cultures and fostered international cooperation and division of labor.

The emergence of new time challenges forced them to respond to the modernization of education. These calls generate fundamentally different requirements to education and its results. It reflected in a new generation of standards primary education.

In the federal state educational standard of primary education the requirements to the results of education and qualified conformity assessment procedures actually achieving the expected results are coming out on the top.

Understanding the essence of learning outcomes depends on the paradigm. Education and its purpose are considered within it. This standard is based on activity paradigm of education, set the development of the individual student based on the development of the universal ways as the goal of education.

Formation of universal learning activities: personal, educational, regulatory and communication in the educational process is carried out in the context of learning different subjects. Each academic subject depending on its content and ways of organizing learning activities of students reveals some opportunities for the formation of universal educational activities.

Originating in the current conditions process of modernization of secondary education and the changes in elementary school identify new requirements to quality vocational teacher education and necessitate the training of primary school teachers in the context of such a paradigm of teacher education which will promote the establishment of professional and pedagogical skills in an elementary school teacher.

The concept of professional competence of teachers is an integrative characteristic of the personality and the characteristic of the criterion of formation which will perform competence in teacher preparedness to professional activities.

Designing a model of the educational process focused on the development of certain skills, attributes and qualities of the student's personality it is important to remember that the question of what and how to teach is fundamentally solved in different ways depending on what kind of psycho-pedagogical views is taken as a basis, which conditions are chosen for the design and construction of educational space.

The standard clearly defines the requirements for staffing of the basic educational program of primary education: elementary school staff should have basic vocational education and the necessary skills to be able to innovative professional activity, have the necessary level of methodological culture and readily formed on

a continuous basis throughout life.

We consider "Figuratively" feature of an elementary school teacher in conjunction with the "imaginative" child characteristics because a child, an adult and culture appear with one voice of student-centered learning as the interaction of human systems. The teacher is not a carrier of the internal mode of action but a source of meaning, feeling, passion [1]. D. B. Elkonin wrote that every period, characterized by the assimilation of operational and technical aspects of the activity in the objective world is preceded by a period of development of the need-motivational aspects of children activity, finding the meaning of this development in the relations with adults. Adult must help child in the child's development, first of all, find and understand the meaning of man's spiritual life. Understanding of it will make the development of the child the subject of not a conceptual but a human logic [1]. The teacher helps the child in a holistic knowledge of the world.

Junior high school student at his age has a special culture that is different from the adult perception of the world. Spontaneity, less exposure to the tastes and standard estimates, openness to the world allow him to "grasp" the phenomenon under study not one-sided but in pristine integrity of its existence in the sounds and colors. Children often surpass the teacher in the susceptibility and the perception, emotions, feeling native words as noted by Leo Tolstoy. In a child, according to Tolstoy, there is still a strong naive loyalty birthright of man, his original aspiration for freedom and creativity, willingness and ability to surprise and create.

As a personality which is very important for children of primary school age, elementary school teacher in contrast to the subject teacher integrates the various aspects of the activity, a variety of knowledge. It introduces children to the world of holistic and he is involved in the world in all its manifestations. This involvement manifests itself in compassion to the world itself, in an attempt to find answers to the important questions of life and help a child to do it.

I would especially like to focus on the technological and pedagogical preparedness of an elementary school teacher to implement the content of universal primary education through a variety of academic subjects. In addition, each academic subject allows a child to enter the world of culture adequately enough in the event that the teacher uses these technologies, which take into account and reflect the characteristics and nature of the school subject.

For example, the selection of certain technologies in the classroom is determined by the characteristics of literary reading lesson as a school subject and the object of art.

Literature is a humanitarian knowledge. According to V. V. Serikova, humanitarian knowledge cannot be learned at the level of values as opposed to science and specific features of the humanities and determine the specificity of training activities in the process of assimilation.

The special nature of literature as an art form and humanities (Aesthetic) dictates the need to build on the lessons of literary reading aesthetic basis. It is no accident V. A. Kan-Kalik points that a teacher performs several groups of tasks in the classroom during the literature lesson: artistic research, artistic, design, artistic, organizational, artistic and communicative. The last group of problems - artistic and

communicative - mediates the previous ones.

Solution of the first group of tasks is associated with the development of the teacher's artistic and research skills as well as any work of literature being studied in the classroom must first be grasped by a teacher, he serves the first researcher to a literary text. Artistic and research component of the teacher activity in the classroom during the literature lesson is a particular area of creativity, as the world of art is infinite in its comprehension and interpretation.

The decision of the second group of tasks is related to the transformation of literary material into educational material suggesting the inclusion of teachers in art and constructive activity: development of specific learning content and the choice of the appropriate method. Artistic and constructive activities of teachers are related to the creation of an emotionally creative art form of lesson which is determined by the need to preserve the integrity of the content of art (artistic work is not apprehended on a rational and emotional level).

The decision of the third group of tasks is associated with the activation of aesthetic activity organized by the student and teacher controlled inclusion in the classroom in a various system of communication [2].

The fourth group of problems is a kind of focus gathering problems and involving the creation of an atmosphere of collective aesthetic experience, the establishment of mutual cooperation emotional and spiritual teacher and class in the classroom. To solve them, a teacher should be ready for it. It should be specifically developed qualities such as emotions, empathy, dialogue and the ability to perceive each other, to penetrate into the inner world of the other, to accept it with all the thoughts and feelings, a teacher must be given artistic qualities.

In accordance with these objectives, we have identified the following skills which are specific to each level as an indicator of students' preparedness for the implementation of the literary education of younger pupils on the basis of creativity: artistic research skills, artistic and design skills, artistic and organizational skills, artistic and communicative skills.

Artistic and research skills include: the ability to perceive the figurative and expressive means of the language according to their function in the product, the ability to recreate the picture of life in the imagination by a writer, the ability to holistically perceive the images in an artistic work, the ability to see the author's position in the product, the ability to develop an idea works. The listed private skills should focus in the ability to analyze the product from the point of view of the unity of form and content of the work which leads to a new and unexpected perspective on the work.

Artistic and design skills include: the ability of the literary material selection, development of a specific learning content, the ability to interpret the artistic material in training, the ability to create an emotional and artistic form of lesson.

Artistic and organizational skills include: the ability to organize the teacher's interpersonal communication in the classroom, the ability to organize the creative aesthetic activities of students during work on the artwork.

Artistic and communicative skills include: performing art-teacher skills, abil-

ity to organize artistic and pedagogical communication, i.e. creating a situation in class aesthetic communication.

We have discussed only one of the components in the professional and subject training of primary school teachers determining his competency characteristics. However, an elementary school teacher realizes the content side of the standard by the various subjects that are of different nature which has an impact on technological and pedagogical preparedness of teachers in this area. This integrative nature of the professional activity of an elementary school teacher, on the one hand, complicates the process of training of primary school teachers and, on the other hand, makes it a unique personality and infinitely versatile. It determines his professional competence.

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Hristova S.V.

TECHNOLOGY OF EARLY FOREIGN LANGUAGE TEACHING TO PRESCHOOL CHILDREN AGED 5 TO 7: GAMES AND GAME LIKE ACTIVITIES

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This article presents a small but sufficiently indicative part of the results of a thorough study on early language teaching. The study was done as a pedagogical observation and interviews with children called "My favourite game in English" and reveals the quest to highlight one of the most important components of teaching English in kindergarten - games - revealed through the eyes of children themselves, who discuss their usefulness, feasibility, attractiveness and effectiveness. The presented results can serve both in conducting other large-scale researches in the field and in the pedagogical practice in planning, organizing and implementing teaching English in kindergarten.

Pedagogical researches play a vital part in the optimization of language teaching theory and practice. Based on empirical and experimental researches, teachers and researchers gain objective information about the observed components of the educational process and verify the effectiveness of hypothetically constructed didactic models.

The last two decades have confirmed the assumptions about learning as bilateral, active interaction between teachers and learners. This has increased interest to the empirical study of this process from the perspective of its direct entities. Examples include studies of the so-called "subjective theories", ie combination of knowledge, convictions and hypotheses of teachers and learners that influence their behavior and the results of their work. Both the use of scientific theories and the study of subjective theories, support the explanation and prediction of objective reality (in this case – teaching) and planning steps for its positive change [1].

Modern tendencies in foreign language teaching at pre-school increasingly more definitely require the direction to the implementation of effective methods and models of teaching and upbringing in which "attitude is shown " and thus they provide activity and improvement to the quality of process of teaching in kindergarten. Close and intense relationship of interaction influences behavior and the overall condition of the child who has to individually go along his/her movement in the learning process, to realize in visual-and-practical terms every single achievement in their experience. Games perfectly meet this requirement and that is why they take the central place in early language teaching. The playful methodology in teaching English (*playful LTM*) - meets children’s needs for communication, especially in terms of psycho-emotional and motivational components that influence the process of teaching. [4] In order to respond adequately to the contemporary tendencies, teaching English at private kindergarten The Little Prince, during the school year 2012/2013, was done with the aim of the playful method, based on a specially designed set of 63 various games and game-like activities.

In the selection and implementation of the games and game-like activities, in-

cluded in the set, the following requirements were observed:

1. Good training in terms of content and form, and clear organization by the teacher.

2. Carried out in a well-wishing and creative atmosphere that evokes a sense of satisfaction and joy in children.

3. Taking into consideration the age and psychological characteristics and linguistic capabilities of children who are organized in such a way that children are allowed to active participation in verbal communication and most effective usage of the trained speech material.

4. Ensuring deepening, widening and strengthening of knowledge, cognitive development of children.

5. Ensuring continuity between other forms, methods and means of teaching.

6. Creating the conditions for deploying the creativity of children, activity, independence and possibility for self-organization.

7. Gradual intensification of didactic tasks, content, game activities and rules in order to build a system to stimulate cognitive development.

8. Regulation of the relations between children and expression of their skills in control and self-control with the aid of the rules of the games.

9. Activating children's interest and receiving satisfaction, corresponding to their participation in the game, with the aid of assessing the game results in its end.

The aim of the study is to explore children’s preferences for certain games and game-like activities in English as well as to reveal their real motivational abilities and efficiency in learning and the drawn conclusions to serve as a practical improvement of teaching.

1. The following tasks have arisen from so formulated objective:

2. To establish criteria for the selection of appropriate games and game-like activities in English.

3. To compose possible combinations of games and game-like activities.

4. To conduct a pedagogical experiment, for a period of one school year, relating to the implementation of the set of games and game-like activities in teaching English.

5. To compile models of pedagogical situations in English, which show the place of games and game-like activities in the experiment.

6. To draw pedagogical technology for conducting a teaching experiment that shows consistency and continuity of application of the combinations of games and game-like activities in pedagogical situations in English.

7. To make an individual portfolio for each child which will serve as an objective means of measuring their achievements.

8. To conduct interviews with children in order to examine in detail the motivational aspects and the efficiency of the games and game-like activities, revealed through the eyes of the children themselves.

9. To design, according to the detected and analyzed results, a final product of the study - a collection of selected (favourite) games and game-like activities in English, intended to serve in practice.

The target of the study are games and game-like activities in a foreign lan-

guage teaching (English). From a theoretical point of view they can be identified and distinguished in the following way:

Game-like activities are activities in which linguistic units are repeated, assimilated and acquired –isolated or in a situational context. One-type mental and speech acts are usually performed during the activities,[2] while the mode of performance, format and content are pre-defined. The use of language is controlled, errors are hardly ever tolerated. The activities prepare children for the implementation of complex communication tasks in games. [3].

Games pose to children communication problems in situational context. When solving them, language, meaningful, pragmatic, sociological and cross-cultural aspects of communication should be taken into account. They are often performed at several stages, working in pairs or in groups, using a variety of learning strategies. Linguistic forms and content of the speech activities are mainly on the model of the teacher. Language use is less controlled, it bears the marks of "intermediate language", but it is more authentic than the one in the game-like activities. During the performance of games not only the result is important, but also the processes that lead to it. It can be summarized that the game-like activities aim primarily at developing language skills and games – at applying this knowledge and forming communication skills.

The object of the study is 54 pre-school children (5 to 7 years old) studying English (30 min a day) in their role as participants and presenters of games and game –like activities in foreign language teaching.

Pedagogical observation and interview, by asking open questions, were chosen as the instrument for data collection. The children were asked questions in three categories - interest and a sense of success, strain and effort, a sense of choice and value. During the interview the children were able to ask clarification questions and answered the questions orally.

Data analysis and discussion: The collected data have been examined mainly by using qualitative meaningful analysis. For this purpose, the following criteria, which are mostly related to the core words of the survey questions, were used:

1. The correspondence between the object of the game/game-like activity and children’s ideas of how to learn the language:

- contribution of the game/game-like activity to the development of communication skills which are important for the child;

- contribution of the game/game-like activity to the acquisition or consolidation of language knowledge / forms;

2. The use of the game/game-like activity as a means of self-control;

3. Liking for the form of conduct;

4. Contribution of the game to the enrichment of the language knowledge;

5. Contribution of the game to the personal development of the child (to form important qualities for them: teamwork (helping partner/s), to assist the teacher and others.);

6. The correspondence between the game-like activity and the game task and

child's proficiency in the foreign language.

Data analysis:

The study data show that the preferences of the children for certain games and game-like activities depend largely on the objectives, i.e. the knowledge and skills they acquire or consolidate with the help of them.

Among their favourite games and game-like activities, those that contribute to the development of skills and linguistic knowledge prevail over those which build only linguistic knowledge.

Games and game-like activities which develop communication skills take the first place (96%). All its components can be found in children's responses (coded) – starting from the formation and development of phonetic skills (20%), development of listening skills (understanding the speech that they hear), development of the skill "speaking" (70%), acquisition of grammatical structures and supplementation and activation of the lexical stock (64%), going through the use of appropriate verbal actions and filling them with interesting and meaningful content, finishing with global aspects of communicative behavior such as interpersonal communication, expression of personal opinion or persuasive presentation in front of the group, team, teacher, parents and others.

The mentioned games and game-like activities, which lead to the establishment of these abilitieand skills, are various and solve the following developing and speech tasks:

Developing tasks:

1. *Development of mental functions*: Attention (arbitrary, involuntary); Memory (arbitrary, involuntary); Thinking (visual-figurative and logical); Imagination (reproductive and creative).

2. *Development of special abilities*: Phonematic hearing; Abilities to imitate; Abilities to guess, Abilities to distinguish.

Speech tasks: Formation of speech habits, skills for participation in mode situations and usage of speech etiquette formulas.

The favorite games according to children's responses are: *Movement games; Sorting, ordering or arranging games; Matching games; TPR games and activities; Role playing games; Exchanging games; Labeling games; Guessing games; Information gap games; Board games.*

The same percentage of children prefers games and game-like activities with the help of which they acquire knowledge of grammar structures. It is true that more of the interviewees are interested in both speech production skills and learning, which contributes towards acquiring speech correctness when applying them. On the one hand traditional game-like activities for consolidation and automatisation of vocabulary and grammar and on the other hand games for free expression, in which the conscious usage of language plays a part, are listed as a means to build such knowledge and abilities.

Knowledge of lexical units (64%), development of basic skills for reading and writing (7%) (tracing line work, searching for words in a network, recognizing and naming letters etc.), listening skills – listening comprehension (20%) take the next places with almost equal weight to quantity.

It is noteworthy that children prefer games and game-like activities in which a combination of activities for complex learning and skills are applied. A combination of games and game-like activities for isolated learning or consolidation of lexical and grammatical knowledge as well as for fast reaction are particularly preferred.

It can be summarized, in relation to the third criterion for analysis, that interviewed kids definitely prefer the interactive form of playing games and game-like activities such as group work, pair work, role play. Children like non-traditional tasks, in which there is an element of discovery or a funny one, where more senses are involved and various activities are done. The mentioned forms bring dynamism in training, allow information to be actively absorbed in several different ways, help each child to feel involved, ie to be in the center of learning, able to change and manage it according to their own knowledge, experience, and needs, reach conclusions themselves, evaluate others and themselves, interact and cooperate with other children, apply their creativity.

This may be associated with the fourth and fifth criterion for analysis. According to the received coded information from the mentioned children's responses, we can judge that: the content of games and game-like activities corresponds to the age and interests of the learners, it is linked to current topics, introduces them to "curious facts", enriches the learners with new information (not necessarily linked to the countries where the language is spoken), put them in a "meaningful", close to real life situations in order to encourage them to use their knowledge and experience, to share personal experiences, to express their own opinion. Furthermore, the children point out games and game-like activities that improve the ability to concentrate, support memorizing, develop imagination, logical thinking, communication skills, the ability for public speaking and teamwork. This means that they prefer playing games and game-like activities that not only contribute to the acquisition of knowledge and skills, but also to build and improve personal skills and as a result lead to the overall development of the child.

Analysis of the data shows no clear dependence of the preferences for certain skills and knowledge of the target language or the level of its acquisition. In some cases, children inform directly or indirectly about the relation between their preferences to one or other skill (types of games) and their proficiency or the personal feeling of difficulty or easiness in implementation. Answering the question, "Is it hard for you to participate in the games in English?", a relatively small proportion of children points out as the impeding factor: orientation in the direction (left / right), recognition of numbers; acquisition of the necessary vocabulary for the conduct of games; the requirement for speed in their responses, understanding and observance of rules.

The conclusions of this study, confirm the main recommendations of foreign language teaching [5]. The following abstracts and conclusions, based on the present analysis, can be derived in their support and continuation:

1. Different types of games and game-like activities, pointed out in the responses of the interviewed children, testify to the variety of activities and tech-

niques applied in foreign language teaching.

2. Different children's preferences for different types of games and game-like activities indicate the presence of different types of learners with individual learning strategies and needs.

3. The preferences of most children for a variety of language games and game-like activities constitute a denial of training in which "monotonous uniformity" of one-type language exercises prevail.

4. The study provides information on what children think about English teaching. Their statements illustrate some of the basic concepts about playful methodology in language teaching.

5. The study provides information about children's views about activities, knowledge and skills that must be emphasized in English teaching in kindergartens. On the first place is acquisition of spoken language (listening and understanding) with the aid of games in order to use target language as a means of communication in situations close to real. The fact that the games which develop knowledge and skills aren't identified as widely implemented but as necessary and desirable ones, should be taken into account in planning and implementation of foreign language teaching.

The data show that children prefer games where a combination of activities for complex learning and skills are applied and on the first place is put the ability to speak. This study can be defined as a "pilot" one in the research work and a practical application of the playful method in teaching English to pre-school children. The study entitled "*My favourite game in English*" at private kindergarten The Little Prince can serve as an example for conducting not sufficiently widespread, but especially necessary studies, aimed to describe the processes in foreign language teaching from the perspective of children themselves.

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INDIVIDUALIZATION OF TRAINING IN INFORMATICS OF TECHNICAL COLLEGE STUDENTS: THEORETICAL BASES

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In the conditions of modernization of education information approaches to systematization of knowledge and development of the content of training have essential impact on its subject structure. The most important principles of public policy in the field of education are: humanistic nature of education, priority of universal values and free development of the personality; availability of education, adaptability of an education system to levels and features of development of preparation of the being trained. Training in informatics in higher education institution can be considered as the process having impact on common cultural and professional aspects of training of students. In respect of formation of common cultural preparation, object of influence is information culture of future expert. In modern conditions the person needs to have information outlook and to possess information culture.

Now the target component of the modern concept of training in informatics is generally defined, and its further change will be connected with social and economic requirements of society, a level of development of technologies, tendencies of development of methodical system of training in a subject, prospects of development of system of the higher education As, the content of training in informatics as a backbone element of methodical system of training undergoes the greatest changes in modern conditions, it demands not simply modernization, and transition to the new principles and technologies of selection of the contents, providing flexibility and the polyalternativeness allowing the trainee to choose individual trajectories of training.

The analysis of tendencies of development of the content of training in informatics, and also the main tendencies of development of methodical system of training allows a subject:

- to formulate the perspective purpose of a course of informatics as formation of information culture - the integral component of the general culture of the individual at the level corresponding to information stage of development of society;
- to state existence of various points of view on the content of discipline of informatics and its place in system of sciences;
- to allocate as methodological base of development of the content of training in informatics in modern educational system the approach based on domination of tendencies of establishment of communications between "information" units, and their transformation into system of the fundamental knowledge expressing essential to a component of our outlook;
- to emphasize need of transition to the new principles and technologies of selection of the contents, providing its continuous modification, flexibility and polyalternativeness;

- to allocate informatization of selection of the content of training in informatics, and the relevant methodical system as the perspective direction of its development;
- to staticize approach to creation of an individualization of training in informatics of students of technical college to methodical system, as to the standard model, allowing to resolve issues both predictive, and technological character.

Improvement of methodology and strategy of selection of the content of education, methods and organizational forms of education, the education, corresponding to problems of development of the identity of information society trained in modern conditions at this stage of development of pedagogical science is caused by need to be guided in educational process not so much by receiving by the trainee of the sum of knowledge, abilities, skills, how many by development of its intellectual potential, on development of abilities independently to draw knowledge, to formalize them in the conditions of realization of opportunities of modern technologies of information exchange [1]. The main tutorial traditionally is the textbook. It possesses a leading role in the organization of uchebnometodichesky ensuring training in informatics of students of technical college, and also independent educational activities for informatics studying. Having analysed textbooks on the informatics, recommended for the students who are training in the technical directions and specialties, we came to a conclusion that it is possible to observe not systematic, not effective, and sometimes and inexpedient their uses in educational process. It is explained by a variety of reasons:

- in very large volume of some textbooks;
- discrepancy of the contents of the textbook to the working program for informatics of concrete higher education institution (or discrepancy of distribution of information on separate sections), lack of examples of the solution of tasks;
- economic factors: not any higher education institution is capable to provide all students with expensive textbooks.

At the same time, the analysis of practice of teaching of informatics in technical colleges shows that in educational process education guidances and the laboratory practical works developed by teachers according to the working program of discipline are more often used.

There is a question of a form of submission of the education guidance. In relation to informatics teaching overweight even more often appears on the party of electronic education guidances.

Consideration of the electronic education guidance as one of fundamental elements of methodical system of training leads us to thought that its use in the course of training promotes change of the content of training, revision of methods and forms of the organization of educational process. Communication of the student with an electronic grant leads to a new form of educational activity, to change of nature of interaction between participants of process of training, to prevalence of communication with the computer, having the problems and features in comparison with traditional communication of the teacher and the student. Modern hyper media submission of educational information allows to increase considerably material volume, having expanded both subject, and a range of its representation, fa-

cilitating search, interpretation, a choice of the necessary aspect [1].

Introduction of educational electronic editions in educational process happens according to two main directions. The electronic editions introduced according to the first direction, join in educational process as "supporting" means within traditional methods of historically developed system of training. In this case educational electronic editions act as means of an intensification of educational process, a partial individualization of training and the automation of routine work of teachers connected taking into account, control and an assessment of knowledge of trainees. The second direction of introduction of educational electronic editions represents more difficult process leading to change of the content of training, to revision of methods and forms of the organization of educational process, creation of the complete courses based on use of electronic editions in separate subject matters. Now the majority of the educational electronic editions arriving on the market of software products, belongs to the first direction of informatization of training [2]. In the course of training the pupil makes navigation in the text of head, passing from one structural unit to another. Thus it has to have opportunity to return at any time to structural unit with contents of chapter to change the navigation direction.

Thus, when using in training of educational electronic editions it is necessary to reconstruct all training system, so, and to pay attention to change of system of the fundamental principles of training. The analysis of scientific and methodical works on a problem of design of educational electronic editions and their use in educational process, allowed to allocate system of the principles which can be the basis for improvement of methodical system of training in informatics and formations of information culture of students of technical colleges [3]. The system includes the following fundamental principles:

1. The principle of presentation is defined by a combination in training of different types of presentation (visual, acoustical, tactile) that, according to many scientists, is the important requirement reflecting natural communication between a variety of sensory perception, the maintenance of a training material and possibility of its understanding, storing, storage in memory, reproduction and application.

2. The principle of propaedeutic conditionality of studying of discipline of "Information scientist" is defined by its place in the general structure of professional education as basic discipline for studying of other courses using information and communication technologies.

Acquaintance of students with bases of modern information technologies, tendencies of their development, training in the principles of creation of information models, to carrying out the analysis of the received results, application of modern information technologies in professional activity happen within discipline of "Information scientist". The informatics in the conditions of informatization of education provides formation of basic knowledge, abilities, skills, independence development in the training, necessary for the planned advance in education.

3. The principle of a context training in a broad sense reflects modeling of the subject content of future professional activity of the expert in training; in narrow sense characterizes property of knowledge of technologies of work with the soft-

ware. In a context (from armor. – close connection, connection, coupling) information visually perceived from the screen at the person become more active that knowledge of working methods in applied programs which he not always can take out of this communication.

4. The principle of an individualization of training is realized through possibility of a choice of individual trajectories in development of the training material representing set of interconnected information units; "immersion" in a training material happens at each student to different necessary degree of depth providing the optimum organization of process of assimilation.

5. The principle of independence in training is provided with disclosure of the purposes of studying of the discipline, promoting additional motivation; sufficient completeness of information in training materials; the methods of training based on independent activity of students on the solution of tasks, to search of necessary data and estimation of results of own work. The purposes of studying of this discipline (subject) can be used by the student at an assessment and correction of the activity. The main part of the education guidance has to contain such volume of information which allows students to seize independently necessary knowledge, skills.

6. The principle of an information defining specific approaches to processing and assimilation of information streams, characteristic for modern educational process and system of social communications, and demanding multidimensional thinking for work with modern information resources.

Thus, realization of these fundamental principles in the course of training in informatics of students of technical colleges will promote such to creation of the methodical system focused on formation of abilities to carry out educational activity in the field of the independent solution of professional of directed tasks and information search, presented in electronic form, including on the basis of use of the distributed information resource. The solution of this task corresponds to one of the main directions of scientific researches in the field of informatization of the general and professional education.

The methodology of formation of the content of training in informatics of students of technical college is rather well developed, but operational means of selection and contents control, in relation to features of the contingent of trainees and the information and educational environment still are absent. The main distinctive features of the contingent of trainees in technical colleges – accurate motivation and aspiration to receive a maximum of knowledge, skills in the course of training. In modern conditions of rather fast development of computer facilities and the software, more and more its close integration with means of communication, possibilities of use of new technologies in education, in particular for identification of the current level of knowledge considerably extend.

The integrating element defining development of the content of training in informatics of students of technical college in the specified direction is the computer focused technology of design of the differentiated content of training in the informatics, being cornerstone of use of the automated systems of selection and control of the content of training [4].

Constantly becoming complicated social and economic situation, dynamism of a legal framework and economy generate an urgent need of informatization of the sphere of management, more and more workplaces is equipped with computers, information and telecommunication systems, among which and Internet. Approach of educational services to a workplace is not only attractive, but also effective in respect of flexibility of the organization of educational process. Therefore open education can quite become the strong rival to standard tutorials [5, 6].

Open education is way of education within internal and correspondence forms at which in educational process methods, means and the forms of education based on computer and telecommunication technologies are used.

Such training represents purposeful interactive, asynchronous process of interaction of subjects and objects of training among themselves and with tutorials, and process of training is indifferent to their spatial arrangement. Educational process takes place in the specific pedagogical system which elements are subsystems: the content of training, methods of training, tutorials, organizational forms of education, identification and control, educational and material and some other is more whole than training.

Distinctive feature of open education is granting to trainees of opportunity to gain demanded knowledge, using the developed information resources provided by modern information technologies. Information resources: database and knowledge, computer, including the multimedia, training and controlling systems, video and audio recordings, electronic libraries, - together with traditional textbooks and methodical grants create the unique distributed environment of training available to wide audience.

Open education is especially effective for the following categories of trainees:

- the most capable which already possess essential knowledge and want to pass an educational program in a short time;
- trainees who want to combine study with a production activity;
- the trainees, wishing to execute the special educational programs consisting of courses, provided by various educational institutions, including educational institutions of the different countries;
- the trainees who have been geographically isolated from educational resources required by it;
- the persons, wishing to replace a profession;
- the persons who have not got a finished education in youth;
- persons who prepare for an admission to college or university;
- the persons, seeking to find opportunity to liquidate gaps in separate courses;
- mobile students; children of foreign workers, military or constantly migrating families;
- the trainees having physical, physiological or emotional problems;
- special students, that is those who seriously is engaged in art, with sports and does not wish to interrupt education.

As a result of research separate components of [7] Internet focused technologies of open education with the following key scientific and technical (methodical)

parameters are developed:

- any potential user of system having necessary technical means, has possibility of access to system;
- the system can function on probably minimum in parameters technical means;
- the system has possibility of expansion: there are no restrictions on connection to system of any collective and individual users, connection of new specialties of preparation and disciplines is possible.

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EVALUATION OF SELF-STUDY STUDENTS' WORK BY THE RATING SYSTEM USE

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Assessment turns out education to the unique objective measure, it motivates students, as it is the basic measure of success in learning the course. Retracing and calculating the assessment is boring but necessary task. Fortunately digital training technologies make this process considerably easier. Numerical evaluation and points are not the only way of educational feedback when a tutor uses digital training technologies. Now it is also possible to give more wide range of student's work evaluation.

The purpose of assessment and measure is to define the quality of students' training on a branch of learning. Under the quality of students' training on a branch of learning we understand the complex of essential characteristics of knowledge, abilities skills and personal character (completeness, intensity, generality, concreteness, coherence, rationality, stability) that allow to differentiate trainees with equal level of grounding.

Student activity assessment has following functions:

- Statement - factual level of achievement is registered;
- Notification – results are reported to interested parties;
- Control – it is possible to determine direction and extent of further activity;
- Direct impact – direct regulation of student learning activity.

In comparison with other assessment systems (marks, testing, grades, portfolio) only rating system makes possible unbiased appraise of students' knowledge. Rating system makes it possible to create maximal comfortable environment for education, it turns out learning activity from necessity to internal need. This kind of evaluation helps to extant communication, to know better students' interest and need, and as a result to take into account their individual peculiarities.

Rating is the individual index for evaluating trainees' knowledge and skills. This is an accumulative system of rating changes that reflects student progress, creative potential, psychological and pedagogical description [1]. Rating system of student progress assessment allows in psychological level to move up trainee from the role of passive audience to the role of active participants of pedagogical process by creating skills of self-study activity.

Rating system of student progress control has in its base the motive stimulus, that include timely and systematic appraise of learning activities results in best fit with real student's advancement and system of encouragement for those who get on well at subject.

Rating system of student progress control makes it possible to form rating-list – list of students in decreasing sequence of rating points. It determines the success of a certain student of a group in comparison with group-mates. Rating-list shows the place of each member of the group (for example, the 5th of 32).

Student's rating of a discipline is formed on a base of assessment of quality of

all learning activities registered in a discipline scheme work.

The following kinds of rating are used for evaluative scale development:

- Placement rating - determination the entry-level of students' knowledge;
- Disciplinary – including progress assessment, achievement and final control.

It is obligatory to inform trainees beforehand about the scheme of rating points assignment on all learning activities. At the beginning of the term educator must inform students about the assessment criterion for every learning activity on the subject, about the period of execution of different learning activities. During the term educator must inform students about the results of every testing events (3 times a term). At the end of the term educator must inform every student about his or her individual rating results.

When the educational institution uses the resources of modern information technologies students and their parents, if there is necessary or wish, may become familiar with rating table at any time of academic year as it is posted on the site of the educational and institution access is not limited. Site shows the results of all students of all faculties.

The goals of rating system are the following:

- integrated assessment of quality and learning efficiency of students learning activity in the exercise of new educational scheme works of colleges, universities, and professional schools through getting points and making rating;
- ensuring the methodical feedback making possible first of all to develop adaptive schedule, and in the second place to modify timely the activity of educators and trainees during teaching and educational process;
- arrangement of students' educational autonomy;
- increasing educators and trainees responsibility;
- ensuring systematic test checking;
- increasing data validity of achievement tests in educational process;
- objectification of level and quality evaluation of students' grounding at all subjects of the syllabus;
- introduction of the competitiveness element on the basis of students ranking through their educational achievement and results in educational process;
- increasing motivation and incentives for systematic students' self-study as a foundation of cultural and professional capacity;
- increasing the quality of pedagogical planning and teaching and educational process by its intensification;
- activization faculty for modernization and improvement of the content, methods and technique of subject teaching;
- acquisition of differentiated and versatile information about quality and efficiency of teaching and educational process in educational institution, and about student's individual academic advances for his or her financial incentives;
- the assessment of student study quality in rating system is cumulative and is used for educational process management;
- motivation increase to research activity;
- increasing the level of educational process arrangement in higher education

institution;

- motivation to social activity.

The organization of educational process with use of rating system gives a student an opportunity:

- to understand accurately the system of grading formation on discipline that excludes conflict situations when receiving total assessment;

- to realize need in systematic and gradual work on material mastering on the basis of knowledge of the progress assessment of each subject and changes because of untimely or incomplete work on a content;

- to estimate timely his or her situation on discipline studying, performance of all types of an academic load prior to the beginning of examinations;

- to receive skills of independent scheduling.

Such organization of training process allows teachers:

- to plan rationally educational process

- to stimulate students work on development of training material;

- to manage educational process of every individual student and of the group;

- to introduce in due time amendments in the management of educational process by results of the current control;

- to define objectively and fully a total assessment taking into account intermediate results;

- to provide more exact gradation of level of knowledge assessment in comparison with traditional 4-mark system.

Use of the current control for a total students evaluation allows to Chair:

- to raise level of the organization of educational process of a chair;

- to receive the accurate and differentiated knowledge assessment students' skills;

- to provide objectivity and transparency of students' knowledge and skills;

- to increase competitiveness between students in the course of training;

- to provide clearing of credits for realization of internal and international student mobility.

Implementation of rating system for assessment of quality of students training and taking into account its results has the following main functions:

- providing high extent of differentiation of student' learning activity an assessment by means of an evaluation of each his/her action during a term in points to define result of the current certification;

- providing an effective control facility for teaching and educational process and for administrative functions serving;

- students ranging by obtained results;

- determination of training success at university;

- carrying out the analysis of educational activity of a chair;

- stimulation of students' independence and activity during scheme work mastering;

- improvement of cultural and vocational training quality;

- correction of educational process for the purpose of an individualization in learning in system.

Introduction of rating system can be divided into the following stages:

1 . Development of accurate standards of estimation.

2 . Development of evaluating scale on the subject module, taking into account requirements to knowledge and skills according to the curriculum.

3 . Familiarization of the being trained with the scale. The tutor is obliged on the first lesson to inform students about criteria of their certification within progress and achievement testing.

4 . Creation of a necessary psychological spirit for students to analyze their own results.

5 . Entering results into the rating register while the process of studying material on the module.

6 . Providing for students situation of independent free reference estimation of their results.

7 . Development of the individual program of activity for the next level of education taking into account the received results.

When using on-line educational resources the students who have missed test actions for a good reason, have opportunity to hand over this subject in any time convenient for them as the teacher, using instruments of management of educational programs, has opportunity to open again access to a resource. The system itself will count results of this work and will add them to individual students' ratings.

The maximum score gathered by the student on discipline (parts of the discipline during one semester), for the term is equal 100. It is a maximum, achievable within one subject matter.

The maximum sum gathered by the student on discipline with an examination includes two components. The first component is an assessment of a regularity and timeliness of study quality during a term this sum makes no more than 90 points. The second component is an assessment of student knowledge got at examination or at credit (no more than 10 points) [1], i.e. R = Ra (achievement assets) + Rf (final examination asset).

Examinations are carried out according to the schedule of educational process.

Transfer of rating results to the academic marks "perfect", "well" and "unsatisfactorily" on examination disciplines is made on the following scale:

- "perfect" - from 95 to 100 points - the theoretical maintenance of a course is mastered completely, without gaps in education. Necessary practical skills with the material are acquired, all educational tasks provided by the training program are carried out, quality of their performance is estimated by the number of points close to the maximum. it corresponds to the international assessment “A”

- "well" - from 81 to 94 points - the theoretical content of a course is mastered completely, without gaps, some practical skills are insufficient, all educational tasks provided by the training program are carried out, quality of performance isn't estimated by the minimum number of the points, some types of tasks are executed with mistakes. It corresponds to the international assessment “B”.

- "not so well" - from 70 to 80 points - the theoretical content of a course is mastered partially, but gaps have no the essential character, necessary practical skills are generally formed, the majority of tasks of the scheme work is executed, some of the carried-out tasks, probably, contain mistakes. It corresponds to the international assessment “C”.

The total rating of the student on discipline is calculated by the formula [2]: $Rd = \sum BiNi / \sum Ni$,

where Bi - an assessment of the student on a 100-mark scale on this discipline in i-term, Ni - labor intensiveness of discipline in credits in i-term.

Rating points are gained by students during the whole period of studying of discipline and fixed by entering in the register.

Rating scale that measures all kinds of students activity is created on the basis of the selected criteria and indicators of the planned quality of student training in the discipline. Then develop diagnostic tools, allows to estimate the quality of the student activities. The list of possible activities and their evaluation methods are shown in Table 1.

Table 1 - Rating-plan of the subject “foreign language” for the 1st term of the 1st year

Learning activities	Points for a task	Number of tasks	Maximum points
Module 1 – Person’s life and education			
Progress estimate			**75**
1. text translation	3	3	9
2. interactive tasks *	1	30	30
3.creative tasks *	1	6	6
4. vocabulary	3	3	9
5. text retelling	5	3	15
6. Web-quest*	3	1	3
7. project	3	1	3
Achievement control			**15**
1. Test № 1*	5	1	5
2. Test № 2*	5	1	5
3. Test № 3*	5	1	5
Final test (earning credits)			**10**
Examination paper	10	1	10
total:			**100**

*made with electronic information educational resources

Development of the rating scale is expedient to the following sequence:

1) to define complexity of the control tasks. This procedure is carried out in two stages:first, defining the cost of the least time-consuming scoring gauge (for example, equal to 1 for the convenience of all further calculations); second, to rate the complexity or rank of other gauges as the set of real numbers that shows how

many times the complexity of each task is more difficult than the minimum time-consuming (the number is at least 1, but may be fractional);

2) it is found the scoring amount of the points by multiplying it to the number of given tasks. Rating points should consider the extent to which students achieved level of study comparing to maximum level, the quality of the work and timeliness of all activities;

3) all data results of learning activities are arranged in chronological order.

An integral part during the design and realization of a controlled process in the discipline is organization of the system of measures for control and diagnostics. Assessment tools are means of obtaining evidence-based information about the level and quality of training of students [2]. This is specially designed system (set) of tasks (questions) to students in oral or written form, in a designated time, at certain stages of the study of educational material. Tasks should be structured so that on the results of their performance the formation of competencies (knowledge, skills, and personality traits) can be evaluated.

Their main functions are associated with defining the students training baseline (placement test), the results of the current study by showing the students' upward movement and the final result (the final examination of the discipline) specified by goals of higher education. The control measures define if the student is ready for further learning and professional activity.

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RATIONAL APPROACH TO TEACHING FOREIGN LANGUAGES IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS: BASIC PRINCIPLES

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Rational approach to teaching non-linguistic students foreign languages must take into account all the factors that influence the improvement of the quality of language competence. Relying on the basic principles of systemic activity and competency based approach, defining the strategy of modern education we believe that the main principles of the teaching model in case of the rational approach should be as follows:

1. *The principle of rational combination of components of the content of learning in a limited learning time*.

Rational integration of all components of the content of foreign language learning in non-linguistic higher education institutions is supposed to result in formation of a foreign language communicative competence - the ability to communicate in one's professional sphere using a foreign language as a professionally significant quality in the work of a contemporary specialist.

The content of language learning in non-linguistic higher educational institutions is a set of what students are supposed to learn in a coursework so that the quality and level of foreign language skills meet their interests and goals, as well as the goals and objectives of this level of education. Thus the selection of the content serves to promote a multiple and integral formation of a student's personality, preparing him for prospective professional activities [5].

In our opinion, the rationalization of a process of teaching non-linguistic students foreign language communicative competence should start in the first course, which is the base for further professional competence in a language. Therefore, at this stage in accordance with the specified conditions it's essential to define more exactly the component structure of the content of learning which as is known to be considered in the following aspects:

- the material aspect of the content of learning (units of language and speech);
- the ideal aspect of the content of learning (topics, issues, objects of speech);
- the procedural and activity aspect of the content of learning (speech acts with the above mentioned units in order to resolve educational, cognitive and communication tasks);
- the motivational and value-oriented aspect of the content of learning (feelings and emotions caused by an interaction of the selected components of the content) [3].

2. *The principle of learner autonomy*.

Autonomy is an important personal quality that combines the ability to acquire new knowledge and creatively apply them in different situations with aspirations for such work. This phenomenon, as stressed by E.L. Syrtsova, is a unity of two components - a motivational and procedural. The former reflects the need for

the process of cognition, the latter - the knowledge of the particular area and techniques that contribute to the accomplishment of a targeted search [7].

E.V. Strelkova considers the student autonomy in two parameters - activity and personal. The activity component consists in the awareness of the strategies and techniques of educational activities from setting goals to outcome assessment in accordance with one's needs and personal - the ability to reflect critically, to take responsible decisions regarding all phases of educational activities, to transfer the experience of educational activities to a new academic context [6].

We accept a viewpoint of D.Little, who focuses on the fact that the determining factor of pedagogical interaction is to promote the development of learner autonomy. D.Little differentiates the concepts of "learner autonomy" and "autonomous learner." Learner autonomy involves self-study of a language. Autonomous learner is most successful as a student capable of regulating his / her verbal behavior, integrating the knowledge, skills and abilities through practice, developing his / her skills in the process of foreign language interaction with associates in the classroom [1].

D. Thanasoulas distinguishes seven features that characterize the autonomous learner:

- an intuitive understanding of his / her learning style and the strategy of language acquisition;
- display of activity in the process of tasks completion;
- readiness to take risks, that is, to communicate by all means using the material under study;
- the ability to guess;
- the ability to use language material adequately and appropriate to the situation of communication, follow the form and content of statements;
- the ability to organize a language material under study, rethinking and rejecting unacceptable rules and hypotheses;
- the ability to be tolerant to the material under study and use it for communication [2].

Modern learning materials developed in the context of the rational approach and based on a social interaction of participants of the learning process must ensure student autonomy. Therefore, in determining the methods and means of teaching it is important to take into account the student-age peculiarities, their type of intelligence and cognitive styles.

3. *The principle of rational combination of class work and self-study* .

Implementation of the educational process in higher education institutions causes difficulties, arising from a significant change in the proportion of class hours and self-study towards the increasing of the hours devoted to self-study. At the initial stage of teaching students in non-linguistic universities one of the priority trends of higher education - a trend to self-study - should be kept in mind. Therefore, the learning process should be focused on teaching students the basic competencies to subsequently acquire knowledge independently according to the actual needs in social and professional activities of a competent professional.

Independent work is regarded by experts as a system of measures developing activity and independence as the personality traits of students developing skills and abilities of rational acquisition of necessary information, i.e. system of measures developing a competence of self-study.

The competence of self-study is formed and developed in the process of independent work when learners progress to the stage of «independent learners», i.e. set goals independently, develop their own tactics and strategies for their implementation and exercise intermediate and final self-control. The rational organization of classroom and independent work, first of all, allows selecting the sequence and depth of learning the material and implies responsibility for the results of learning activity.

In the classroom, under the teacher guidance, students master the basic material of the module / section, get teacher's comments and instructions and activate the material under study in an interactive work in various kinds of speech activity. As teaching foreign languages takes place away from the functioning of the target language, it is reasonable to use a class work for oral speech activity. Consolidation and deepening of knowledge, skills and abilities of using a language material should mainly occur in the process of an independent work. The number of exercises performed independently differs according to the level of foreign language competence, and depends on the selected individual self-study model. The lower the level of foreign language competence, the greater the number of exercises that must be done by a student, filling in the gaps of school grounding.

4. *The principle of rational modeling*.

Modeling in teaching performs different functions: means of display of the objective world; means of putting forward and testing a hypothesis; means of the truth criterion of knowledge of the cognitive activity components; means of ensuring connection of scientific knowledge with scientific practice, the practice of school education [8, p. 114-121]. «A model performs its role successfully, when the extent of its compliance is determined strictly enough. There must be a certain similarity between the model and real object» (Ibid, p. 115).

Modeling in learning is considered in two aspects: content modeling that needs to be understood by learners and modeling as a means of learning, including learning activities and techniques that are used by learners in the process of the material acquisition. I.V. Grebenev and E.V. Chuprunov point out that «modeling as an activity method and models as activity objects are an essential element of any field of knowledge, claiming the status of science» [4].

A model of vocationally-orientated learning must include the following components:

- a *target component* involves determining the goals and objectives of foreign language learning at non-linguistic faculties;
- a *motivational component* is associated with a need of mastering a foreign language, efforts to improve it and put it into practice;
- a *content component* involves a selection of learning material;
- a *procedural component* provides for a selection of methods, forms and means of learning;

- a component of control and evaluation is linked to periodic observation of the progress of the learning process and the result estimation [5].

Moreover, modeling in learning is essential to make it possible for learners to valuably and substantially master the cognition method and ways of independent learning and cognitive activity. Modeling eliminates the need for explanatory and contemplative types of educational process and move to an active, creative learning process.

In our opinion, when teaching a communicative competence of a foreign language in non-linguistic higher education institutions one should develop a pragmatic model that will ensure success and effectiveness of language proficiency in specific conditions.

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UNDERSTANDING MENTAL REFLECTION BASED ON PSYCHODYNAMIC APPROACHES

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Depth psychology is focused on understanding the mental in its entirety (the conscious-unconscious), which opens up the prospects of psychodynamic and phenomenological approaches to diagnostic and corrective procedures based on the analysis of mental content. The motivations of the individual to the activity (specific tasks) in the psycho-correction do not reduce the level of spontaneity to display different lens of mentality in their continuum ordering at a deep level. Psychodynamic approach is based on the initiation of spontaneous activity of the subject promoting self-presentation of mentality in the materialized forms. Evidence of motivation of the respondent in this kind of knowledge is the spontaneous activity. It exacerbates the deep knowledge of aspects of mentality of the respondent in a dialogic interaction with a psychologist.

The actuality of the problem is due to the lack of scientific and theoretical, methodological and practical aspects of the presentation of the results of deep knowledge of the mentality in its ability to reflect reality. In this context, the problem is exacerbated by the mediation of the experience of the subject of archetypal symbols.

It is important to note that with the research function of the position the reflective understanding of mentality in its entirety (the conscious-unconscious) depends on the disclosure of the functional characteristics of mental, in his subjectivity. We stand in solidarity both with K. G. Carus, that "the key to the psychology of consciousness is in the unconscious," and with K. Jung - the truth "never lies within the boundaries of consciousness; it also includes unlimited room unconscious."

In content, the mind is a subjective reflection of objective reality. "Reflection is an interaction in which some phenomenon or its effects are reflected in the other." Mental reflection is perfect (presented properly) while subjective is peculiar only to the subject and depends on the internal prism of perception. All stages of genesis according to A.N. Leontiev are accompanied by sensual relationship: the emotional tone of feelings until a "sense of subject." The moment of knowledge in the "co-knowledge" stresses of the external world which is reflected in mentality. The subjectivity of mental is possible through the retreat from reality by the behavior of the subject of psychoanalysis.

According to the hypothesis of NAPS of Ukraine Academician T. S. Yatsenko, subjectivity of mental reflection is caused by the "objective (ideal) reality of the laws of functioning of the unconscious". [1] Individualized subjectivity manifests itself in the archetype, subordinate to the general laws of mental functioning.

The problem of objectivity remains relevant in scientific knowledge, especially in the psychoanalytic and depth-psychological approaches in relation to the specific subject of the study: a holistic mentality in its conscious and unconscious

manifestations. Modern research conducted in the format of a psychodynamic paradigm (T. S. Yatsenko) opened the prospect of mental cognition in its entirety using the metaphorical-rendered assets (pictures, stones, modeling dough in the process of self-presentation, toys and other knowledge models).

Psychodynamic theory suggests that the visualization of material mechanisms is updated synthesis, selection, breeding on its significance, abstracting from the concrete story that promotes the knowledge of its meaning. The dominance of power centers introduced in the materialized means opens the prospects of scientific research and is the evidence base for the analysand in making diagnostic results and their use in the correction. It allows the subject to make sure with his personal material produced by its spontaneous and involuntary activity in the priorities of the internal motive power and definite behavioral pattern that may be relevant to a particular (everyday) situation which is masked by expediency or professional interest. At the stage of catalyzing the process of deep knowledge archetypal symbols contribute to the integration of contradictions in the way of leveling the struggles and antagonisms etc. The appeal of an archetypal image for consciousness is evident in its dynamic aspect. Therefore, involuntary deep knowledge of the subject's activity without the shaped material and creating the conditions for spontaneous, according to psychodynamic theory is difficult to implement. Thus, the archetype affects both the processes of conscious and unconscious areas of mentality in their spontaneous presentation. The archetype is not only a product of individual experience, it is latent, unconscious and universal. In the archetypes K. Jung sees the shape attitudes, perception and cognition which are inevitable and the determining a priori condition of all mental processes.

The leading component in the energy initiation of any behavioral act is the motivation that carries a certain emotion. The dominant motivation manifests itself indirectly and disguised in the spontaneous activity of the subject. "Unrequited" the conscious and the unconscious in the process of visualization in figurative and symbolic forms is maintained by the archetype. The last one has pre perinatal information and the ability to integrate with the mechanisms of symbolization (hint, condensation, displacement, location, etc.), as well as a psychological defense system in its basal and peripheral forms. Mental reflection of objective reality allowing distortions indicates ownership of the process of psychological defense mechanisms. According to Freud, the purpose of psychological defense is the weakening of intrapsychic conflict (stress, anxiety) caused by the contradiction between the unconscious instinctual impulses (id) and internalized demands of the environment (the superego) as a result of pro-social education of the individual. Freud associates with the protection of the basic functions of the mind: a device to trim and regulation that is actually means that protection is an integral part of the process of mental reflection, including waiting for results.

In the aspect of the stated problem psychodynamic theory and the method of active social and psychological knowledge is particularly important, the results of which synthesizes the "Model of the internal dynamics of mentality" [2].

According to T. S. Yatsenko, psychological defense has a "dispositional char-

acter and is a holistic education including both the work of the consciousness and unconscious aspects." With the introduction of the concept of "disposition" the explanation of the determinants of psychological protection was made possible that allows you to deeply and systematically examine the internal structure of the subject's predisposition to the "protective" behavior. "The disposition of psychological protection depends on the previous experience of the subject and has a complex hierarchical structure, and functioning on the emotive, behavioral and cognitive levels" [3, p. 155].

In psychology, the cognitive level of mental functions is related to the conscious sphere. In psychodynamic theory (T. S. Yatsenko) hypothesis suggesting the involvement of the cognitive perspective to the unconscious sphere, specifically, asymmetric key which points to a diametrically opposite direction of energy, respectively, the logic of the unconscious ("a different logic"), compared with the logic of consciousness.

In the pro-social perspective, the cognitive level is set by the ideals of "I" and the normative values. The actual act of mental expression always has a "point of intersection" horizontal (base defense) and vertical (situational defense) which requires disclosure of the contents in a dialogic interaction with the subject to demarcate conscious and unconscious aspects. Semantic (notional) lens of the basal forms of psychological defense is set be the oedipal dependence of the subject, the pulses of which are dominant in the implicit structuring of mentality.

“Nonesxperimental” according to its own latency inherent logic influences the direction of the dynamics of involuntary behavior of the subject, thus forming the major trends in the behavior of the subject. At the same energy priorities of " nonesxperimental " seek to implement through the basal form of protection in terms of integration with situational protection operating mainly in pro-social way to maintain focus on the adaptation of the subject.

Basic protection is an individual experience through " nonesxperimental ", g. e. hides and turns into insignificance subject-individualized specifics which is inherent in every defensive "pa". At the forefront is the integration of emotive signs, as late effects (adversity) the person throughout his life. In these processes, the "dominant" plays an important role (A. A. Ukhtomskii) as a force capable to control all mental activity of a man.

We rely on the approval of academician T. S. Yatsenko, according to which the objective determinants of the subjectivity of mentality is in the unconscious. The tendency of mentality is free from the participation of consciousness and energy priorities made by " nonesxperimental " and they are dependent on the "latent processes created by the internal laws immanent inheriting from the mental in relying on domination of the residual stresses of emotive centers of repression '[4]. Thus, the effect of the archetype of mental reflection on the process involves a deep analysis of the behavior of the material in its entirety allowing to define the logic level of consciousness and unconsciousness.

Psychodynamic theory is based on the assumption that the scope of the conscious and the unconscious have both autonomy and relationship. The most important problem of depth-oriented professional psychologist is the ability to predict

the probability of individual features of intrapsychic relationships, where archetype helps in its merger with the mechanisms of symbolization.

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